## **Community and Student Engagement (CaSE) (PEIMS)**

## **Carver Elementary**

Place the ratings of Exemplary, Recognized, Acceptable, or Unacceptable in the boxes below as a result of the work in the HB 5 spreadsheet.

| Campus | Overall<br>Campus<br>Rating | Community<br>and Parental<br>Involvement | Fine Arts | Educational Programs for the Gifted and Talented | Wellness<br>and<br>Physical<br>Education | 2 <sup>nd</sup><br>Language<br>Acquisition | Digital<br>Learning<br>Environme<br>nt | Dropout Prevention Programs and Strategies | 21 <sup>st</sup> Century<br>Workforce<br>Developmen<br>t | Compliance<br>and Policy |
|--------|-----------------------------|--|-----------|--|--|--|--|--|--|--------------------------|
| Carver | Recognized                  | Acceptable                               | Exemplary | Recognized                                       | Exemplary                                | Recognized                                 | Exemplary                              | Acceptable                                 | Acceptable   | YES                      |

Next, list the three Community and Student Engagement components from the above list in the boxes below and assign a letter grade of A, B, C, D, or F. These ratings will become part of your academic accountability rating.

| CaSE Component                | Rating |
|-------------------------------|--------|
| Fine Arts                     | A      |
| Digital Learning Environment  | А      |
| Wellness & Physical Education | A      |

## **Overall Campus Rating - Carver Elementary**

## Overall District/Campus Rating

Recognized

Fine Arts

Exemplary

Community and Parental Inolvement

Acceptable

2nd Language Acquisition

Recognized

**Dropout Prevention Strategies** 

Acceptable

Compliance and Policy Reporting Requirements

Yes

Wellness and Physical Education

Exemplary

21st Century Workforce Development

Acceptable

Digital Learning Environment

Exemplary

Educational Programs for Gifted and Talented Students

Recognized

| District       | Overall Rating | Campus (if applicable) | Name of Person Completing Form | Title     |
|----------------|----------------|------------------------|--------------------------------|-----------|
| Greenville ISD | Acceptable     | Carver Elementary      | Michelle Baird                 | Principal |

