

Greenville Independent School District

Carver Elementary School

2020-2021 Campus Improvement Plan



Mission Statement

Greenville Independent School District prepares, inspires, and empowers students in a safe and nurturing environment to become responsible citizens who successfully compete in a global society.

Vision

We educate today....you succeed tomorrow!

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Goal 5: Communication among the campus employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The campus will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the district and share responsibility at various levels of involvement accepting responsibility for the education of students.	31
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Comprehensive Needs Assessment

Revised/Approved: October 2, 2020

Demographics

Demographics Summary

Carver Elementary is a dual language campus. Carver is a K-5 campus that serves a diverse student population of **549** students.

TOTAL STUDENT ENROLLMENT 2020-2021

555

STUDENT ENROLLMENT BY RACE/ETHNICITY

Demographic %/#	All Students	Kinder	First	Second	Third	Fourth	Fifth
White	96%/ 54	95%	97%	95%	95%	95%	98%
AA	97%/ 97	95%	95%	97%	97%	98%	98%
Hispanic	97%/ 401	97%	97%	97%	98%	98%	98%
Pacific Islander	96%/ 2	x	x	x	x	x	96%
Two or More	96%/ 2	95%	99%	96%	97%	97%	96%
Male	97%/ 286	96%	97%	97%	98%	98%	97%
Female	97%/ 293	97%	97%	97%	98%	98%	97%
SPED	96%/ 110	95%	97%	95%	98%	97%	97%
EL	97%/ 302	96%	97%	97%	98%	98%	98%
504	96%/ 24	0%	95%	96%	97%	98%	96%
GT	99%/ 27	98%	99%	98%	98%	99%	99%
Eco Dis	97%/ 539	96%	97%	97%	98%	98%	98%

Problem Statements Identifying Demographics Needs

Problem Statement 1: The trend in reading shows a decline in reading in all demographics, with the AA population having the greatest drop in this subject. This decline affects other subjects as well. **Root Cause:** The reading curriculum resources were not used effectively.

Problem Statement 2: The trend in reading shows a decline in reading in all demographics, with the AA population having the greatest drop in this subject. This decline affects other subjects as well. **Root Cause:** Teachers did not receive adequate training for district guiding reading practices, nor was there accountability in monitoring the guiding reading process.

Student Achievement

Student Achievement Summary

3RD 9 Week assessment- Reading							3RD 9 Week assessment Spanish Reading						
Grade	K % Approaches	First % Approaches	Second % Approaches	Third % Approaches	Fourth % Approaches	Fifth % Approaches	Grade	K % Approaches	First % Approaches	Second % Approaches	Third % Approaches	Fourth % Approaches	
Content:	Reading	Reading	Reading	Reading	Reading	Reading	Content:	Reading	Reading	Reading	Reading	Reading	
All Students	43	39	45	39	63	70	All Students	42	36	45	51	20	
White	33%	60%	33%	17%	25%	45%	White						
AA	64%	60%	10%	31%	23%	38%	AA						
Hispanic	68%	50%	24%	53%	50%	45%	Hispanic	93%	78%	9.00%	67%	0%	
Male	58%	50%	28%	43%	30%		Male	94%	62%	0.00%	75%	0%	
Female	68%	61%	55%	35%	52%		Female	92%	87%	14.00%	53%	0%	
SPED	10%	38%	11%	30%	23%	23%	SPED	33%	20%	9.00%	33%	0%	
EL	17%	100%	29%	0%	54%	49%	EL	93%	78%	9.00%	67%	0%	
504		60%	0%	55%	25%		504	100%	100%	0.00%	100%	0%	
GT		100%	100%	100%	81%		GT		100%	0.00%	50%	0%	
Eco Dis	66%	57%	31%	42%	57%	39%	Eco Dis	93%	77%	9.00%	67%	0%	

Student Achievement Strengths

Students receive accelerated instruction for their needs. The teachers have built in intervention time to provide more time and support for kids in need. These times are used to intervene at the skill level, the most crucial intervention needed.

