

**Greenville Independent School District**  
**Carver Elementary School**  
**2023-2024 Campus Improvement Plan**

**Accountability Rating: Not Rated**



**Board Approval Date: January 16, 2024**

# Mission Statement

Our united GISD community strives to prepare, inspire, and empower every student to lead a successful life.

## Vision

We educate today...you succeed tomorrow!

## Value Statement

We believe every student deserves to be in a safe environment while receiving a broad-based education in preparation for life and work.

- *We will maintain on each GISD campus, a safe and disciplined environment conducive to student learning and employee effectiveness.*

We believe all children can and will reach their full educational potential when given the necessary tools, direction, and support.

- *We will ensure that all children leave GISD with a strong educational foundation which will allow them to pursue their goals and dreams regardless of personal circumstance, economic status, or learning challenges. This will be facilitated through the equitable allocation of resources and utilization of personalized education plans.*

We believe our exceptional staff is the most important resource serving the students of our district.

- *We will actively recruit, support, develop, and maintain highly qualified employees who have character and competencies for all areas of the organization. The district will develop an attractive and competitive career package that will establish GISD as a preferred employer.*

We believe GISD is accountable to all stakeholders through the success of our students and staff.

- *We will continually strive toward achieving the highest accountability ratings established by the Texas Education Agency and will foster the development of leadership skills which will allow our students to become successful and productive citizens.*

We believe GISD is accountable to all stakeholders through the efficient use of our resources.

- *We will maintain fiscal responsibility in all district management decisions. We will implement our long-range strategic plan to ensure that improvements in school and support facilities are developed in a timely, functional, and cost-effective manner. We will maintain existing facilities to support the safety, comfort, and educational well-being of all those in our district. We will communicate with open, honest, transparency of the financial needs of the district with the broader community.*

We believe partnerships with the larger community are vital to a vibrant and exceptional educational system, and that maintaining effective communication is critical to maintaining these relationships.

- *We will maintain accurate, consistent, timely, and interactive communication between district employees, students, parents, and the community at large. The district will provide for family and community involvement that results in positive partnerships reflecting a willingness to work with the district and to share responsibility at various levels for the education of our students.*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Carver Elementary is a dual language campus that serves the Northwest section of Greenville. Carver is Kinder through Fourth grades with a diverse student population of approximately **538** students. Carver Elementary also serves special populations including a Life Skills and Structured Teach (Autism) unit.

### 2023-2024 Enrollment Demographics

American Indian .37%

Asian .37%

Black-African American 14.5%

Native Hawaiian-Pacific Islander .19%

White 9.48%

Two-or-More 2.97%

Gifted and Talented 6.13%

SPED 17.10%

Emergent Bilingual 52.79%

Economically Disadvantaged 93.68%

### Demographics Strengths

Carver Elementary is a neighborhood school that many of the students are able to walk to every day.

Carver's attendance rate for the year is 94.23%. The campus works diligently daily to promote good attendance and the importance of student success.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Carver continues to struggle with student growth in reading with African-American students lagging further behind. Teachers have participated in the Texas Reading Academy. **Root Cause:** More training needed in district reading practices and phonics.

# Student Achievement

## Student Achievement Summary

The issuance of 2023 A-F ratings under the final 2023 rule is pending and subject to change based on judicial rulings or decisions from the 88th Legislature during a special called session.

Carver achieved an overall rating of "C" for the 2021-2022 School year.

Domain I, Student Achievement: NR

Domain II: Academic Growth: C (74)

Domain II: Relative Performance: NR

Domain III: Closing the Gaps NR

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	47%	23%	50%	56%	-	*	*	45%	44%	49%	49%	22%	44%	47%	48%
At Meets GL Standard or Above	24%	7%	25%	32%	-	*	*	27%	21%	25%	25%	12%	22%	25%	18%
At Masters GL Standard	9%	2%	10%	5%	-	*	*	0%	7%	10%	10%	0%	0%	9%	6%

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	Fifth % Approaches
<b>Content:</b>	Reading	Reading	Reading	Reading	Reading	Reading	<b>Content:</b>	Reading	Reading	Reading	Reading	Reading	Reading
All Students	42	30	45	30	62	70	All Students	42	26	45	51	30	1