| Community and Parental Involvement  |               |   |  |   |
|---|---------------|---|--|---|
| Criteria that could be considered in evaluating a district/campus                 | In the second |   |  |   |
| criteria triat could be considered in evaluating a district/campus                | Rating        | Description of programs, services, etc. | Link to content illustrating the criteria (optional)   | Description of ongoing work/goals (option   |
|   |               | The campus hosts a Hispanic Hertitage   |  |   |
|   |               | Program, Black History Month            |  |   |
|   |               | Program, Grade Level Music Programs,    |  |   |
| Programs engaging parental/community involvement (meet the teacher, food drive)   | Acceptable    | Thanksgiving Lunch                      |  |   |
|   |               | The campus PTA board meets each         |  |   |
|   |               | month and the district hosts a Council  | = > .  | p 1   |
| PTA/PTO involvement at district and campus levels                                 | Acceptable    | PTA luncheon each six weeks.            |  |   |
|   |               | Wesley United Methodist Church of       |  |   |
|   |               | Greenville has mentors and volunteers   |  |   |
|   |               | who come to work with students and      |  |   |
| Education partnerships with community members/groups/business/charities, etc.     | Recognized    | teachers                                |  |   |
| education partiterships with community members/groups/business/chanties, etc.     | Recognized    |   |  |   |
| Deals he asked a signature  |               | The campus holds Back to School Night   |  |   |
| Back to school orientations   | Recognized    | right before school begins              |  |   |
|   |               | The campus holds a Veteran's Day        |  |   |
|   |               | program for parents and the             |  |   |
|   |               | community and district hosts a yearly   |  |   |
| Veterans Day Assemblies   | Recognized    | Veteran's Day Celebration               |  |   |
|   |               | All written communication from the      |  |   |
|   |               | school and district are in both English |  |   |
| Materials and training provided in multiple languages to parents and community    | Acceptable    | and Spanish                             |  |   |
| reactions and durining provided in multiple languages to parents and community    | Acceptable    |   |  |   |
|   |               | The Greenville Education Leadership     |  |   |
|   | 100           | Foundation provides grants to teachers  |  |   |
| ducational Foundations  | Acceptable    | for their classrooms.                   |  |   |
|   |               | The campus hosts an Open House          |  |   |
| opportunities for Open House for parents, local businesses, local charities, etc. | Acceptable    | during the spring semester              |  |   |
|   |               | The campus holds Back to School Night   |  |   |
| ack to school orientations  | Recognized    | right before school begins              |  |   |
|   |               | The campus has an end-of-the-year       |  |   |
|   |               | awards assembly recognizing students.   |  |   |
|   |               |   |  |   |
|   |               | The district holds a Spotlight on       |  |   |
|   |               | Engagement in April each year to        |  |   |
| nd of year programs including parents - highlighting successes of students        | Recognized    | showcase student work.                  |  |   |
|   |               | The campus rewards students for         |  |   |
|   |               | meeting their reading goals, both       |  |   |
|   |               | completing their reading and their      |  |   |
| leading recognition programs  | Recognized    | comprehension levels                    |  |   |
|   |               | The campus offers two Book Fairs a      |  |   |
| ook fairs   | Recognized    | year.                                   |  |   |
|   | Recognized    |   |  |   |
| authoration in house follows in the   |               | The campus partners with the Boys       |  |   |
| articipation in boys/girls clubs  | Recognized    | and Girls Club of Hunt County.          |  |   |
|   |               | The campus holds Carver Rocks Rally     |  |   |
|   |               | assemblies at the end of each six       |  |   |
| ssemblies and award programs open to the public                                   | Acceptable    | weeks.                                  |  |   |
|   |               | Students attend concerts by the Dallas  |  |   |
| pportunities for field trips to museums, theaters, opera, etc.                    | Recognized    | Symphony Orchestra                      | terms of the second sec |   |
| st other factors  | Rating        |   | Link to content illustration the sale of faction illustration in   |   |
|   | Nathig        |   | Link to content illustrating the criteria (optional)   | Description of ongoing work/goals (optional |
|   |               | Parental involvement program geared     |  |   |
| (atch D.O.G.S. Brogram  |               | toward increasing involvement in the    |  |   |
| /atch D.O.G.S. Program  | Recognized    | dads of the campus                      |  |   |
| all Festival  | Recognized    | Family oriented games/food              |  |   |
|   |               | In celebration of Dr. Seuss' birthday,  |  |   |
|   | 4             | community volunteers and district       |  |   |
|   |               | personnel come and read to the          |  |   |
| ead Across America  | Recognized    | students                                |  |   |
|   | , and British |   |  |   |
|   | -             |   |  |   |
|   | -             |   |  |   |
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| District       | Overall Rating Campus (if applica | ible) Name of Person Completing Form | Title     |
|----------------|-----------------------------------|--------------------------------------|-----------|
| Greenville ISD | Exemplary Carver Elementary       |                                      | Principal |