Scores indicated great growth in Index 2 with a score of 42.

Online students are receiving instruction live from their teachers and participating in small groups virtually during guided math & reading.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our African American students are performing lower in Math and Reading in comparison to our Hispanic and White student population. **Root Cause:** Teachers not understanding how to utilize data resources to create effective small groups to review, reteach, and retest low SEs and skills that the data shows the students are not mastering, along with a lack of understanding of the RtI processes and instructional measures that need to be used with fidelity. Not effectively utilizing ELL/ESL/SIOP strategies.

Problem Statement 2: Our Hispanic students are scoring lower in Writing than our AA students. **Root Cause:** Differentiation not implemented effectively.

Problem Statement 3: Our special education students are not mastering grade level skills. **Root Cause:** Lack of time to work on individual special education goals that build them to grade level .

School Culture and Climate

School Culture and Climate Summary

Based on information from the “Carver Fall Semester Feedback” we initiated the following:

The campus utilizes survey monkey in order to allow teachers buy in and to give feedback on campus based decisions.

Team leaders now have more responsibilities with teachers. This has been positive for teachers because they are able to facilitate processes with their team leader before it goes to an administrator.

Teachers asked to have monthly team meetings that may not be instructional in nature but to focus on campus culture and climate.

School Culture and Climate Strengths

The campus discipline management plan that has been implemented this year has helped teachers build stronger relationships with parents and works to teach the students to make better choices.

The guidance and character education programs that have also been implemented this year are working to improve citizenship and student academic motivation.

New student and faculty incentives, such as the 9 Week Slime Bash and Popcorn with the Principals for students, Student of the Month Awards and AWOL passes for teachers, have been put in place to improve attendance.

Also, Teacher PALs, Lunch Bunches, and Capturing Kids Hearts have been established to help build a stronger teacher and student relationship.

“Cool Cat Store” began in order to reward students who show good behavior to earn “cool cat cash” to purchase cool prizes. This

reinforced positive behavior.

Students are welcomed at each entrance of the building every morning by campus Administration. On Mondays and Fridays Music is played upon entering the building.

We celebrate diversity and all cultures throughout the school year (i.e. Hispanic Heritage Month and Black History Month)

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Too many students were recommended (but not documented) for disciplinary actions. **Root Cause:** There was not a campus discipline management plan, which included the use of appropriate positive behavior intervention strategies.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Carver teachers live in Greenville, TX, and the surrounding areas within a 10 - 30 mile radius.

Greenville ISD offers many professional development opportunities for the teachers in the summer and throughout the school year.

The district also integrates instructional planning days into the calendar each year to allow for collaboration across the district.

As a member of Region 10, teachers are also offered other diverse learning opportunities. Notifications about training are sent out consistently.

Staff Quality, Recruitment, and Retention Strengths

The campus has adequate resources for instruction. New staff members were provided a mentor from the district and campus and have the members of their grade level to help guide them through their first year at Carver. Time is provided during Professional Learning Communities to collaborate with co-workers on instruction and other academic concerns. Professional development is offered throughout the year during faculty meetings and district instructional strategist are readily available to assist our teachers academically and behaviorally.

Due to the majority of our teachers being from and still living in Greenville, our teachers are able to relate and build relationships with their students and their families.

Demographic %/#	All Teachers	K	First	Second	Third	Fourth	Fifth
Male	13%/ 7	0	0	1	1	0	2
Female	87%/ 49	4	4	2	6	5	3
White	55.56%/ 30	2	1	1	3	2	2
AA	14.81%/ 8			1	1	1	
Hispanic	27.78%/ 15	2	1	2	3	1	1
Certifications							
no degree	22.22%/ 12						
Bach	55.56%/ 31	4	4	4	5	5	5
Masters	20.37%/ 11		2		1	1	2
Doctorate	1.85%/ 1						

Gender	Percentage %/#
Female	85.19%/ 46
Male	14.81%/ 8

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Many of the new teachers are teaching in new grade levels and/or subject areas and had need to learn new instructional strategies, content knowledge, classroom management, and relational practices. **Root Cause:** Teacher promotion for various district needs as well as retirements and individuals who have chosen to leave the district.

