

Lockhart Independent School District
George W. Carver Early Education Center
2020-2021 Campus Improvement Plan



Mission Statement

G.W. Carver in partnership with our parents and the community is to provide a caring environment where students are safe, feel valued, and are challenged to reach their full potential.

Vision

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The vision of G.W. Carver Is that our students will be kindergarten ready through learning, playing and exploring.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Needs To address students in special populations, we will continue to implement on-site and district level staff trainings to support special education students and English Language Learners (ELL). We will continue to monitor student participation in these programs for balanced representation to mirror our overall enrollment by ethnicity.

Source: PEIMS Report

Demographics	
Total Enrollment	231
Hispanic	73.5%
Anglo	22.1%
African American	2.0%
American Ind./Alaskan	0
Asian/Pacific Islander	0
Two or More races	2.3%
ELL/LEP	28.8%
Special Education	12.2%
Early Childhood Education	21
Homeless	5.3%
Low SES	79.1%

Demographics Strengths

At Carver Early Education we offer programs for special education, and bilingual. Our bilingual services have grown a great deal and we can provide instruction in their native language with certified bilingual teachers. Due to the growth in our ELL students, we were able to add an additional bilingual teacher to the teaching staff. Carver ECC is strongly committed to providing high-quality instruction for all students. All staff at Carver EEC are highly qualified.

Student Achievement

Student Achievement Summary

I. Student Learning/Achievement		Data Source
PK Language Arts Focus:	LA: 83 % of the students mastered the RSK skills in Language Arts	Progress Reports Report Cards End of the year RSK Data
PK Math Focus:	Math: 93% of the students in PK mastered the PK Math Skills	

Student Achievement Strengths

One strength is that at Carver Early Education Center we offer a full-day Pre- K program. We did not meet our goal of 85% skills in emergent literacy. We did meet our goal of 90% in math. We exceeded our math goal by 3%. The district goal for Istation Reading is that 70% of Pre-K students will show 1.5 years of growth. Carver students exceeded the goal of finishing the year at 78%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We did meet our goal of 90% mastery in math.

Problem Statement 2: We did not meet our goal of 85% mastery in reading. **Root Cause:** Low Attendance Percentage

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Strengths- Surveys demonstrated that parents are pleased with CEEC.

Parent Organizations: PTO

Volunteer Training in both English & Spanish

Student Organizations and Groups: Garden Club and Recycle Club

After-School Camps: Kids Club

Crise Training for all staff

School Culture and Climate Strengths

Observations and walk-throughs (formal and informal) of the campus indicate that Carver EEC is a physically and emotionally safe place to be and to learn. The campus counselor leads lessons with students each week to teach them character traits; such as honesty, integrity, and respect. The campus has also implemented The 7 Mindset. Guests at the campus feel welcomed at all times. Carver is a small campus and the staff seems more like family. They genuinely care for each other. Annual Events & families have opportunities for the following events and activities currently which are virtual or have been modified, they are as follows: Math/Science Night, Science Fair, Dr. Seuss Reading, Family Breakfast & Feedback, student celebrations (attendance & citizenship) Thanksgiving Lunch, Carver Classroom Celebrations, Field Day, Meet the Teacher, Holiday Caroling, 50's Sock Hop, Veterans Day Celebration, Grandparent's lunch, Born Learning Academy, Connections provides resources for families as well as attend several campus events.

Parents have the opportunity to complete surveys online and through-out the year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Raise awareness to support safety of all students **Root Cause:** Pre-K students do not have classroom restrooms

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We have a high retention rate at Carver EEC. Over 83% of pre-k teachers have been here for more than one year. At Carver, we have worked extremely hard to provide an environment where everyone feels valued, safe, and supported.