| Exemplary articipation in UIL sponsored activities/competitions (choir, art, etc.)  Exemplary articipation in Special assemblies, clubs, and performances  Exemplary articipation in non-UIL competitions  Extudent participation in special assemblies, clubs, and performances  Exemplary articipation in non-UIL competitions  Extudent participation in a special passemblies, clubs, and performances  Extudent participation in a special passemblies, clubs, and performances  Exemplary articipation in compus music programs  Extudent participation in district-wide honor choir, Arbor Day, Reflections  Contest  Contest  Extudent participation in district-wide honor choir, Arbor Day, Reflections  Contest  Exemplary articipation in district-wide honor choir, Arbor Day, Reflections  Contest  Exemplary articipation in district-wide honor choir, Arbor Day, Reflections  Exemplary articipation in district-wide honor choir, Arbor Day, Reflections  Exemplary articipation in district-wide participation in distri |   |            |   |   |  |
|--|---|------------|---|---|--|
| The campus participates in the UIL fine arts cademic competitions.  Exemplary and statistic competitions.  Exemplary and statistic competitions.  Exemplary arts cademic competitions.  Exemplary field trips to a list dents K-5  student participation in special assemblies, clubs, and performances.  Recognized  Recogniz | Fine Arts   |            |   |   |  |
| Participation in UIL sponsored activities/competitions (choir, art, etc.) Exemplary Field trips to museums, community theaters, opera, symphony, art, etc. Exemplary Field trips for all states 4.5  student participation in special assemblies, clubs, and performances  Recognized  Rec | Criteria that could be considered in evaluating a district/campus         | Rating     | Description of programs, services, etc. | Link to content illustrating the criteria (optional)  | Description of ongoing work/goals (optional) |
| ided trips to museums, community theaters, opera, symphony, art, etc.  Itudent participation in special assemblies, clubs, and performances  Recognized  Recognized  Recognized  Student participation in district-wide honor choir, Arbor Day, Reflections Contest  Contest  Contest  Student participation in district-wide honor choir, Arbor Day, Reflections Contest   |   |            | 1                                       |   | •  |
| Student participation in special assemblies, clubs, and performances  Recognized programs Student participation in district-wide honor choir, Arbor Day, Reflections Contest C | Participation in UIL sponsored activities/competitions (choir, art, etc.) |            |   |   |  |
| tudent participation in special assemblies, clubs, and performances  Recognized  Student participation in district-wide honor choir, Arbor Day, Reflections Contest   | Field trips to museums, community theaters, opera, symphony, art, etc.    | Exemplary  |   |   |  |
| Student participation in district-wide honor choir, Arbor Day, Reflections Contest Con |   |            | Student participation in campus music   |   |  |
| honor choir, Arbor Day, Reflections Contest Co | Student participation in special assemblies, clubs, and performances      | Recognized |   |   |  |
| Accognized Contest Con |   |            | Student participation in district-wide  |   |  |
| St other factors  Rating Description of programs, services, etc. Student participation in district-wide performances Exemplary Student participation in district-wide Patriotic and spring musicals Student participation in the Carver Student partic |   |            | honor choir, Arbor Day, Reflections     |   |  |
| Student participation in district-wide performances  Exemplary  Student participation in district-wide Patriotic and spring musicals  Student participation in the Carver  Student participation in the Carver  Syncopated Cool Cats Drum Corps.  Students attend concerts by the Dallas   | Participation in non-UIL competitions                                     | Recognized | Contest                                 |   |  |
| Student participation in district-wide performances  Exemplary  Student participation in district-wide Patriotic and spring musicals  Student participation in the Carver  Student participation in the Carver  Syncopated Cool Cats Drum Corps.  Students attend concerts by the Dallas   |   |            |   |   |  |
| Student participation in district-wide performances  Exemplary  Student participation in district-wide Patriotic and spring musicals  Student participation in the Carver  Student participation in the Carver  Syncopated Cool Cats Drum Corps.  Students attend concerts by the Dallas   |   |            |   |   |  |
| Student participation in district-wide performances  Exemplary  Student participation in district-wide Patriotic and spring musicals  Student participation in the Carver  Student participation in the Carver  Syncopated Cool Cats Drum Corps.  Students attend concerts by the Dallas   |   |            |   |   |  |
| Student participation in district-wide performances  Exemplary  Student participation in district-wide Patriotic and spring musicals  Student participation in the Carver  Student participation in the Carver  Syncopated Cool Cats Drum Corps.  Students attend concerts by the Dallas   |   |            |   |   |  |
| Student participation in district-wide performances  Exemplary  Student participation in district-wide Patriotic and spring musicals  Student participation in the Carver  Student participation in the Carver  Syncopated Cool Cats Drum Corps.  Students attend concerts by the Dallas   |   |            |   |   |  |
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| Student participation in district-wide performances  Exemplary  Student participation in district-wide Patriotic and spring musicals  Student participation in the Carver  Student participation in the Carver  Syncopated Cool Cats Drum Corps.  Students attend concerts by the Dallas   |   |            |   |   |  |
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| Student participation in district-wide performances  Exemplary  Student participation in district-wide Patriotic and spring musicals  Student participation in the Carver  Student participation in the Carver  Syncopated Cool Cats Drum Corps.  Students attend concerts by the Dallas   |   |            |   |   |  |
| Student participation in district-wide performances  Exemplary  Student participation in district-wide Patriotic and spring musicals  Student participation in the Carver  Student participation in the Carver  Syncopated Cool Cats Drum Corps.  Students attend concerts by the Dallas   | List other factors  | Rating     | Description of programs, services, etc. | Link to content illustrating the criteria (optional)  | Description of ongoing work/goals (optional) |
| Student participation in the Carver strumental music in elementary school Exemplary Syncopated Cool Cats Drum Corps. Students attend concerts by the Dallas  | •   |            | Student participation in district-wide  |   |  |
| strumental music in elementary school Exemplary Syncopated Cool Cats Drum Corps.  Students attend concerts by the Dallas   | District-wide performances  | Exemplary  | Patriotic and spring musicals           |   |  |
| Students attend concerts by the Dallas   | · · · · · · · · · · · · · · · · · · ·                                     |            | Student participation in the Carver     |   |  |
| Students attend concerts by the Dallas   | Instrumental music in elementary school                                   | Exemplary  | Syncopated Cool Cats Drum Corps.        |   |  |
| Ommunity Concerts Recognized Symphony Orchestra Symphony Orchestra   |   |            |   |   |  |
|  | Community Concerts  | Recognized | Symphony Orchestra                      |   |  |
|  |   |            |   |   |  |
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| District       | Overall Rating Campus (if applicable) | Name of Person Completing Form | Title     |
|----------------|---------------------------------------|--------------------------------|-----------|
| Greenville ISD | Recognized Carver Elementary          | Michelle Baird                 | Principal |