Problem Statement 2: The demographics of the African American student population does not match the African American Teacher population. **Root Cause:** Many near by HBCU's are not on the recruiting roster.

Problem Statement 3: Low numbers of male adults on campus. **Root Cause:** Lack of male applicants at the elementary level.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Carver uses the TEKS Resource System as its curriculum base. The District has created modified Year at Glance documents and curriculum pacing guides for every grade level and subject, which is housed in Forethought. Teachers plan instruction together to ensure high quality and rigorous lessons for students.

The Carver staff is a professional learning community that works well together to meet the needs of the students. The campus meets each week as grade level or content teams and campus administrators for Professional Learning Communities. This time is used to unpack Performance Assessments and to plan rigorous lessons and to identify curricular and instructional areas of strengths and weaknesses. This is critical to the success of the instructional program. The master schedule also has built in intervention time that teachers can utilize to review, reteach, and retest specific student expectations that data shows weaknesses in.

Curriculum, Instruction, and Assessment Strengths

The campus also utilizes the district's universal screeners, such as Ren Star 360 to diagnose student needs. These are utilized in combination with the Summative Assessments, progress monitoring, DRA/EDL and fluency checks, and other data to determine appropriate interventions.

Our Bilingual students are supported through research based components of effective bilingual instruction. This model serves these students which includes instruction in Spanish in Spanish Language Arts, Science, and Social Studies as well as instruction in English in Math and English Language Arts and Reading. Most of the Carver teachers are ESL certified and all of the teachers who work with ELLs are ESL certified.

The Carver Elementary staff works diligently to develop engaging lessons for the students. The teachers use the Year-at-a-Glance, Instructional Focus Documents, Pacing Guides, and the math spiral reviews to deliver high quality instruction. The district's Instructional Specialists are available to assist teachers in understanding content and planning for rigorous, high quality lessons. The data from Summative Assessments, are used to help teachers develop their instruction (reteach, review, and spiraling of specific SEs) for the next unit of study. Teachers are able to intervene based on this data by targeting specific skills the students have yet to master during small group settings and during designated intervention time.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers do not know how to utilize data effectively to drive instruction. **Root Cause:** PLC's were not data focused.

Problem Statement 2: Teachers struggle with making connections from the pacing guide lessons to the assessments. **Root Cause:** Teachers need more training on following the new pacing guide format and finding the most important pieces.

Problem Statement 3: Bilingual students that have possible dyslexia needs are not serviced. **Root Cause:** The district does not have a bilingual Dyslexia Teacher.

Parent and Community Engagement

Parent and Community Engagement Summary

Carver Elementary continues to strive to establish quality relationships with its parents and community. Carver parents trust the teachers and the experiences that their children have at school.

Due to COVID-19 there will be no campus visitors or volunteers this year.

School Context and Organization

School Context and Organization Summary

Parents visit the Carver Elementary campus routinely. The Principal's door is always open to all stakeholder to listen to any possible concerns or ideas on how to improve Carver Elementary. The master schedule was updated to reflect the appropriate number of minutes per core subject, grade level PLC time, and an intervention time (Primetime) that teachers and support staff can utilize to provide built-in tutorials in a small group setting. Parents know that students are at school to learn and that student safety is the number one priority. The campus Instructional Coach helps monitor Primetime (Intervention) by utilizing the different data points and helping teachers select the appropriate SEs and students to review/reteach skills to during this time. District Instructional Strategist play vital roles in our PLCs and assist teachers as needed.

