

**Lockhart Independent School District  
George W.Carver Early Education Center  
2023-2024 Formative Review with Notes**



# Mission Statement

Together with families we will provide a safe and welcoming environment where students develop a lifelong love of learning, and maximize their potential through developmentally appropriate experiences.

## Vision

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**We envision creating a safe place for students so that they become powerful learners, risk takers, innovators, decision makers, and passionate explorers.**

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# Goals






**Goal 1:** Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results in reading and math.

**Performance Objective 1:** Performance Objective 1: During the 2023 -2024 school year, 85% of PRE-K students at Carver will make 1.5 years of growth progress in reading. (Last year it was 83%, and because we are implementing new testing procedures our goal is 85%)

**Evaluation Data Sources:** ISIP READING

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Integrate differentiated instruction through flexible grouping. Utilize sentence stems to help with speaking, writing, and comprehension.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 36 weeks, 85% of students will name at least 20 upper and at least 20 lower case letters based on SBRC and CLI Assessment.</p> <p><b>Staff Responsible for Monitoring:</b> PRINCIPAL, AND TEACHER</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   75% of walkthroughs from September through November reflect teachers using sentence stems at the Proficient, Accomplished, and Distinguished levels.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   80% of walkthroughs from September through November reflect teachers using sentence stems at the Proficient, Accomplished, and Distinguished levels.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   81% of walkthroughs from September through March reflect teachers using sentence stems at the Proficient, Accomplished, and Distinguished levels.</p> <p><b>June</b> <b>June Evidence of Progress</b>   83% of walkthroughs from September through May reflect teachers using sentence stems at the Proficient, Accomplished, and Distinguished levels.</p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Pre-K students will be assessed once per nine weeks using the Standard Based Report Card skills for emergent literacy.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will reach meets grade level expectation (3), or exceeds grade level expectation (4) in Standard Based Report Card . As a result, students will leave PreK with the skills to be kindergarten-ready in literacy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, and Teachers</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>At the end of the first 9 week grading period 153 students met the expected or exceeds grade level in letter recognition. At the end of the first 9 week grading period 108 students met the expected or exceeds grade level in letter sound production.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>At the end of the second 9 week grading period 221 students met the expected or exceeds grade level in letter recognition. At the end of the second 9 week grading period 190 students met the expected or exceeds grade level in letter sound production.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p>  <p>At the end of the third 9 week grading period 230 students met the expected or exceeds grade level in letter recognition. At the end of the third 9 week grading period 201 students met the expected or exceeds grade level in letter sound production.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>  <p>At the end of the 4th 9 week grading period 267 students met the expected or exceeds grade level in letter recognition. At the end of the 4th 9 week grading period 241 students met the expected or exceeds grade level in letter sound production.</p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Teachers will receive weekly walk-throughs to ensure the areas of Fundamental 5 and quality instruction are implemented correctly.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are meeting the goals set for the campus for the five instructional strategies for Fundamental 5.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, and Teachers</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>100% of walkthroughs from September through November reflect teachers working in the Power Zone at the Proficient, Accomplished, and Distinguished levels. 100% of walkthroughs from September through November reflect teachers using specific Recognition and Reinforcement at the Proficient, Accomplished, and Distinguished levels. 97% of walkthroughs from September through November reflect teachers facilitating FSGPT at the Proficient, Accomplished, and Distinguished levels. 91.5% of walkthroughs from September through November reflect teachers using effective Lesson Frames at the Proficient, Accomplished, and Distinguished levels. 88.6 % of walkthroughs from September through November reflect teachers incorporating Critical Writing at the</p>

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**Jan**



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**Mar**



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**Strategy 4 Details**

**Reviews**

**Strategy 4:** Provide staff development to all content teachers on Frogstreet, and our Curriculum Management Plan.

**Strategy's Expected Result/Impact:** The program will be implemented with fidelity. As a result, students' academic success will increase.

**Staff Responsible for Monitoring:** C& I Team, and Principal

**Nov**

**November Evidence of Progress**



Our curriculum writing team facilitated a professional development session to introduce staff to our scope and sequence which incorporates Frogstreet and Leader In Me content.