| Education I Product Control of City I I I I I I I I I I I I I I I I I I I |              |   |  |  |
|---|--------------|---|--|--|
| Educational Programs for Gifted and Talented Students                     |              |   |  |  |
| Criteria that could be considered in evaluating a district/campus         | Rating       | Description of programs, services, etc.   | Link to content illustrating the criteria (optional) | Description of ongoing work/goals (optional) |
|   | The same of  | The campus offers a robotics program      |  |  |
|   |              | for fifth grade students. There is also a |  |  |
|   |              | chess club for students led by            |  |  |
| Clubs/Science Olympiad, Robotics, Math/science competitions for           | G Recognized | volunteers from the church.               |  |  |
|   |              | The district 1 115                        |  |  |
|   |              | The district identified                   |  | A  |
|   |              | underrepresented, high ability students   | 18   |  |
| Support for underrepresented groups                                       | Acceptable   | and included them in the GT cluster.      |  |  |
|   |              |   |  |  |
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| List other factors  | Rating       |   | Link to content illustrating the criteria (optional) | Description of ongoing work/goals (optional) |
|   |              | The campus has a Destination              |  |  |
|   |              | Imagination team which competes           |  |  |
| Participating in Destination Imagination                                  | Recognized   | each year.                                |  |  |
|   |              |   |  |  |
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|                | Overall Rating | Campus (if applicable) | Name of Person Completing Form | Title     |
|----------------|----------------|------------------------|--------------------------------|-----------|
| Greenville ISD | Exemplary      | Carver Elementary      | Michelle Baird                 | Principal |
|                |                |                        |                                |           |