Staff Quality, Recruitment, and Retention Strengths

Each new hire is assigned a mentor. All teachers at Carver are certified by the State Board of Education (highly qualified). In addition to T-TESS observations and conferences, the staff is regularly observed during weekly walk-throughs. Teachers collaborate weekly to plan lessons while using student academic performance data to plan for changes in approaches to teaching and intervention. PLCs are also used to help teachers refine their own skills through conversation, modeling, action research, and sharing best practices about teaching strategies and tools. The teachers are able to communicate concerns or suggestions to the principal directly or through the Pre- K team leader.

The staff has received on-going professional development on Fundamental 5, Ready Set K, and Ready Rosie. At Carver, we have 19 para-professionals who are able to provide additional support to students and staff. Carver EEC provides several socials outside of the school day voluntarily for staff to attend. Luncheons and snacks are provided to the staff several times during the school year. Staff is recognized for their accomplishments (change agents) during emails, announcements, and staff meetings.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Improve teacher mentor program. **Root Cause:** Most mentors did not fully understand their role as a mentor.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Data analysis is conducted after each ISIP assessment. All Pre-K teachers follow the same scope & sequence. Walk-throughs by admin are conducted in every classroom each week. All Pre-K teachers attended the Matt Glove Essentials of Teaching Writing PK-2 PD this summer. All teachers meet weekly in PLC to discuss curriculum, instruction, and how each skill will be assessed. Instructional coaches collaborate with teachers to make sure they understand curriculum expectations and to ensure that implementation is happening correctly. Most importantly, the coaches serve as additional support for the teachers.

Curriculum, Instruction, and Assessment Strengths

1. Students exceeded the district goal by 8% of students who showed 1.5 years of growth in reading.
2. All teachers follow the same scope & sequence.
3. Students who need extra support receive small group intervention with no more than 5 students.
4. All Pre-K teachers were able to attend a writing PD during inservice to learn better ways to implement writing in the Pre-K classroom.
5. The district provides PD based on the needs of the campus and/or teacher.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents feel welcome at Carver ECC according to parent survey data. Parents are currently not allowed to have lunch with their children due to COVID19 restrictions that are in place. Some activities will be modified and/or virtually at this time. Activities that encourage parent involvement during the school year are: Meet the Teacher Night, Parent Conferences, Thanksgiving Luncheon, Math Night, Splash Day, PTO meetings, and activities. Pre-Kindergarten Graduation, Campus Tours (for potential Pre-K students) Science Night, Polar Express Day, and Pre-K Musical performance. Parents are kept informed of school events through teacher newsletters sent home in English and/or Spanish. Teachers also keep parents informed about what's going on by maintaining daily communication through daily take-home folders. An event calendar is sent home in the first-day packet. Information is sent out by the principal via Facebook, Twitter, website, and through the principal newsletter.

Parent and Community Engagement Strengths

Family engagement attendance is usually high when we host events for Carver families.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: PTO involvement is low. **Root Cause:** Finding a time that works for everyone's schedule is challenging.

Technology

Technology Summary

Technology is very important to both the school district and the Carver EEC campus. There is a significant amount of technology available at Carver EEC for the students to use for academic growth. Smart Boards and iPad are effectively used on a regular basis for instructional purposes. All teachers are proficient at using a variety of technology tools.

District expectations are integrated at all levels of learning whenever possible. Teachers use the following technology: iPad technology including the purchase of learning apps. District funded programs such as Ready Set K, Istation, and Ready Rosie. Campus websites are utilized as well.

Technology serves as a major component of intervention for students. Students practice their skills on Istation based on their monthly Tier.

Technology support is available for teachers through frequently offered professional development throughout the district.

Technology proficiencies are evaluated as a piece of T- TESS – observation in the classroom.

Technology PD is integrated into all learning aspects. Teachers plan instruction and evaluate data through awareness and forethought.

Technology upgrades are consistently a part of the Learning Commons and campus budget. Every student has an iPad.

Our district technology staff assist teachers and students with new ideas and give them a greater comfort level of technology integration.

Teachers are aware of the importance of students learning through a curriculum that has embedded technology.

Teachers are using a variety of technology programs to enhance virtually and face to face learning.