**Jan**

**January Evidence of Progress**



Our teams meet weekly to plan using our Curriculum Management Plan/ Scope and sequence to guide sessions.

**Mar**

**March Evidence of Progress**











Our teams meet weekly to plan using our Curriculum Management Plan/ Scope and sequence to guide sessions. PLCs are continuous and happen weekly, including our RTI meetings.

**June**

**June Evidence of Progress**



Our curriculum writing team facilitated a professional development session to introduce staff to our scope and sequence which incorporates Frogstreet and Leader In Me content. The curriculum writing team has met this May to adjust scope and sequence and include science to our current curriculum plan.

Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Provide professional development to teachers on differentiated instruction, flexible grouping, and sentence stems.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students demonstrating growth in reading and math will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and C&amp; I Team</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 9/13 Mrs. Haliburton, Mrs. Manning, and Mrs. McFalls presented professional development sessions on flexible grouping, behavioral, and instructional strategies to use in class to support student growth. 10/11 Ms. Carter presented a professional development session on classroom behavior management after having attended a session led by Kelly Emadi. 11/15 Mrs. Gaddis, Mrs. Chase, and Mrs. Emadi shared a presentation on CLI data collection, interpreting data and planning after data disaggregation.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Principal presented mid year data, the power of speaking and writing to assess student knowledge.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Ms. Vela and Mrs. Gaddis presented on learning from TCEA. Mrs. Izaguirre and Ms. Clemons presented on Canva.</p> <p><b>June</b> <b>June Evidence of Progress</b></p> <p> We continued with professional development in the areas of writing, math, and learning centers. Professional development was led by Mrs. Gaddis and teachers.</p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	











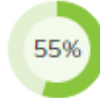
**Goal 1:** Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results in reading and math.

**Performance Objective 2:** During the 2023 - 2024 school year, 85% of PRE-K students at Carver will reach the meets grade level expectation (3), or exceeds grade level expectation (4) in Reading. ( Last year we used RSK, because we are transitioning to SBRC we selected 85% as our target goal.)

**Evaluation Data Sources:** Standard Based Report Card

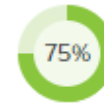
**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will provide developmentally appropriate experiences in whole group, small group, and in learning center settings to support student's letter/sound recognition.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will reach the meets grade level expectation (3), or exceeds grade level expectation (4) in Reading.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Team Leads, Principal</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>At the end of the first 9 week grading period 153 students met the expected or exceeds grade level in letter recognition. At the end of the first 9 week grading period 108 students met the expected or exceeds grade level in letter sound production.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>At the end of the second 9 week grading period 221 students met the expected or exceeds grade level in letter recognition. At the end of the second 9 week grading period 241 students met the expected or exceeds grade level in letter sound production. In May, students are Tier 1, 53 are at Tier 2, and 44 are at Tier 3 in Istation.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p>  <p>At the end of the third 9 week grading period 232 students met the expected or exceeds grade level in letter recognition. At the end of the third 9 week grading period 197 students met the expected or exceeds grade level in letter sound production.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>  <p>At the end of the 4th 9 week grading period 267 students met the expected or exceeds grade level in letter recognition. At the end of the 4th 9 week grading period 241 students met the expected or exceeds grade level in letter sound production. In May, 168 students are Tier 1, 65 are at Tier 2, and 50 are at Tier 3 in Istation.</p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Pre-K students will be authentically assessed each 9 weeks to monitor growth toward letter sound recognition goal.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be at least 20% growth in reading (letter/sound recognition) each 9 weeks.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Team Leads, and Principal</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> At the end of the first 9 week grading period 153 students met the expected or exceeds grade level in letter recognition. At the end of the first 9 week grading period 108 students met the expected or exceeds grade level in letter sound production.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> At the end of the second 9 week grading period 221 students met the expected or exceeds grade level in letter recognition. At the end of the second 9 week grading period 190 students met the expected or exceeds grade level in letter sound production.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> At the end of the third 9 week grading period 232 students met the expected or exceeds grade level in letter recognition. At the end of the third 9 week grading period 197 students met the expected or exceeds grade level in letter sound production.</p> <p><b>June</b> <b>June Evidence of Progress</b></p> <p> At the end of the 4th 9 week grading period 267 students met the expected or exceeds grade level in letter recognition. At the end of the 4th 9 week grading period 190 students met the expected or exceeds grade level in letter sound production. In May, 168 students are Tier 1, 65 are at Tier 2, and 50 are at Tier 3 in Istation.</p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Teachers will receive walk-throughs to ensure developmentally appropriate experiences are being provided for students while utilizing the Fundamental 5 and providing flexible learning paths to support student growth in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers facilitate differentiated instruction during whole group instruction, small group instruction, and in learning centers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 100% of walkthroughs from September through November reflect teachers working in the Power Zone at the Proficient, Accomplished, and Distinguished levels. 100% of walkthroughs from September through November reflect teachers using specific Recognition and Reinforcement at the Proficient, Accomplished, and Distinguished levels. 97% of walkthroughs from September through November reflect teachers facilitating FSGPT at the Proficient, Accomplished, and Distinguished levels. 91.5% of walkthroughs from September through November reflect teachers using effective Lesson Frames at the Proficient, Accomplished, and Distinguished levels. 88.6 % of</p>