| Wellness and Physical Education  | New York Control  |  |  | TO THE STATE OF TH |
|--|---|--|--|--|
| Criteria that could be considered in evaluating a district/campus  | Rating  | Description of programs, services, etc.  | Link to content illustrating the criteria (optional) | Description of ongoing work (goals (optional)  |
| estate and company to the company to | Rating  | Students participate in 30 minutes of    | Link to content mustrating the criteria (optional)   | Description of origoning work/goals (optional)   |
| Number of PE course offerings (i.e. elementary, middle, high school athletics)   | Recognized  | PE daily in grades K-5                   |  |  |
| trained of the coarse offerings (i.e. elementary, middle, might school atmetics)   | Recognized  | Students participate in 30 minutes of    |  |  |
| Student access to recess opportunities   | Exemplary   | recess daily                             |  |  |
| State in access to recess opportunities  | LACITIPIATY   | The campus playground equipment if       |  |  |
| Safe playground equipment  | Exemplary   | regularly maintained and inspected       |  |  |
| para para adarpment  | Excripiary  | The campus offers free breakfast every   |  |  |
| Participation in school breakfast/lunch/dinner programs  | Exemplary   | school day to every student              |  |  |
| The state of the s | Exemplary   | school day to every student              |  |  |
|  |   | The campus offers breakfast and lunch    |  |  |
|  |   | to the community children ages birth     |  | _  |
| Summer Food Program participation  | Exemplary   | to 19 for six weeks in the summer        |  |  |
| Sammer 1 South Togram participation  | CACITIPIATY   | The campus participates in a week-long   |  |  |
|  |   | recognition for Red Ribbon Week and      |  |  |
|  |   | activities at the district level         |  |  |
| DARE/Red Ribbon activities   | Recognized  | throughout the month                     |  |  |
| DARLY NEW RIDDON WERVINES  | Recognized  | The campus has a full-time school        |  |  |
| Availability of school nurses  | Exemplary   | nurse LVN                                |  |  |
| Availability of Scriool Hurses   | CXemplary   | The district partnered with the regional |  |  |
|  |   |  |  |  |
| Participation in health fairs, free vaccination clinics/other health services  | F   | hospital to provide flu shots and health |  |  |
| Participation in health fairs, free vaccination clinics/other health services  | Exemplary   | screenings                               |  |  |
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|  | STERROR EMPLOYMENT AND ADDRESS OF THE PARTY |  |  |  |
| List other factors   | Rating  |  | Link to content illustrating the criteria (optional) | Description of ongoing work/goals (optional)   |
| Clasher dead   |   | The campus maintains a well-stocked      |  |  |
| Clothes closet   | Recognized  | clothes closet for students in need      |  |  |
|  |   | The campus provided dental awareness     |  |  |
|  |   | through a presentation by the Tooth      | 1  |  |
| Tooth Fairy  | Exemplary   | Fairy                                    |  |  |
|  |   | Identified students participate in       | 18   |  |
|  |   | Backpack Buddies through a               |  |  |
| Backpack Buddies   | Recognized  | partnership with Fish Ministries         |  |  |
|  |   | The teachers utilize video clips with    |  |  |
|  |   | movement in them to get students up      |  |  |
| Go Noodle  | Recognized  | and moving for brain breaks              |  |  |
|  |   |  |  |  |
|  |   | The district does a PE Showcase where    |  |  |
|  | =   | students from all elementary campuses    |  |  |
| PE Showcase  | Exemplary   | perform a choreographed dance            |  |  |
|  |   | Partnering with Walmart to provide       |  |  |
| Clothe-a-Child   | Exemplary   | families in need with clothes            |  |  |
| Shoe Donation  | Exemplary   | Dialysis Clinic                          |  |  |
| Jumprope for Heart   | Recognized  | American Heart Association               |  |  |
|  |   |  |  |  |
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|                | Overall Rating | Campus (if applicable) | Name of Person Completing Form | Title     |
|----------------|----------------|------------------------|--------------------------------|-----------|
| Greenville ISD | Recognized     | Carver Elementary      | Michelle Baird                 | Principal |

| 2nd Language Acquisition  |            |   |  |   |
|---|------------|---|--|---|
| Criteria that could be considered in evaluating a district/campus                   | Rating     | Description of programs, services, etc. | Link to content illustrating the criteria (optional) | Description of ongoing work/goals (optional)    |
|   |            | The campus offers summer school to      | arm to content mast atting the criticita (optional)  | Description of originity work/ goals (optional) |
| Summer programs geared to language proficiency                                      | Recognized | any English Language Learner            |  |   |
|   |            | The campus has an trained and active    |  |   |
|   |            | LPAC committee which meets quarterly    |  |   |
| LPAC decisions implemented, documented  | Recognized | and when needed                         |  |   |
|   |            | Upon initial enrollment, parents        |  |   |
|   |            | complete the home language survey       |  |   |
|   |            | and this document remains in the        |  |   |
| Home language surveys distributed and completed                                     | Recognized | student's cumulative folder.            |  |   |
|   |            | All written communication from the      |  |   |
|   |            | school and district are in both English |  |   |
| Providing translations of letters/notices to parents and students                   | Recognized | and Spanish                             |  |   |
|   |            | The campus has implemented the          |  |   |
|   |            | Gomez and Gomez One-Way Dual            |  |   |
| Number of Dual Language Programs offered  | Recognized | Language Enrichment Program in K-3.     |  |   |
|   |            | Very few parents deny services for ESL  |  |   |
| ESL/ELL program participation (% of total participation is ESL, % of pre-k are ESL) | Recognized | or bilingual programs.                  |  |   |
|   |            |   |  |   |
|   |            |   |  |   |
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|   |            |   |  |   |
| List other factors  |            |   |  |   |
| List other factors  | Rating     | Description of programs, services, etc. | Link to content illustrating the criteria (optional) | Description of ongoing work/goals (optional)    |
| FCI Contified Totals  |            | All teachers are certified ESL, along   |  |   |
| ESL Certified Teachers  | Recognized | with the counselor                      |  |   |
|   |            | Research-based Specialized training     |  |   |
| Company and Company Tarrisis a  |            | geared toward the needs of second       |  |   |
| Gomez and Gomez Training  | Recognized | language learners                       |  |   |
|   |            |   |  |   |
|   |            |   |  |   |
|   |            |   |  |   |
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|   |            |   |  |   |