All Students	43	37	43	37	63	70	All Students	42	30	43	31	20	1
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%	30
Male	58%	50%	28%	43%	30%		Male	94%	62%	0.00%	75%	0%	34
Female	68%	61%	55%	35%	52%		Female	92%	87%	14.00%	53%	0%	55
SPED	10%	38%	11%	30%	23%	23%	SPED	33%	20%	9.00%	33%	0%	0
EL	17%	100%	29%	0%	54%	49%	EL	93%	78%	9.00%	67%	0%	30
504		60%	0%	55%	25%		504	100%	100%	0.00%	100%	0%	33
GT		100%	100%	100%	81%		GT		100%	0.00%	50%	0%	10
Eco Dis	66%	57%	31%	42%	57%	39%	Eco Dis	93%	77%	9.00%	67%	0%	30

### Student Achievement Strengths

Students receive accelerated instruction through House Bill 4545.

Intervention time is built into the master schedule to provide teachers a time for intervention.

Distinction in Science

Academic growth is 74%.

### 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

Carver is served by a new principal for the 2023-2024 school year and an assistant principal that is also relatively new to the campus. Carver has placed an important focus on classroom instruction for year through teacher feedback cycles and monitoring of instruction.

Teachers and staff participate in a variety of committees: Multicultural, Sunshine, Keep Carver Beautiful, Dream Leaders, etc. to help build a positive culture.

Students, teachers, and staff alike are recognized monthly for their contributions to helping Carver be a great place to learn.

Attendance is important at Carver and daily contact is made for students that are absent. Attendance is communicated with parents as well in the monthly parent newsletter.

Teachers are supported by content coordinators and a Lead Teacher to help in the development of relevant and engaging lessons.

## School Culture and Climate Strengths

Campus administration reviewed, with teacher input, campus processes and procedures and well as campus discipline practices to launch the 2023-2024 school year. Carver continues to offer guidance and character education programs to improve citizenship and student academic motivation.

Administration was worked to create a collaborative culture with teachers, students, and parents alike as well. Students are welcomed at each entrance of the building every morning by campus Administration.

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

We have a diverse staff which reflects our diversity.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Recruitment of highly qualified bilingual teachers. **Root Cause:** Small applicant pool.

**Problem Statement 2:** Retention of teachers who are certified and highly qualified to meet the needs of Carver students **Root Cause:** Teacher support in area of academics and behavior.

**Problem Statement 3:** Low teacher morale at times.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Carver Elementary added two additional bilingual teaching positions for the 2023-2024 school year in Kindergarten and 2nd grade. The bilingual population continues to grow.

Carver has many veteran teachers but has had to hire some new teachers with little experience. The campus works with district administration to provide support in planning, instruction, and classroom management. Campus administration provides teacher feedback after walkthroughs to help teachers continue to grow and improve instruction.

Greenville ISD participates in recruitment activities.. Human Resources department works closely to support our Alt. Cert. teachers.

Carver's administrative team works to provide much needed incentives for staff.

Joanna Bahena serves as the new principal of Carver Elementary for the 2023-204 school year.

## Teacher Years of Experience

Beginning 15.1%

1-5 Years 26.1%

6-10 Years 33.7%

11-20 Years 18.3%

21+ Years 6.8%

## Staff Quality, Recruitment, and Retention Strengths

GISD currently offers 13 planning Fridays throughout the year. Administrative team works with district administration to help teacher teams plan appropriately using data from skills checks and unit assessments.

We are working with Texas A&M University Commerce to provide their students observation hours in hopes of recruiting quality teachers.

Our Sunshine Committee plans bimonthly treats and celebrations for the staff.

Almost 60% of teachers have at least six years of experience.

**Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Bilingual population in Kindergarten and Second grade continue to grow with few applicants for new positions. **Root Cause:** Few qualified applicants for Bilingual positions.

**Problem Statement 2:** Low numbers of male teachers on campus. **Root Cause:** Lack of male applicants at the elementary level.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Carver Elementary follows the GISD curriculum framework housed online in Eduphoria. The curriculum framework was redesigned for the 2023-2024 school year and campus administration and teachers received training in August. Included in the District's curriculum are pacing guides for each subject and other resources for teachers to use when planning.