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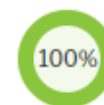
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**June**





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 No Progress

 Accomplished

 Continue/Modify





 Discontinue






**Goal 1:** Goal 1: The students and staff in Lockhart ISD will be Locked on Excellence so that they achieve a relentless pursuit of results in reading and math.

**Performance Objective 3:** During the 2023 - 2024 school year, 85% of PRE-K students at Carver will reach the meets grade level expectation (3), or exceeds grade level expectation (4) in Math. (Last year we used RSK, because we are transitioning to SBRC we selected 85%)

**Evaluation Data Sources:** Standards Based Report Card

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will provide developmentally appropriate experiences in whole group, small group, and in learning center settings to support student's number recognition and counting.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will reach the meets grade level expectation (3), or exceeds grade level expectation (4) in Reading.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Team Leads, Principal</p>	<div data-bbox="1281 479 1995 665"> <p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>At the end of the first 9 week grading period 213 students met the expected or exceeds grade level in counting from 1-30. At the end of the first 9 week grading period 246 students met the expected or exceeds grade level in recognition of numerals 0-10.</p> </div> <div data-bbox="1281 690 1995 876"> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>At the end of the second 9 week grading period 246 students met the expected or exceeds grade level in counting from 1-30. At the end of the second 9 week grading period 213 students met the expected or exceeds grade level in recognition of numerals 0-10.</p> </div> <div data-bbox="1281 901 1995 1088"> <p><b>Mar</b> <b>March Evidence of Progress</b></p>  <p>At the end of the third 9 week grading period 249 students met the expected or exceeds grade level in counting from 1-30. At the end of the third 9 week grading period 220 students met the expected or exceeds grade level in recognition of numerals 0-10.</p> </div> <div data-bbox="1281 1112 1995 1299"> <p><b>June</b> <b>June Evidence of Progress</b></p>  <p>At the end of the 4th 9 week grading period 265 students met the expected or exceeds grade level in counting from 1-30. At the end of the second 9 week grading period 253 students met the expected or exceeds grade level in recognition of numerals 0-10.</p> </div>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Pre-K students will be authentically assessed each 9 weeks to monitor growth toward number recognition and counting.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be at least 20% growth in math (number recognition, counting) each 9 weeks.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Team Leads, Principal</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>At the end of the first 9 week grading period 213 students met the expected or exceeds grade level in counting from 1-30. At the end of the first 9 week grading period 246 students met the expected or exceeds grade level in recognition of numerals 0-10.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>At the end of the second 9 week grading period 246 students met the expected or exceeds grade level in counting from 1-30. At the end of the second 9 week grading period 213 students met the expected or exceeds grade level in recognition of numerals 0-10.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p>  <p>At the end of the third 9 week grading period 249 students met the expected or exceeds grade level in counting from 1-30. At the end of the third 9 week grading period 220 students met the expected or exceeds grade level in recognition of numerals 0-10.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>  <p>At the end of the 4th 9 week grading period 265 students met the expected or exceeds grade level in counting from 1-30. At the end of the second 9 week grading period 253 students met the expected or exceeds grade level in recognition of numerals 0-10.</p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Teachers will receive walk-throughs to ensure developmentally appropriate experiences are being provided for students while utilizing the Fundamental 5 and providing flexible learning paths to support student growth in Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers facilitate differentiated instruction during whole group instruction, small group instruction, and in learning centers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>100% of walkthroughs from September through November reflect teachers working in the Power Zone at the Proficient, Accomplished, and Distinguished levels. 100% of walkthroughs from September through November reflect teachers using specific Recognition and Reinforcement at the Proficient, Accomplished, and Distinguished levels. 97% of walkthroughs from September through November reflect teachers facilitating FSGPT at the Proficient, Accomplished, and Distinguished levels. 91.5% of walkthroughs from September through November reflect teachers using effective Lesson Frames at the Proficient, Accomplished, and Distinguished levels. 88.6 % of walkthroughs from September through November reflect teachers incorporating Critical Writing at the</p>