Faculty meetings now have a professional development focus and are held every 2nd and 4th Wednesdays of the month. Planning time is held every 1st and 3rd Wednesday of the month, which allows teachers more time with their grade level/subject area partners to develop lesson plans.

One of the Hot Topics discussed on the survey completed in July (Concerns about Behavior) indicated that behavior was a problem last year and that there were no consistent behavior management plan followed. Based on this information, the Carver Campus Behavior Coordinator has developed and implemented a campus wide discipline management program, that includes CHAMPS components.

Another Hot Topic discussed (Concerns about Academics) on the survey indicated that student attendance and students moving on to the next grade level and not reading/performing on grade level are major concerns. Our reading data does support this concern. According to the 2016 - 2017 TAPR, Carver had 48 % of our students in grades 3 - 5 to to perform at Approaches Grade Level or Above. Our 2017 BOY RenStar data further indicates that our students struggle in reading. Students not reading on their appropriate grade level affects all subject areas. The campus Reading Interventionist/data analyst is utilizing data from RenStar to determine students who are in Tiers II and III and provide the interventions to those students, as well as work with classroom teachers to ensure they are providing proper interventions with all students at Tier I.

School Context and Organization Strengths

A strength at Carver is the resolve to protect student learning time, while also providing the students with life experiences that they may not otherwise have the opportunities . The master schedule is designed to optimize the the academic learning time and provide built in tutorials for students.

Teachers utilize a new PLC protocol based off of the Bamberick Model.

The Boys and Girls Club (BGC) director has an open invitation to come on campus to show the BGC support of the students' academic endeavors.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Each teacher and/or grade level had their own set of classroom discipline procedures and consequences, which caused an inconsistency of discipline from

student to student in different classrooms. **Root Cause:** There were no consistent behavioral protocols and procedures put in place on the campus level.

Problem Statement 2: Students are progressing on to the next grade level with a weakness in phonemic awareness and reading strategies. **Root Cause:** Campus does not have a Reading interventionist to teach foundational skills.

Technology

Technology Summary

With online learning being an option. Carver has become a 1-1 campus where every student has an electronic device that travels with them from class to class.

The campus has a computer lab, three iPad carts, two Chromebook carts, one student computer and one staff computer in most classrooms.

Each classroom has some form of a document camera and a smart board. Carver Elementary has wireless access throughout throughout the campus. The teachers are in various stages of technology proficiency. The district has developed several trainings in order to build the teachers' understanding and comfort with technology tools. The campus IT also works with teachers on an as needed basis and provides campus wide PD on new instructional programs that the district or campus has purchased.

Technology Strengths

Students having technology at their fingertips allows instruction to become a lot more creative and engaging. The online assessment process has become less time consuming as well now that all students do not have to cycle through the computer lab to take their assessment.

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers are at various stages of technology proficiency. **Root Cause:** Teachers still need sufficient professional development in technology.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Goals

Goal 1: Carver Elementary will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

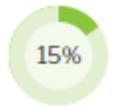
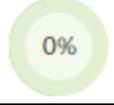
Performance Objective 1: Carver Elementary will achieve an overall "B" or higher rating with at least one academic distinction.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Assessment Data/Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Master Schedule: The master schedule maximizes instructional time, adheres to required instructional minutes per core subject and reflects an embedding daily intervention time.</p> <p>Strategy's Expected Result/Impact: A 16% increase overall in students achieving an approaches and meets grade level passing percentage on the 2021 STAAR in all subjects and for all subjects.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, , Interventionist</p>	Formative			Summative
	Nov	Jan	Mar	June
	0%	0%		
Strategy 2 Details	Reviews			
<p>Strategy 2: School Scoreboard: Disaggregate and analyze student performance data to identify student weaknesses and instructional targets after each nine-weeks summative assessments.</p> <p>Strategy's Expected Result/Impact: Teachers can develop and provide a more targeted instruction resulting in a 16% increase overall in students achieving an approaches and meets grade level passing percentage on the 2021 STAAR in all subjects and for all subjects.</p> <p>Staff Responsible for Monitoring: Teachers, Data Analysis/Interventionist, iCoach, Principal, and Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	0%	5%		
Strategy 3 Details	Reviews			
<p>Strategy 3: Student Goals: Identify students' reading and math levels to create student individual goals, including science for 5th grade and writing/ELA for 4th grade, and keep the student informed of their progress each nine weeks.</p> <p>Strategy's Expected Result/Impact: A 16% increase overall in students achieving an approaches and meets grade level passing percentage on the 2021 STAAR in all subjects and for all subjects.</p> <p>Staff Responsible for Monitoring: Teachers, Data Analysis/Interventionist</p>	Formative			Summative
	Nov	Jan	Mar	June
	0%	0%		