| District       | Overall Rating | Campus (if applicable) | Name of Person Completing Form | Title     |
|----------------|----------------|------------------------|--------------------------------|-----------|
| Greenville ISD | Exemplary      | Carver Elementary      | Michelle Baird                 | Principal |

| Digital Learning Environment   |            |  |  |  |
|--|------------|--|--|--|
| Criteria that could be considered in evaluating a district/campus                  | Rating     | Description of programs, services, etc.  | Link to content illustrating the criteria (optional) | Description of ongoing work/goals (optional)   |
|  |            | The staff completed required staff       |  |  |
|  |            | development on-line for STAAR            |  |  |
|  |            | administration, TELPAS training, and     |  | 1  |
| Staff completing prof. development using technology, online courses, etc.          | Recognized | others.                                  |  |  |
|  |            | Each classroom has a classroom set of    |  |  |
|  |            | devices. In the lower grades, K-2, iPads |  |  |
|  |            | are at a 1 to 1 ratio; In the upper      |  |  |
|  |            | grades, 3-5, Chromebooks are at a 1 to   |  |  |
| Ratio of students to computer work stations (tablets, lap tops, etc.)              | Exemplary  | 1 ratio                                  |  |  |
|  |            | The campus has robust Wi-Fi in all       |  |  |
| Wi-Fi access on and off campus for students, faculty and parents                   | Recognized | areas of the building.                   |  |  |
|  |            | The district provides web filters for    |  |  |
| Use of web filters for Internet safety   | Exemplary  | internet safety.                         |  |  |
|  |            | The campus has allotted budget           |  |  |
| Resources aimed at supporting technology (financial/personnel/infrastructure/etc.) | Recognized | money for technology resources.          |  |  |
|  |            |  |  |  |
|  |            | The staff completed staff development    |  |  |
|  |            | in Interactive Boards and the use of     |  |  |
| Staff completing prof. dev. with technology as a tool to assist student learning   | Recognized | the iPad for student learning.           |  |  |
|  |            | The campus administers the TELPAS on-    |  |  |
|  |            | line and students take Accelerated       |  |  |
| Extent to which state or other assessments are administered online                 | Recognized | Reading tests on-line.                   |  |  |
|  |            |  |  |  |
|  |            | Teacher incorporate YouTube/Teacher      |  |  |
|  |            | Tube Channel into their classroom        |  |  |
| Use of YouTube/Teacher Tube Channel  | Exemplary  | instruction to enhance the learning.     |  |  |
|  |            | The campus administers the TELPAS on-    |  |  |
|  |            | line and students take Accelerated       |  |  |
| Extent to which state or other assessments are administered online                 | Recognized | Reading tests on-line.                   |  |  |
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| List other factors   | Rating     | Description of programs, services, etc.  | Link to content illustrating the criteria (optional) | Description of ongoing work/goals (optional)   |
|  |            |  |  | , and a special part of the special part of th |
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|  |            | <u> </u>                                 |  |  |

| District       | Overall Rating | Campus (if applicable) | Name of Person Completing Form | Title     |
|----------------|----------------|------------------------|--------------------------------|-----------|
| Greenville ISD | Acceptable     | Carver Elementary      | Michelle Baird                 | Principal |