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue











**Goal 2:** The students and staff at Carver will demonstrate a LockHeart for people as they build relational capacity for all stakeholders.









**Performance Objective 1:** All stakeholders will be provided equitable opportunities to contribute to the school community.

**Evaluation Data Sources:** Surveys, Sign In Sheets

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Provide multiple opportunities for families to be involved in the school community. (PreK Kickoff, Meet the Teacher, Open House, Parent-Teacher Conferences, Parent Education Classes, Parent Fitness Classes, Guest Reader Opportunity, PTO, and Coffee with the Principal)</p> <p><b>Strategy's Expected Result/Impact:</b> Create and maintain positive relationships with parents so that they feel valued and included as a member of their child's educational experience.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, and Parents</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 100 Families attended our PreK Kickoff event in August, 198 families attended our Meet the Teacher event, 170 families attended our Open House event, and all parents participated in Parent/Teacher conferences. We had 20 families attend our Parent Education Classes from September - November. 15 families attended our Parent Fitness Classes from September - November. Teachers invite a guest reader/parent weekly to read to the class. 10 families attended Coffee with the Principal.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> We had 10 families attend our Parent Education Classes from November - January. 15 families attended our Parent Fitness Classes from November - January. Teachers invite a guest reader/parent weekly to read to the class.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> We had 7 families attend our Parent Education Classes from January - March. 6 families attended our Parent Fitness Classes from January to March. Teachers invite a guest reader/parent weekly to read to the class.</p> <p><b>June</b> <b>June Evidence of Progress</b></p> <p> We had 7 families attend our Parent Education Classes from January - May. 5 families attended our Parent Fitness Classes from January - May. 20 families attended the Parent Forum with Mrs. Saldivar in April. 112 families attended our Spring into Kindergarten event where students shared their learning portfolio and were able to meet their elementary principals.</p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Students will be recognized for demonstrating positive leadership qualities (Leader In Me) bi weekly, for having great attendance monthly, and for showing academic and social growth monthly.</p> <p><b>Strategy's Expected Result/Impact:</b> ADA will reach at least 92%, the number of discipline calls for support will decrease, and parent involvement will increase by 20 % from last year. Last year's ADA was 90.82% , we received 38 discipline calls for support, and we had 12 families that attended all parent opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Technology Aide, Counselor, and Teacher</p>	<div data-bbox="1283 120 2011 250"> <p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Every week teachers select a Leader of the Week, who help with daily announcements, and take part in a leadership activity with our Counselor Ms. Deleon.</p> </div> <div data-bbox="1283 277 2011 407"> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Every week teachers select a Leader of the Week, who help with daily announcements, and take part in a leadership activity with our Counselor Ms. Deleon.</p> </div> <div data-bbox="1283 435 2011 565"> <p><b>Mar</b> <b>March Evidence of Progress</b></p>  <p>Every week teachers select a Leader of the Week, who help with daily announcements, and take part in a leadership activity with our Counselor Ms. Deleon.</p> </div> <div data-bbox="1283 592 2011 722"> <p><b>June</b> <b>June Evidence of Progress</b></p>  <p>Every week teachers select a Leader of the Week, who help with daily announcements, and take part in a leadership activity with our Counselor Ms. Deleon.</p> </div>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Recognize staff who demonstrate characteristics of our LISD Leadership Definition and the 7 Habits of Highly Effective People.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase staff retention rate, and improve school climate and morale.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, and staff</p>	<div data-bbox="1283 120 2011 337"> <p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Every week in the staff newsletter, the principal designates and highlights an Adventure Leader of the week. We also have a brag board where staff members are encouraged to shout out others for demonstrating characteristics of our Leadership Definition and 7 Habits.</p> </div> <div data-bbox="1283 363 2011 581"> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Every week in the staff newsletter, the principal designates and highlights an Adventure Leader of the week. We also have a brag board where staff members are encouraged to shout out others for demonstrating characteristics of our Leadership Definition and 7 Habits.</p> </div> <div data-bbox="1283 607 2011 824"> <p><b>Mar</b> <b>March Evidence of Progress</b></p>  <p>Every week in the staff newsletter, the principal designates and highlights an Adventure Leader of the week. We also have a brag board where staff members are encouraged to shout out others for demonstrating characteristics of our Leadership Definition and 7 Habits.</p> </div> <div data-bbox="1283 850 2011 1068"> <p><b>June</b> <b>June Evidence of Progress</b></p>  <p>Every week in the staff newsletter, the principal designates and highlights an Adventure Leader of the week. We also have a brag board where staff members are encouraged to shout out others for demonstrating characteristics of our Leadership Definition and 7 Habits.</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="470 1105 663 1149">  No Progress         </div> <div data-bbox="768 1105 982 1149">  Accomplished         </div> <div data-bbox="1083 1105 1335 1149">  Continue/Modify         </div> <div data-bbox="1440 1105 1629 1149">  Discontinue         </div> </div>	