Strategy 4 Details	Reviews			
<p>Strategy 4: School Culture: Conduct at least 60 minutes of walkthrough observations a week and provide written feedback to teachers about their teaching proficiency and progress toward their T-TESS goals. Coaching and conferencing will be provided to teachers in need.</p> <p>Strategy's Expected Result/Impact: Increased teacher effectiveness as documented through walkthroughs and TTESS.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Students/Subjects with no Data: The PE and Music teachers will work in conjunction with the classroom teachers in order to incorporate instructional skills to support core content and impact student achievement bi-weekly.</p> <p>Strategy's Expected Result/Impact: Increase in math fact and reading fluency.</p> <p>Staff Responsible for Monitoring: I-Coach, Principal, Assistant Principal, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Utilize SIOP and ELPS strategies, along with the Gomez and Gomez model, with fidelity to increase our Hispanic sub-population approaches grade level or above percentages on the STAAR.</p> <p>Strategy's Expected Result/Impact: A 10% increase overall with our Hispanic sub-population achieving an approaches and meets grade level passing percentage on the 2021 STAAR in all subjects.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Writing Everyday: Utilize student writing journals daily in all core subject areas to develop skills in Math, Science, ELAR, and Social Studies.</p> <p>Strategy's Expected Result/Impact: A 22% increase on our 2021 4th Grade STAAR writing scores from the 2019 scores.</p> <p>Staff Responsible for Monitoring: Teachers, I-Coach Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Support our lowest 20% of students through a campus based Reading Interventionist. Students will be identified through Ren 360.</p> <p>Strategy's Expected Result/Impact: Increased achievement for the lowest performing group.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9 Details	Reviews			
Strategy 9: Provide tutorials (acceleration) after school, fully utilizing the ACE Program. Strategy's Expected Result/Impact: Increased achievement for those participating in the tutorials. Staff Responsible for Monitoring: ACE Coordinator Teachers Principal Asst. Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Conduct intentional walk-throughs with all instructional staff followed up by meaningful coaching sessions on instructional needs. Strategy's Expected Result/Impact: Stronger Tier 1 instruction Staff Responsible for Monitoring: Principal Asst. Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Implement Rally Round Reading to eliminate reading gaps among all students. Strategy's Expected Result/Impact: Students being more active readers . Staff Responsible for Monitoring: Principal Asst. Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: Implement a clear and intentional focus on early literacy and numeracy for reading and math in all grade levels to include the faithful application of guided reading and guided math." Strategy's Expected Result/Impact: Quality small group instruction that will close students individual gaps. Staff Responsible for Monitoring: Principal Asst. Principal District Strategist	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: Analyze data to identify and address gaps in performance of under-performing populations. Strategy's Expected Result/Impact: Reduce the achievement gap between student populations. Improve the lower performing populations Staff Responsible for Monitoring: Principal Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: Carver Elementary will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 2: African American males will make a years worth of growth in Mathematics.