Technology Strengths

Each student has his/her own iPad to use in the classroom and at home. We have projectors, hovercams, and smartboard pens in all classrooms. Through skylert we can send messages to parents via email, text, and phone calls in just a few minutes. This is great communication to parents for upcoming events as well as in emergency school closure or cancellations.

Problem Statements Identifying Technology Needs

Problem Statement 1: Internet Connectivity **Root Cause:** The majority of our students live in a rural area with no internet

Problem Statement 2: Internet Connectivity **Root Cause:** The majority of our students live in a rural area with no internet

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

- Federal Report Card Data

Student Data: Assessments

- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data

Employee Data

- Campus leadership data
- Professional development needs assessment data

Goals

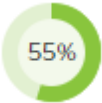

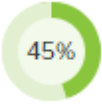
Revised/Approved: August 18, 2020









Goal 1: 80% of Pre-K students will be kindergarten ready based on "Ready Set K" .

Performance Objective 1: 80% of Pre-K students will reach the "Set" Standard based on Ready Set K or beyond in emergent literacy.

Targeted or ESF High Priority

Evaluation Data Sources: Ready Set K Reports





<p>Strategy 1: All Pre-K students will be assessed once per nine-weeks using the Ready Set K skills for emergent literacy.</p> <p>Strategy's Expected Result/Impact: Each student will reach "Set" based on RSK standards. As a result, students will leave RSK with the skills to be kindergarten ready in literacy.</p> <p>Staff Responsible for Monitoring: Teacher, Principal, and Curriculum dept.</p> <p>TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p> <p>Funding Sources: - 211 - Title I-A</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: All teachers will receive weekly walk-throughs to ensure the areas of Fundamental 5 and quality instruction are implemented.</p> <p>Strategy's Expected Result/Impact: The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically. Teachers and Principal will implement coaching cycles to discuss walk-through data.</p> <p>Staff Responsible for Monitoring: Curriculum Department , Principal</p> <p>Funding Sources: - 211 - Title I-A</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Teachers will meet weekly in virtual PLCs for planning and to discuss data after every assessment of the focus skill and work through the five PLC questions as a team.</p> <p>Strategy's Expected Result/Impact: Teachers will complete the class analysis form and turn into the principal after each assessment of the focus skill. Students data should increase monthly by at least 10%.</p> <p>Staff Responsible for Monitoring: Lead Teacher, Teachers, and Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				







<p>Strategy 4: Incorporate pre-writing and writing strategies by using morning message, journal writing, critical writing from Fundamental Five. Students will write in all subject areas.</p> <p>Strategy's Expected Result/Impact: Student growth in writing samples. Students will create a variety of books based on their own interests. Student work is displayed and writing journals will show students daily writing.</p> <p>Staff Responsible for Monitoring: Principal and C&I Team</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 5: Provide opportunities for teachers whose students are not meeting the academic expectations time to observe a master teacher. The master teacher will also observe in the classroom of the teacher who is in need of support, providing collaboration/coaching.</p> <p>Strategy's Expected Result/Impact: Teachers who receive additional support will be more effective in meeting the academic needs of their students, and as a result, the teacher will feel supported which can increase teacher retention rate. The student's academic rate will increase on RSK skills and on Istation. The behavior will increase as well.</p> <p>Staff Responsible for Monitoring: Principal, Coaches, and C & I Team.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 6: Provide virtual or in-person Literacy Night and a Bilingual Night during the 2020-2021 school year.</p> <p>Strategy's Expected Result/Impact: The student success rate in literacy will increase. Provide opportunities for a positive partnership between school and home-based on survey data. Families and students can engage in hands-on learning. Parents will leave with information and resources that they can use in the home to help their child's academics.</p> <p>Staff Responsible for Monitoring: Library Aide- K. Martin, Bilingual Teachers, and Karen Nixon- Principal</p> <p>Funding Sources: - 211 - Title I-A - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 7: Pre-K students will also be assessed on Istation Reading and Math monthly.</p> <p>Strategy's Expected Result/Impact: Each student will show 1.5 years growth in Math and Reading for the school year. Teachers will monitor Istation reports and running records. Students will receive targeted interventions during small group. Intervention/Enrichment time by classroom teachers and teacher aides to increase student success in reading and on ISIP. Teachers will enter monthly ISIP data into monitoring forms to track growth.</p> <p>Staff Responsible for Monitoring: Teacher, Principal, and Curriculum Dept.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 80% of Pre-K students will be kindergarten ready based on "Ready Set K" standards in math