## Curriculum, Instruction, and Assessment Strengths

Campus administration conducts team learning walks throughout each nine-weeks to review classroom instruction for alignment, rigor, and effectiveness. The team meets after classroom visits to calibrate, note strengths, and discuss areas of improvement.

The campus utilizes the district's assessments such as skills checks and unit assessments. These are utilized in combination with progress monitoring and Measurement of Academic Progress (MAP), and other data to determine appropriate interventions.

Our Bilingual students are supported by Bilingual certified teachers and the bilingual student population continues to grow.

The district's content coordinators are available to assist teachers in understanding content and planning for rigorous, high quality lessons. The data from skills checks and unit assessments, are used to help teachers develop their instruction (reteach, review, and spiraling of specific SEs) for the next unit of study.

All grade levels meet once a week during PLC to collaborate and are led by campus administration. PLCs analyze data, discuss appropriate instructional strategies, and plan for interventions.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Student products and work are sometimes not correctly aligned with designated TEKS. **Root Cause:** Lack of understanding of TEKS.

**Problem Statement 2:** Reading continues to be an area of struggle for Carver Elementary. **Root Cause:** More support for phonemic awareness.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parental involvement is important at Carver Elementary. The campus offers many opportunities for students and parent to be involved with the campus throughout the year including student programs/performances, multicultural day, Hispanic heritage month, and Black history month to name a few. Carver also offers opportunities for volunteers and works with a local church to help provide support to the campus.

## Parent and Community Engagement Strengths

When Carver hosts celebrations or activities, we have a good turn out of parents and extended family. Carver is participating with All Pro Dads for the 2023-2024 school year.

Upcoming events include monthly Coffee with the Principal, PTA meetings, STAAR night, career day, African-American history presentation, and grade level performances.

Carver provides a monthly newsletter to parents in both English and Spanish to reach all families. The campus also encourages parents to be involved in their child's education through monthly PTA meetings.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** History of low involvement on for some academic events. **Root Cause:** Many parents are working during these time. Good communication is necessary.

# School Context and Organization

## School Context and Organization Summary

The principal's door is always open to all stakeholders to listen to concerns and ideas on how to improve. The campus is supported with a campus instructional strategist and district content coordinators. As well, campus administration attends Texas Instructional Leadership training once a month at Region 10 to improve teacher academic support and growth.

As a participant in the Effective School Framework grant the campus has worked with district administration and Region 10 to develop a Targeted Improvement Plan to help guide the campus with two high priority focus areas: high quality instructional materials and teacher feedback.

The Academic Dean helps monitor the intervention times by utilizing the different data points and helping teachers select the appropriate SEs and students to review/reteach skills to during this time. Lead teacher plays a vital role in coaching and planning to identify the needs of the students.

## School Context and Organization Strengths

Carver is participating in the Focus School Support Grant for the 2023-2024 and 2024-2025 school year. The campus administration is focusing on observation/feedback and implementation of high quality instructional materials.

Carver students are able to attend the after-school ACE program.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Inconsistencies in instructional implementation. **Root Cause:** Lack of clear processes and procedures.

# Technology

## Technology Summary

Carver is a 1-1 campus where every student has an electronic device.

We utilize BBMessenger and other social media platforms to inform parents of upcoming events and to showcase celebrations and recognitions.

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.

## Technology Strengths

Access to many student programs such as Education Galaxy and Lift Off that aide in the development of students' math and reading skills.

We utilize BBMessenger and other social media platforms to inform parents of upcoming events and to showcase celebrations and recognitions.