Math System Safeguards: African-American, Special Education

Strategy 1 Details	Reviews			
<p>Strategy 1: School Culture: Implement Guided Math groups to assist specific students with targeted Student Expectations (SEs) and differentiated instruction to meet the needs of all students.</p> <p>Strategy's Expected Result/Impact: Teachers can develop and provide a more targeted instruction resulting in a 70% of students achieving an approaches and meets grade level passing percentage on the 2021 STAAR in math for our different sub populations</p> <p>Staff Responsible for Monitoring: Teachers, Interventionist, I-Coach, Principal, and Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: School Culture: Teachers will develop spiraled math problems based on student achievement data to meet needs of students.</p> <p>Strategy's Expected Result/Impact: Increased math student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Master Schedule: 90 minute uninterrupted block for math classes.</p> <p>Strategy's Expected Result/Impact: Increased math student achievement.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide intensive support of Special Education students through a campus based Special Education team to identify students early and provide needed intervention.</p> <p>Strategy's Expected Result/Impact: Academic growth in Special Education .</p> <p>Staff Responsible for Monitoring: SPED Teachers Principal Asst. Principal Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Institute Common Formative Assessments to incrementally assess students for mastery on previously taught standards.</p> <p>Strategy's Expected Result/Impact: Ability to track student growth .</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Asst. Principal</p> <p>Teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide weekly lesson plan audits to assess lesson plans for rigor, depth, and complexity of standards.</p> <p>Strategy's Expected Result/Impact: Stronger lesson plans being developed with the rigor needed to grow student.</p> <p>Staff Responsible for Monitoring: Asst. Principal</p> <p>Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Carver Elementary will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

Performance Objective 3: Attendance will increase to 98.5%

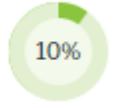
Evaluation Data Sources: Daily attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor attendance daily with calls to virtual learners and home visits when necessary. Strategy's Expected Result/Impact: Increased attendance rates. Staff Responsible for Monitoring: Principal Asst. Principal Secretary/Attendance Clerk</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Carver Elementary will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 1: School Culture: Carver Elementary will build and maintain a positive teacher and student culture measured by teacher surveys and 90% of students being able to participate in campus activities for behavior, attendance, and academic incentives.

Evaluation Data Sources: discipline data; school culture/climate surveys; faculty outings; teacher and student recognition activities/incentives

Strategy 1 Details	Reviews			
<p>Strategy 1: School Culture: Utilize Capturing Kids Hearts strategies, MANDT relational strategies, incentives, and a campus-wide discipline management system.</p> <p>Strategy's Expected Result/Impact: Enhance learning time and minimize distractions in the classroom setting to ensure a discipline record below 20% of the student population or that will assist in no less than 90% of teachers/students resolving conflicts; increase in academic performance from the 2019-2020 school year.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: School Culture: Continue to provide incentives for staff and students achieving desired campus goals, including, but not limited to: Don't Be Tardy for the Party, AWOL passes, Ice Cream Socials, Jump Start Assemblies, Gift Card Drawings (teachers), Teacher vs Student Games</p> <p>Strategy's Expected Result/Impact: Increase in student and teacher attendance of 97%; decrease in student discipline referrals; increase in academic performance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Design Team</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: School Culture: Campus counselor will deliver character education lessons to all classes and discuss anti-bullying strategies.</p> <p>Strategy's Expected Result/Impact: Provide students with a foundational character education guide resulting in improved behaviors and relationships with their peers and their teachers; reduction of discipline referrals by 5%; increase in academic performance from the 2019-2020 school year.</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: School Culture: Community based mentors for character building opportunities.</p> <p>Strategy's Expected Result/Impact: Provide students with a foundational character guide resulting in improved behaviors and relationships with peers and their teachers; reduction of discipline referrals by 5%; increase in academic performance from the 2019- 2020 school year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: School Culture: Develop, with teachers, a unified campus discipline management plan.</p> <p>Strategy's Expected Result/Impact: Enhance learning time and minimize distractions in the classroom setting to ensure a discipline record below 20% of the student population or that will assist in no less than 90% of teachers/students resolving conflicts; increase in academic performance from the 2019-2020 school year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Training for teachers on Capturing Kids Hearts and Relational MANDT will be provided to all teachers.</p> <p>Strategy's Expected Result/Impact: Increase positive interactions between students, staff, and paarents.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Carver Elementary will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 2: In efforts to protect all faculty and Staff and students the below are being enforced:

