

**Greenville Independent School District**  
**Carver Elementary School**  
**2022-2023 Campus Improvement Plan**

**Accountability Rating: C**

**Distinction Designations:**  
Academic Achievement in Science



**Public Presentation Date:** October 25, 2022

# 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. Carver is a K-5 campus that serves a diverse student population of **519** students.

### TOTAL STUDENT ENROLLMENT 2021-2022

### 519 STUDENT ENROLLMENT BY RACE/ETHNICITY

Demographics #/%	All Students	Kinder	First	Second	Third	Fourth	Fifth
American Indian	1/0.19%	1/100%		0	0	0	0
Asian		0	0	0	0	0	0
AA	60/11.56%	6/10%	9/15%	10/17%	8/13%	15/25%	12/20%
Hispanic	395/76.11%	74/19%	62/16%	53/13%	71/18%	69/17%	66/17%
Pacific Islander	1/0.19%		0	01/100%		0	0
White	43/8.29%	8/19%	7/16%	10/23%	10/23%	5/12%	3/7%
Two or More	19/3.66%	2/11%	3/16%	2/11%	7/37%	2/11%	3/16%
Male	243/46.82%	38/16%	38/16%	29/12%	48/20%	53/22%	37/15%
Female	276/53.18%	55/20%	42/15%	46/17%	47/17%	39/14%	47/17%
SpED	88/16.96%	13/15%	17/19%	15/17%	17/19%	13/15%	13/15%
EL	30/5.78%	7/23%	7/23%	2/7%	6/20%	2/7%	6/20%
504	36/6.94%		02/6%	6/16%	12/33%	11/31%	5/14%
GT	22/4.24%		02/9%	2/9%	3/14%	4/18%	11/50%
Eco Dis	483/93.06%	86/18%	78/16%	70/14%	88/18%	85/18%	76/16%

### Demographics Strengths

Will be available after Oct. 31 (snapshot date)

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The trend in reading shows a decline in all demographics, with the students receiving virtual instruction the lowest performance. This decline affects other subjects as well. **Root Cause:** A disperse difference between those students who were receiving in-person instruction and those who were virtual.

**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.

**Problem Statement 3:** Bilingual students with learning disabilities in the areas of dyslexia and speech are not improving in the area of reading. **Root Cause:** Services for dyslexia and speech are not being provided in students native language.

# Student Achievement

## Student Achievement Summary

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
<b>All Students</b>	43	39	45	39	63	70	<b>All Students</b>	42	36	45	51	20	1
<b>White</b>	33%	60%	33%	17%	25%	45%	<b>White</b>						
<b>AA</b>	64%	60%	10%	31%	23%	38%	<b>AA</b>						
<b>Hispanic</b>	68%	50%	24%	53%	50%	45%	<b>Hispanic</b>	93%	78%	9.00%	67%	0%	30
<b>Male</b>	58%	50%	28%	43%	30%		<b>Male</b>	94%	62%	0.00%	75%	0%	34
<b>Female</b>	68%	61%	55%	35%	52%		<b>Female</b>	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

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

Students, teachers, and staff are recognized monthly.

Classrooms are rewarded for perfect attendance.

New teachers have a retired mentor teacher who meets with them twice weekly. They also have a Lead Teacher who meets with new teachers regularly for support in whatever area they need.

### School Culture and Climate Strengths

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

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, 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:** Retention of teachers who are certified and highly qualified to meet the needs of Carver students **Root Cause:** Surrounding districts offer incentives teachers are seeking, such as pay and shorter work weeks. There is a shortage of certified teachers available, which results in hiring alternative certification teachers who have never been in a classroom.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

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.

### Staff Quality, Recruitment, and Retention Strengths

Administrative team provides extra time for teachers to work on lesson plans and other tasks required by the state or district.

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.

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:** 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

GISD has moved from traditional textbooks to digital version in preparation for online STAAR testing. District's curriculum department provides pacing guides for each subject and other resources for teachers to use when planning.

Carver participates in quarterly district summatives.

## Curriculum, Instruction, and Assessment Strengths

The campus 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 by Bilingual certified teachers.

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.

All grade levels meet once a week during STEP to collaborate.

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

**Problem Statement 1:** Teachers are not instructing students on basic reading fundamentals. **Root Cause:** ELAR pacing guides do not address phonemic needs to develop readers in the lower grades.

**Problem Statement 2:** Many of our teachers are not trained in developing lessons to deliver quality instruction. **Root Cause:** These teachers did not complete a traditional teacher program. They are working on their alternative certification.

# 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.

## Parent and Community Engagement Strengths

Carver parents are willing to support in whatever areas they are able. When Carver hosts celebrations or activities, we have a good turn out of parents and extended family.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parents are limited in supporting academic achievement. **Root Cause:** Cause may be due to their own educational background, work, or are absent from the home.

## 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, planning, and an intervention time that teachers and support staff can utilize to provide built-in tutorials in a small group setting. 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.