Performance Objective 1: 80% of Pre-K students will reach the "Set" standard based on Ready Set K of (75%) or beyond in math

Evaluation Data Sources: Ready Set K Reports






<p>Strategy 1: All Pre-K students will be assessed once per nine-weeks using the Ready Set K skills for math.</p> <p>Strategy's Expected Result/Impact: Teachers will monitor Istation reports and running records. Students will receive targeted interventions during small group. Intervention/Enrichment time by classroom teachers and teacher aides to increase student success in math. Teachers will enter monthly ISIP and RSK data into monitoring forms to track growth.</p> <p>Staff Responsible for Monitoring: Principal and Curriculum Dept.</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 - Title I-A</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: All teachers will receive weekly walk-throughs to ensure the areas of Fundamental 5 and quality instruction are implemented.</p> <p>Strategy's Expected Result/Impact: The quality of Tier I instruction will improve and lead to more students making progress than compared to last year. Further, Fundamental 5 walk-through data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognizing and reinforce, and 15% usage of writing critically. Coaching cycles will be conducted after 15 walk-throughs (approximately every 6-9 weeks). Effective and Intentional evidence-based decisions/strategies to support learner achievement will be discussed.</p> <p>Staff Responsible for Monitoring: Principal and Curriculum Dept.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Teachers will meet weekly in PLCs for planning and discuss data after every checkpoint to improve instruction and student success. Teachers will complete the class analysis form and turn it into the principal.</p> <p>Strategy's Expected Result/Impact: By monitoring data, teachers can make adjustments in instruction. As a result, individual student Istation goals will be met and pre-k students will be kindergarten-ready.</p> <p>Staff Responsible for Monitoring: Lead Teacher, Teachers, and Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Students will meet weekly minute requirements on interventions required on Istation.</p> <p>Strategy's Expected Result/Impact: Teachers will review weekly Istation reports to ensure students are meeting their required weekly minutes. Teachers will pull small groups/individuals for lessons for reteach. Students will practice math skills on Istation based on their Tier level. Tier 1-15 minutes a week. Tier 2-15 minutes twice a week and for Tier 3-15 minutes 3 times a week</p> <p>Staff Responsible for Monitoring: Teachers and Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 5: Provide opportunities for teachers whose students are not meeting the academic expectations time to observe a teacher who has a high success rate.</p> <p>Strategy's Expected Result/Impact: Teachers who receive additional support will be more effective in meeting the academic needs of their students, and as result, the teacher will feel supported which can increase teacher retention rate. Student academic rate will increase on RSK skills and on Istation. Behavior will increase as well.</p> <p>Staff Responsible for Monitoring: Principal, Coaches, and C&I Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 6: Provide math resources for parents to use at home.</p> <p>Strategy's Expected Result/Impact: Parents will play an active role in their child's learning while engaging in a partnership with the school. As a result academic success will improve.</p> <p>Staff Responsible for Monitoring: Teacher and Principal</p> <p>TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Carver EEC will increase their average daily attendance to meet or exceed 95% for the year.

Performance Objective 1: Campus attendance rate will meet or exceed a 95% average daily attendance rate for the 2020-2021 school year.