- All students 2nd grade to 5th grade are required to wear mask daily.
- Sanitation stations have been added throughout the building
- No outside Campus visitors or volunteers are allowed
- all waters fountains have been dismantled
- Teacher daily self-check forms are enforced
- appropriate signage throughout the building has been added to provide direction on flow of traffic and practices to be conducted in specific

areas.

Goal 3: The campus will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization.

Goal 4: GWC will support the district's long-range financial plan that results in the most effective mix of educational and financial resources available while attaining the long-range goals and objectives of the district. (Resulting in improved Student Achievement)

Performance Objective 1: Attendance will be 98.5%.

Evaluation Data Sources: Daily Attendance Reports.

Summative Evaluation: Some progress made toward meeting Objective

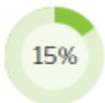
Strategy 1 Details	Reviews			
Strategy 1: Implement daily procedure of calls and home visits for students with attendance issues. Staff Responsible for Monitoring: Attendance Clerk , Principal, Social Worker, and Truancy officer.	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Communication among the campus employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The campus will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the district and share responsibility at various levels of involvement accepting responsibility for the education of students.

Performance Objective 1: Carver Elementary will communicate with 100% of their parents and staff.

Evaluation Data Sources: Sign In Sheets from PTA Meeting/Student Showcases; Subject Nights, Parent/Teacher Conference Day; Info Meeting

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Family Partnerships: Weekly, the principal will communicate with staff and parents accurate information (Week at a Glance, events newsletters/semester calendar, website, and social media).</p> <p>Strategy's Expected Result/Impact: Have a 90% parent and staff satisfaction rate of communication by the end of the year. A parent and staff survey will be used to accumulate data to measure goal set.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Family Partnerships: Carver Elementary will create and distribute and campus newsletter monthly in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Carver will effectively communicate with staff, parents, and community stakeholders; increased parent participation.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Family Partnerships: The principal will communicate with stakeholders through the use of Blackboard Messengers weekly.</p> <p>Strategy's Expected Result/Impact: Carver will effectively communicate with staff, parents, and community stakeholders; increased parent participation.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Family Partnerships: The Principal will hold monthly meetings with key volunteer stakeholders.</p> <p>Strategy's Expected Result/Impact: Increased volunteers at Carver.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Family Partnerships: Carver Elementary staff will participate in a neighborhood walk to disseminate information about the school and make new neighborhood connections.</p> <p>Strategy's Expected Result/Impact: Increased community awareness.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Family Connections: Carver will utilize various social media sites such as Facebook or Twitter to communicate happenings and important messages from Carver Elementary.</p> <p>Strategy's Expected Result/Impact: Carver will effectively communicate with staff, parents, and community stakeholders; increased parent participation.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Family Partnerships: Carver will host a Welcome Assembly and Field Trip during the spring semester for Pre-Kindergarten students and their parents that are transitioning from L.P. Waters ECC to Carver for Kindergarten.</p> <p>Strategy's Expected Result/Impact: Provide transition assistance for students coming from preschool.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PEIMS clerk, and Kindergarten Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Family Partnerships: Carver will identify homeless students by interviewing the parent(s) initially upon enrollment and identify students in need of clothes and/or supplies.</p> <p>Strategy's Expected Result/Impact: Provide emotional, physical, and academic support to our students.</p> <p>Staff Responsible for Monitoring: PEIMS clerk and school counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Addendums