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.

# Technology

## Technology Summary

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

Resources have transitioned to a digital format. Nine Week Summatives are online. Several resources are online such as, Freckle, Study Island, etc...

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

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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.

## 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.

**Problem Statement 2:** Students are struggling with transitioning from traditional paper / pencil to online. **Root Cause:** Students are still in the learning phase of utilizing online in an academic setting.

# 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> Teachers will participate in weekly STEP meetings to identify problem of instruction.  <b>Strategy's Expected Result/Impact:</b> Identify instructional methods to address the problem of instruction.  <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>
	✘	✘	✘	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Interventionists support to students in grades 4 and 5 who were not successful on the 2022 STAAR Exam in the areas of Math and Reading.  <b>Strategy's Expected Result/Impact:</b> Increased achievement for the lowest performing group.  <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 3 Details	Reviews			
<p><b>Strategy 3:</b> Conduct targeted learning-walks with all instructional staff followed up by feedback sessions.  <b>Strategy's Expected Result/Impact:</b> Effective Tier 1 instruction  <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Lead Teacher, and Demo Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
		✘	✘	





Strategy 4 Details	Reviews			
<b>Strategy 4: School Scoreboard:</b> Disaggregate and analyze student performance data to identify student weaknesses and instructional targets after each nine-weeks summative assessments. <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 2023 STAAR in all subjects and for all subjects. <b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal, and Lead Teacher	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<b>Strategy 5: Purposeful, weekly walkthroughs resulting in identifying teachers' needs for coaching.</b> <b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness as documented through walkthroughs and TTESS and increase of student growth. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<b>Strategy 6: Writing Everyday: Utilize student writing journals daily in all core subject areas to develop skills in Math, Science, and ELAR.</b> <b>Strategy's Expected Result/Impact:</b> An increase on student performance on district and state new questions requiring written responses. <b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal, Lead Teacher	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<b>Strategy 7: Instructional strategists will work with teachers to develop plans for low scoring student expectations.</b> <b>Strategy's Expected Result/Impact:</b> Increased student achievement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean	<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> 0% No Progress</span> <span> 100% 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 and fifth grade will make a years worth of growth in Mathematics on STAAR.

**High Priority**





**Evaluation Data Sources:** STAAR, RenStar, 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> Teachers will utilize district developed spiraled math problems based on student achievement data to meet needs of students.  <b>Strategy's Expected Result/Impact:</b> Increased math student achievement.  <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 4 Details	Reviews			
<p><b>Strategy 4:</b> Interventionists will provide intensive support of students not meeting standards on 2022 Math STAAR.  <b>Strategy's Expected Result/Impact:</b> Academic growth in students not meeting 2022 standards in STAAR math  <b>Staff Responsible for Monitoring:</b> Interventionists, Dean, Principal, and Assistant Principal</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 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 95.5%

**Evaluation Data Sources:** Daily attendance reports





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Student Engagement Officer will have weekly phone calls or home visits with identified students who have attendance issues.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance</p> <p><b>Staff Responsible for Monitoring:</b> Student Engagement Officer, Attendance Clerk, Teachers, Principal, and Assistant Principal</p> <p><b>Title I:</b> 2.4</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 1:** Carver Elementary will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.

**Performance Objective 4:** Students will make a year's worth of growth in reading.

**High Priority**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Interventionists will provide intensive support of students not meeting standards on 2022 Reading STAAR. <b>Strategy's Expected Result/Impact:</b> Academic growth in students not meeting 2022 standards in STAAR reading <b>Staff Responsible for Monitoring:</b> Interventionists, Principal, and Assistant Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</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	<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;">  0% No Progress         </div> <div style="text-align: center;">  100% 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 5:** By June, 2023, the percentage of students that will rate in the category of meets for the combined STAAR/EOC will be 35%.

**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 6:** By June, 2023, the percentage of students that will rate in the category of meets for the HB3 Reading Board Goals will be 36%.

**Evaluation Data Sources:** STAAR Results





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Carver will work with district instructional strategist 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>	Formative			Summative
	Nov	Jan	Mar	June
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>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**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, 2023, the percentage of students that will rate in the category of meets for the HB3 Math Board Goal will be 30%.

**Evaluation Data Sources:** STAAR results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Carver will work with district instructional strategist to insure proper implementation of Guided Math with fidelity.	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 8:** By June, 2023, the percentage of students that will rate in the category of meets for the special education population will increase to 25% from 21%, and the percentage of students that will rate in the category of meets for the African-American population will increase to 22% from 18%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A team of interventionists will serve students in Math, Reading and Special Education interventions. Intervention students will be determined by criteria of HB 4545 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 Capturing Kids Hearts, restorative practices, MANDT relational strategies, incentives, and a campus-wide discipline management system.  <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.  <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>
<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 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 2021-2022 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>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**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 STEP Collaborative Planning Pod 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			
<p><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</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> 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</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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>				