Evaluation Data Sources: ADA Reports

<p>Strategy 1: Have students with perfect attendance name printed in the local newspaper. Strategy's Expected Result/Impact: ADA will rise from 94.6% to meet or exceed our campus goal of 96%. Staff Responsible for Monitoring: Administration and PEIMS clerk</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Students with perfect attendance will be rewarded with an attendance field trip. Strategy's Expected Result/Impact: Students will be provided incentives and field trips for meeting attendance goals throughout the year. ADA will rise from 94.63% to meet or exceed our campus goal of 95%. Staff Responsible for Monitoring: Administration Funding Sources: - 461 - Campus Activity</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Classes that meet the weekly attendance goal will receive an attendance flag to hang outside their classroom door. Strategy's Expected Result/Impact: ADA will rise from 93% to meet or exceed our campus goal of 95%. Staff Responsible for Monitoring: Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Attendance Committee to review attendance data monthly and create an action plan based on results of data. Strategy's Expected Result/Impact: ADA will rise from 94.63% to meet or exceed our campus goal of 95%. Staff Responsible for Monitoring: Review campus and individual attendance monthly</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 5: Positively communicate enrollment and attendance procedures to campus staff, students, and families throughout the year (post on the website, front doors, posters, and record informative voicemail messages). Meet with parents of students experiencing chronic attendance issues. Strategy's Expected Result/Impact: ADA will rise from 94.63% to meet or exceed our campus goal of 96%. Staff Responsible for Monitoring: PEIMS Clerk, Admin, and Attendance Comm. Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

0% No Progress

100% Accomplished









→ Continue/Modify

✗ Discontinue

Goal 4: Carver will provide a positive, safe, and healthy environment for all stakeholders.

Performance Objective 1: During the 2020-2021 school year, students and staff will be recognized for taking the initiative toward improved wellness.

Evaluation Data Sources: ADA reports, names on character board, and participation in wellness activities.

<p>Strategy 1: Healthy Curriculum will be taught weekly during PE on Wellness Wednesday</p> <p>Strategy's Expected Result/Impact: ADA will increase and students will understand the importance of taking care of their body.</p> <p>Staff Responsible for Monitoring: PE Teacher and Principal Nixon</p> <p>Funding Sources: - 199 - General Fund - \$300</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Teachers will provide 7 Mindsets lessons weekly to students to address social emotional needs of the students.</p> <p>Strategy's Expected Result/Impact: ADA will increase to at least 95%. Increased positive behavior on camp. Students and staff will feel safe at school. Teachers will have a greater awareness of social/emotional issues that affect students.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor and Principal Nixon will monitor lesson plans</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Healthy challenges and fitness activities will be provided to staff to maintain balance and reduce stress.</p> <p>Strategy's Expected Result/Impact: Students and staff will be better informed about health, and as a result, student and teacher attendance will improve from last year. Healthy challenges and fitness activities will be provided to staff to maintain balance and reduce stress throughout the year.</p> <p>Staff Responsible for Monitoring: Nurse, Wellness Committee, and PE Teacher</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Provide SEL, TBRI, and CRASE training for teachers.</p> <p>Strategy's Expected Result/Impact: ADA will improve to at least 95% because teachers feel prepared and students feel safe.</p> <p>Staff Responsible for Monitoring: Principal Nixon, Counselor Deanne Franco, and attendance committee.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Carver Early Education Center will create a COVID-19 plan designed to decrease the spread of the coronavirus.

Performance Objective 1: Spread and cross-contamination of COVID -19 will be less than 20% of the student and staff population.

Evaluation Data Sources: Confirmed reported cases and nurse reports

<p>Strategy 1: COVID-19 safety protocol training will be provided to all staff. Students and staff will follow campus safety guidelines which include proper PPE and procedures.</p> <p>Strategy's Expected Result/Impact: That staff will recognize symptoms of COVID-19 and know what to do when they suspect someone is demonstrating symptoms.</p> <p>Staff Responsible for Monitoring: Staff, Nurse, and Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$300.00
Sub-Total					\$300.00
211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	6			\$1,500.00
2	1	1			\$0.00
Sub-Total					\$1,500.00
461 - Campus Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$1,800.00

Addendums