## 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
- Campus goals
- Campus/District improvement plans (current and prior years)

## **Accountability Data**

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

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Observation Survey results

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

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

- Attendance data
- Discipline records

## **Employee Data**

- Staff surveys and/or other feedback
- Campus leadership data
- T-TESS data

## **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation

# 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.

**High Priority**

**Evaluation Data Sources:** STAAR Assessment Data/Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct targeted learning-walks with all instructional staff followed up by feedback sessions utilizing ESF Framework (Bambrick).</p> <p><b>Strategy's Expected Result/Impact:</b> Effective Tier 1 instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> School Scoreboard: Disaggregate and analyze student performance data to identify student weaknesses and instructional targets after unit assessments in PLCs. Utilize data from skills check to make instructional decisions more quickly.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers can develop and provide a more targeted instruction resulting in an increase overall in students achieving an approaches and meets grade level passing percentage on the 2024 STAAR in all subjects and for all subjects.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal, and Lead Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Content coordinators and Deans will work with teachers to develop plans for low scoring student expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers and campus administration will participate in weekly Professional Learning Community (PLC) meetings to review data, discuss instruction, and plan for re-reach opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased instructional effectiveness</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 2:** Fourth grade will make a years worth of growth in Mathematics on STAAR.

**High Priority**

**Evaluation Data Sources:** STAAR, MAP, Freckle





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide weekly lesson plan audits to assess lesson plans for rigor, depth, and complexity of standards.  <b>Strategy's Expected Result/Impact:</b> Stronger lesson plans being developed with the rigor needed to grow student.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Lead Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement Guided Math groups to assist specific students with targeted Student Expectations (SEs) and differentiated instruction to meet the needs of all students.  <b>Strategy's Expected Result/Impact:</b> Teachers can develop and provide a more targeted instruction resulting in a year's growth on STAAR.  <b>Staff Responsible for Monitoring:</b> Teachers, Interventionist, Lead Teacher, Principal, and Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Analyze MAP data to determine areas of student need and remediation.  <b>Strategy's Expected Result/Impact:</b> Increased student performance in math.  <b>Staff Responsible for Monitoring:</b> Principal                      Dean                      Lead Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A		
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students that were unsuccessful in STAAR will participate in 15-30 hours of accelerated instruction in math as required by HB 1416.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Dean</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A		
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

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

**Performance Objective 3:** Students will make a year's worth of growth in reading.

**High Priority**

**Evaluation Data Sources:** STAAR, MAP, and DRA/EDL

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Lesson plan audits on guided reading and walk-throughs to ensure alignment and compliance. <b>Strategy's Expected Result/Impact:</b> Principal, Assistant Principal, Lead Teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Analyze data from skills checks and unit assessments to guide instructional decisions. <b>Strategy's Expected Result/Impact:</b> Increased effectiveness of instruction Increased student performance in reading <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Lead Teacher	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students that were unsuccessful in STAAR will participate in 15-30 hours of accelerated instruction in reading as required by HB 1416. <b>Strategy's Expected Result/Impact:</b> Increased student performance in reading <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue				

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





**Performance Objective 4:** By June, 2024, the percentage of students that will rate in the category of meets for the combined STAAR/EOC will be 38%.

**Evaluation Data Sources:** STAAR results

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

**Performance Objective 5:** By June, 2024, the percentage of students that will rate in the category of meets for the HB3 Reading Board Goals will be 38%.





**Evaluation Data Sources:** STAAR Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Carver will work with district content coordinators to insure proper implementation of Guided Reading with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students at "meets" level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Deputy Superintendent of Teaching and Learning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will provide professional learning opportunities to aligned station implementation during Guided Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Principal Deputy Superintendent of Teaching and Learning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus will use district provided resources such as Education Galaxy to supplement the district curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Lead Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A		
<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 6:** By June, 2024, the percentage of students that will rate in the category of meets for the HB3 Math Board Goal will be 35%.





**Evaluation Data Sources:** STAAR results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Carver will work with district content coordinators to insure proper implementation of Guided Math with fidelity. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Content Coordinators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



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

**Performance Objective 7:** By June, 2024, the percentage of students that will rate in the category of meets for the special education population will increase to 28% , and the percentage of students that will rate in the category of meets for the African-American population will increase to 28% .





