

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



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# Goals




**Goal 1:** Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.






**Performance Objective 1:** 100% of GISD students will demonstrate grade level numeracy (number sense, patterns & relationships, problem-solving) by the end of 3rd grade.

Early Numeracy: Grade level numeracy determined by multiple measures including, but not limited to NWEA MAP, STAAR, and Standards Based Teacher Assessments).

**HB3 Goal**

**Evaluation Data Sources:** NWEA MAP, STAAR, Skyward Standards Based Grade Book, Eduphoria, Formative Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff will use data to inform instructional decision making and multiple tiers of support.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will be at benchmark levels for formative assessments and screeners or receive tiered support. Benchmarks levels are set by teachers for formative assessments and by the screening instrument for universal screeners.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Interventionist, Learning Design Coach, Administrators</p>	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Grade level Professional Learning Community meetings will be held once a week to focus on vertical alignment, formative data analysis, and unit webbing.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive rigorous, engaging learning experiences where they can apply higher order thinking.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Learning Design Coach, Administrators</p>	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Staff will utilize research- or evidence-based resources to enhance the curriculum and support personalized learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional resources will be vertically aligned, accelerating student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Learning Design Coach, Administrators</p>	Formative			Summative
	Dec	Mar	May	Aug
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campus will use Title 3 funds to target Emergent Bilingual students in need of support in literacy or math and will provide focused tutorials after school or on Saturdays.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will close performance gaps between Emergent Bilingual students and non Emergent Bilingual students. Students will make at least a year's growth or more on various assessment instruments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal; Learning Design Coach, Bilingual Support Staff</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Dec	Mar	May	Aug
				
 No Progress  Accomplished  Continue/Modify  Discontinue				




**Goal 1:** Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.






**Performance Objective 2:** 100% of GISD students will demonstrate grade level literacy (phonics, phonological awareness, vocabulary, fluency, oral & reading comprehension, writing) by the end of 3rd grade by August 2025.

Early Literacy: Grade level literacy determined by multiple measures including but not limited to mClass, STAAR, DRA & Standard Based Teacher Assessments.

**HB3 Goal**

**Evaluation Data Sources:** mClass, STAAR, Skyward Standards Based Grades, DRA, Formative Assessment







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<p><b>Strategy 1:</b> Staff will use data to inform instructional decision making and multiple tiers of student support.  <b>Strategy's Expected Result/Impact:</b> All students will be at benchmark levels for formative assessments and screeners or receive tiered support. Benchmarks levels are set by teachers for formative assessments and by the screening instrument for universal screeners.  <b>Staff Responsible for Monitoring:</b> Teachers, Interventionist, Learning Design Coach, Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
				
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	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
				

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	Dec	Mar	May	Aug
	 0%			
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**Goal 1:** Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

**Performance Objective 3:** GISD will develop an education system focused on demonstrating mastery of academic, social and emotional, and learner profile competencies.








**Evaluation Data Sources:** Universal Screener, Student Experience Survey, State Assessment, Learner Profile Standards Based Report Cards

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All staff will participate in and implement high quality professional learning including but not limited to Capturing Kids Hearts, Math or Reading Workshop Model, Sheltered Instruction Observation Protocol, and Social-Emotional Learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive vertically aligned academic, social and emotional, and learner profile lessons with application of skills.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Learning Design Coach, Counselor, Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus teachers will leverage the support of Special Education LDCs to set, address and monitor goals related to academic progress, social emotional learning, and the Learner Profile attributes.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve academic growth over time, utilizing a goal-setting tracker ___ x a week that consists of grade snapshots, setting priorities, and action steps towards goals. Students develop agency in their own learning by helping to track improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Learning Design Coaches, Interventionists, Administrators, Counselors</p> <p><b>Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
				
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**Goal 2: Communication:** Engage the community to become champions and advocates for student success and the future of the District.

**Performance Objective 1:** Invite deeper participation and gather input in decision-making through recurring engagement opportunities that connect students, parents, teachers/staff and community members.

**Evaluation Data Sources:** Universal Screener, Parent Surveys, Student Experience Survey








Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Carver will host two parental engagement events, monthly parent Q&amp;A opportunity, and implement the Watch DOGS program.</p> <p><b>Strategy's Expected Result/Impact:</b> Students understand that there is a school to home partnership to support and encourage their academic and social/emotional success as evidenced by Student Experience Survey and Campus Surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Learning Design Coaches, Counselor, Administrators.</p>	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Carver will connect families with numeracy and literacy resources to implement at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Students understand that there is a school to home partnership to support and encourage their academic and social/emotional success as evidenced by Student Experience Survey and Campus Surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Learning Design Coaches, Administrators</p>	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All staff will monitor student attendance to achieve 95% Average Daily Attendance rate and utilize a tiered support system.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff, parents, and staff will focus on attending school to achieve academic success.</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS Clerk, Teachers, Administrators</p>	Formative			Summative
	Dec	Mar	May	Aug
				
<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 3: Leadership:** Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.






**Performance Objective 1:** GISD will function as a learning organization in which collaboration and involvement with key stakeholders drive decision making and work flow processes.

**Evaluation Data Sources:** Design Team and Action team rosters; stakeholder feedback

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Carver staff will participate in professional learning communities and receive embedded, ongoing professional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher will receive timely, data-driven, relevant professional learning to support student success.</p> <p><b>Staff Responsible for Monitoring:</b> Learning Design Coaches, Counselor, Administrators.</p>	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Carver Campus Design Team will meet monthly to discuss campus needs and future goals for the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Celebrations, needs, and improvements will be collaboratively analyzed and addressed through creative problem solving to promote continuous campus improvement and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Design Team Members</p>	Formative			Summative
	Dec	Mar	May	Aug
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Staff will participate in Action Teams to design and implement the work of the campus including student experiences, faculty experiences, and parental engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> All staff will play an active role in campus events and systems promoting clarity and strong implementation across the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Design Team, Administrators</p>	Formative			Summative
	Dec	Mar	May	Aug
				
<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 4:** Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

**Performance Objective 1:** Mission driven (lead, grow, serve) and aligned work in GISD is highlighted, recognized, and celebrated at all levels.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All staff will receive training and implement Capturing Kids Hearts strategies, Positive Intervention Behavior Supports strategies, and Social Emotional Learning lessons and strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff and students will be supported and celebrated.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Learning Design Coaches, Counselor, Administrators</p>	Formative			Summative
	Dec	Mar	May	Aug
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

**Performance Objective 2:** GISD will continue to support personalized learning and continuous improvement needs through quality and aligned professional learning that includes voice, choice, and ownership.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff will attend and implement high quality, vertically-aligned professional learning relevant to their role. All staff will participate in and implement foundational language and English Language Learner professional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will have knowledge and skills needed to meet student academic and social/emotional needs.</p> <p><b>Staff Responsible for Monitoring:</b> Learning Design Coaches, Counselor, Administrators</p>	Formative			Summative
	Dec	Mar	May	Aug
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				