| Dropout Prevention Strategies   |            |   |  | A STATE OF THE STA |
|---|------------|---|--|--|
| Criteria that could be considered in evaluating a district/campus                 | Rating     | Description of programs, services, etc. | Link to content illustrating the criteria (optional) | Description of ongoing work/goals (optional)   |
|   | True Line  | The campus hosts student Award          | clink to content mustrating the criteria (optional)  | Description of origoing work/goals (optional)  |
|   |            | Ceremonies at the end of each school    |  |  |
| End of year programs including parents highlighting various successes of students | Recognized | year                                    |  |  |
|   | Mecoginzea | The campus hosts a spring open house    |  |  |
| Open house opportunities  | Acceptable | each year.                              | 20   |  |
|   | receptuate | The school counselor provides anti-     |  |  |
|   |            | bullying lessons weekly to the          |  |  |
| Anti-bullying activities, programs, lessons, etc.                                 | Acceptable | students.                               |  |  |
| ,   | иссерции   | The campus rewards students for good    |  |  |
|   | 1          | behavior, citizenship, and scholarship. |  |  |
|   |            | They receive "B-Awesome" rewards for    |  |  |
| Implementation of positive behavior systems                                       | Acceptable | recognition.                            |  |  |
|   | Acceptable | recognition.                            |  |  |
|   | 1          | HERO attendance is an incentive that    |  |  |
|   |            | works off of daily, weekly, and grading |  |  |
|   |            | period attendance. It is based on a     |  |  |
|   |            | team effort, requiring good attendance  |  |  |
|   |            | for all members of the classroom. The   |  |  |
|   |            | campus offers a drawing for a free      |  |  |
|   |            |   |  |  |
| Attendance incentives   | Daggaring  | bicycle for students with perfect       |  |  |
| Acceleration incentives   | Recognized | attendance for the entire school year.  |  |  |
| After school tutoring, homework assistance program availability                   | 0          | The campus offers after school          |  |  |
| Arter school tatoring, nomework assistance program availability                   | Recognized | tutoring.                               |  |  |
|   |            | The campus provides mentors and         |  |  |
|   |            | tutors through a community              |  |  |
| Mentoring/tutoring provided through community partnerships                        |            | partnership with Wesley United          |  |  |
| ivientoring/tutoring provided through community partnerships                      | Recognized | Methodist Church.                       |  |  |
|   |            | T. C                                    |  |  |
|   |            | The Campus Improvement Plan             |  |  |
| Improvement plans that include statute as a suite as a suite                      |            | includes all the required elements and  |  |  |
| Improvement plans that include statutory requirements                             | Recognized | is approved by the Board each year.     |  |  |
|   |            | The campus develops and implements      |  |  |
| D   | 1          | an individual plan for success for each |  |  |
| Documenting Personal Graduation Plans, 504 plan implementation                    | Acceptable | 504 student.                            |  |  |
| A   |            | The campus has a school counselor       |  |  |
| Availability of school counselors   | Recognized | who is not the testing coordinator.     |  |  |
|   |            | The campus meets each six weeks in      |  |  |
|   |            | Response to Intervention meetings to    |  |  |
| a transfer of the second  |            | review student progress and make        |  |  |
| Response to Intervention programs, Student Success Initiative programs, 504 plans | Recognized | plans for intervention.                 |  |  |
|   |            | The campus offers free breakfast each   |  |  |
| Breakfast program availability  | Recognized | day to any student.                     |  |  |
|   |            |   |  |  |
|   |            |   |  |  |
| List other factors  |            |   |  |  |
| cist outer factors  | Rating     | Description of programs, services, etc. | Link to content illustrating the criteria (optional) | Description of ongoing work/goals (optional)   |
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| 21st Century Workforce Development   |            |   |  |  |
|--|------------|---|--|--|
| Criteria that could be considered in evaluating a district/campus  | Rating     | Description of programs, services, etc. | Link to content illustrating the criteria (optional) | Description of ongoing work/goals (optional)   |
| g and a grant and  | Tracing .  | Wesley United Methodist Church of       | this to content must being the criteria (optional)   | Description of originity work goals (optional) |
|  |            | Greenville has mentors and volunteers   |  |  |
|  |            | who come to work with students and      |  |  |
| Mentoring/tutoring provided through community partnerships   | Recognized | teachers                                |  |  |
| Student leadership opportunities/Student Council   | Acceptable | Safety Patrol for 5th grade students    |  |  |
| and an extension proportion and a state of the state of t | Acceptable | Teachers incorporate STEM activities in |  |  |
|  |            | their classroom and lesson plans. The   |  |  |
|  |            | 3rd grade students will have a STEM     |  |  |
| Na.  |            | Fair this school year on the campus     |  | Ø  |
| Pre-academics for (STEM, medical, culinary, cosmetology, broadcast media, etc.)  | Acceptable | and at the district levels.             |  |  |
| Tre-academics for (31214), medical, culmary, cosmetology, broadcast media, etc./   | Acceptable | The campus participates in the          |  |  |
|  | Assentable |   |  |  |
|  | Acceptable | required TEA STaR Chart                 |  |  |
|  |            |   |  |  |
|  |            |   |  |  |
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| List other factors   | Rating     | Description of programs, services, etc. | Link to content illustrating the criteria (optional) | Description of ongoing work/goals (optional)   |
|  |            | Students from the high school provide   |  |  |
|  |            | peer mentoring for the students on      |  |  |
| PALs (Peer Assisted Leadership)  | Acceptable | campus.                                 |  |  |
|  |            | Grant given to teachers on the campus   |  |  |
|  |            | to purchase materials for STEM          |  |  |
| L3/Air Force Grant   | Recognized | focused learning                        |  |  |
|  |            |   |  |  |
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| District       | Overall Rating | Campus (if applicable) | Name of Person Completing Form | Title     |
|----------------|----------------|------------------------|--------------------------------|-----------|
| Greenville ISD | Yes            | Carver Elementary      | Michelle Baird                 | Principal |
|                |                |                        |                                |           |