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will receive intervention services in serve students in Math, Reading and Special Education. Intervention students will be determined by criteria of HB 1416 and district universal screener results throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Deputy Superintendent of Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 gatherings; teacher and student recognition activities/incentives

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize Student Engagement Officer to support and effectively coach students with multiple discipline referrals.  <b>Strategy's Expected Result/Impact:</b> Reduction in overall discipline incidents.  <b>Staff Responsible for Monitoring:</b> Student Engagement Officer, Counselor, Assistant Principal, and Principal</p> <p><b>Title I:</b>                      2.4                      - <b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> School Culture: Utilize MANDT relational strategies, incentives, and a campus-wide discipline management system including the creation of a campus discipline playbook.  <b>Strategy's Expected Result/Impact:</b> Enhance learning time and impacting school culture  <b>Staff Responsible for Monitoring:</b> Assistant Principal, Principal, Teachers, Student Engagement Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> School Culture: Campus counselor will deliver character education (Character Strong) and social/emotional learning lessons to all classes and will include anti-bullying lessons.  <b>Strategy's Expected Result/Impact:</b> Provide students with a foundational character education guide and SEL resulting in improved behaviors and relationships with their peers and their teachers  <b>Staff Responsible for Monitoring:</b> Counselor, Principal, and Assistant Principal, Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Develop consistent campus-wide discipline expectations and train teaches and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A		
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Develop a campus playbook for common routines and procedures that clearly detail campus expectations for topics such as hallway transitions, first five minutes of class, last five minutes of class, and cafeteria. Train staff and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 2:** Daily routine building safety inspection performed by Student Engagement Officer and Administrative Team

**High Priority**





**Evaluation Data Sources:** Google Spreadsheet

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Student Engagement Officer will complete routine safety checks of interior and exterior doors. <b>Strategy's Expected Result/Impact:</b> Safe learning environment <b>Staff Responsible for Monitoring:</b> Student Engagement Officer, Principal, and Assistant principal.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 1:** Carver Elementary will have a 15% retention rate increase in staffing compared to the 2022-2023 school year.





**Evaluation Data Sources:** HR staff guide, campus staff roster

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> New teachers will be partnered with a retired mentor teacher to support any needs.  <b>Strategy's Expected Result/Impact:</b> New teachers will feel supported and provided with points of contacts regarding needs. Retention of at least 85% of the new teachers and mentors.  <b>Staff Responsible for Monitoring:</b> Principal, and Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Professional learning opportunities will be aligned with teacher need as identified in classroom walkthroughs and observations.  <b>Strategy's Expected Result/Impact:</b> Increased teacher efficacy  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Dean of Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 2:** Teachers will participate in collaborative planning sessions that will increase classroom effectiveness, address individual needs, and goal performance through professional development and collaboration.





**Evaluation Data Sources:** T-TESS observation and evaluation and increase in student performance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Participate in weekly Professional Learning Community (PLC) meetings with Principal, Lead Teacher, and grade-level team to address a problem that is collaboratively determined to improve overall instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher instructional practices by building confidence</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Lead Teacher, Dean</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide targeted professional development sessions monthly during extended Wednesdays to address campus needs assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure teachers have the necessary tools to implement to campus goals. Increase campus climate and student performance. Address gaps in processes, procedures, and instructional practices.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Lead Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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 4:** Carver 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:** Carve will achieve an attendance rate of 95%.





**Evaluation Data Sources:** Daily Attendance Reports.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement daily procedure of calls and home visits for students with attendance issues. <b>Strategy's Expected Result/Impact:</b> Increase student daily attendance to reach and maintain the district goal of 95% ADA. <b>Staff Responsible for Monitoring:</b> Attendance Clerk , Principal, Assistant Principal, Student Engagement Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Contact parents for conferences to discuss unexcused absences and tardies. <b>Strategy's Expected Result/Impact:</b> Increase the ADA by including parental contacts and commitments. <b>Staff Responsible for Monitoring:</b> Attendance Clerk, Student Engagement Officer, Principal, and Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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.

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

**Evaluation Data Sources:** PTA Meeting/Student Showcases; Open House, Meet the Teacher, Luncheons for Student of the Month and Thanksgiving, Strong Fathers, social media and Blackboard Messenger

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Family Connections: Carver will utilize Facebook and Blackboard Messenger to communicate in Spanish and English events and celebrations at Carver Elementary.</p> <p><b>Strategy's Expected Result/Impact:</b> Carver will effectively communicate with all stakeholders to promote family connections</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Community in Schools, and Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Carver will provide opportunities throughout the year for families to become involved in the child's education by offering on-campus events for them to attend.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				