| Compliance and Policy Reporting Requirements                        |        | The second of th |  |   |
|---|--------|--|--|---|
| Criteria that could be considered in evaluating a district/campus   | Rating | Description of programs, services, etc.  | Link to content illustrating the criteria (optional) | Description of ongoing work/goals (option   |
|   |        | 504 students' plans are provided to  | Entre to content mostrating the criteria (optional)  | Description of origoning work/goals (option |
|   |        | teachers and implemented in the  |  |   |
| Documented Personal Graduation Plans, 504 plan implementation       | n Yes  | classrooms.  |  |   |
|   |        | The LPAC committee meets quarterly   |  |   |
|   |        | and the decisions are documented and   |  |   |
| PAC decisions implementation documented                             | Yes    | filed in the LEP folder.   |  |   |
|   |        | Per TEA's requirement, the campus  |  |   |
| Participation and results on Fitnessgram                            | Yes    | participates in the Fitnessgram.   |  |   |
|   |        | The campus offers breakfast and lunch  |  |   |
|   |        | to any child birth to 19 years of age for  | 1  |   |
| Participation in summer food programs                               | Yes    | six weeks during the summer.   |  |   |
|   |        | The TEA prepared school report card  |  |   |
|   |        | was sent home with each student with   |  |   |
|   |        | the report cards. A copy was also  |  |   |
|   |        | placed in the office for anyone wanting  |  |   |
| EA-prepared "school report cards" sent to parents                   | Yes    | to see it.   |  |   |
|   | 1.03   | The campus had a100% compliance  |  |   |
|   |        | with the district's staff development  |  |   |
| dentified staff completed required training relevant to their jobs  | Vec    | requirement.   |  |   |
| Jobs  | 103    | The campus improvement plan  |  |   |
|   |        | contains the statutory requirements  |  |   |
| mprovement plans that include statutory requirements                | Yes    | and is approved by the Board.  |  |   |
| mprovement plans that metade statutory requirements                 | 163    | Parents complete the Home Language   |  |   |
|   |        | Survey and it is filed in the students'  |  |   |
| Home language surveys completed                                     | Yes    | cumulative folders.  |  |   |
| tome language surveys completed                                     | 163    | Parents are notified by mail of needed   |  |   |
| Notice of required immunizations delivered timely to parents        | Yes    |  |  |   |
| votice of required infindinzations delivered timely to parents      | 162    | immunizations.   |  |   |
|   |        | The school nurse conducts health   |  |   |
| dealth screenings on sample (hearing vision, deate) animal animal   | . V    | screenings according to the district   |  |   |
| lealth screenings on campus (hearing, vision, dental, spinal curvat | res    | plan.  |  |   |
| imply accountability actions and bear with first                    |        | The campus sent the TEA provided   |  |   |
| imely accountability notices sent home with first report cards      | Yes    | letter along with the first report card.   |  |   |
| largest of stoff sensitive highly smallfind                         |        | The campus teachers are considered   |  |   |
| ercent of staff meeting highly qualified                            | Yes    | highly qualified.  |  |   |
|   |        |  |  |   |
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| -t -th  |        |  |  |   |
| ist other factors   | Rating | Description of programs, services, etc.  | Link to content illustrating the criteria (optional) | Description of ongoing work/goals (optiona  |
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