**Goal 2:** The students and staff at Carver will demonstrate a LockHeart for people as they build relational capacity for all stakeholders.

**Performance Objective 2:** Through the guidance of Leader In Me, students will demonstrate characteristics of leadership and be able to talk to others about their individual Wildly Important Goals, their class goals, and their behavioral and academic progress.

**Evaluation Data Sources:** Student Portfolios, class scoreboards





**Summative Evaluation:** Exceeded Objective





**Goal 3:** The students and staff at Carver will Unlock the Potential so that they develop and empower themselves and others.









**Performance Objective 1:** During the 2023-2024 school year, we will implement Leader In Me to support social, emotional, and behavioral development in students. 85% of students will be at the meets grade level expectations or above in the student responsibility area of their standard based report card.

**Evaluation Data Sources:** Leader in Me Lesson Plans and observations during Monday morning lesson delivery. Students will demonstrate growth toward their WIGs, Student Portfolios.


**Summative Evaluation:** Exceeded Objective


Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Teachers will receive professional development on The 7 Habits Core 1 and 2, and facilitate Leader In Me lessons weekly to support student social and emotional growth in their students and themselves.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff will monitor growth toward their WIGs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teacher, Counselor, and Students</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Staff attended a professional development session in August on Core 1 and 2 at Plum Creek Elementary, led by a district coach. Leader in Me weekly lessons have been included in our scope and sequence. Our counselor Ms. Deleon provides biweekly follow up Leader In Me lessons.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Principal and Lighthouse Coordinator met with district coaches at Leader In Me meetings.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Principal and Lighthouse Coordinator met with district coaches at Leader In Me meetings.</p> <p><b>June</b> <b>June Evidence of Progress</b></p> <p> Staff attended a professional development session in August on Core 1 and 2 at Plum Creek Elementary, led by a district coach. Leader in Me weekly lessons have been included in our scope and sequence. Our counselor Ms. Deleon provides biweekly follow up Leader In Me lessons. Our Lighthouse team met monthly to track progress, and plan forward. Action teams were identified in the spring for next year. Our MRA results were positive and our overall score was an 83. (81 Leadership, 87 Culture, 82 Academics)</p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> During walk-throughs the appraiser will be intentional in looking for examples of the use of Conscious Discipline being used in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a positive school climate that will lead to increased teaching time that leads to academic success, and a decrease in behavioral issues.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, and Teachers</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Calm down corners are established in classrooms and students are encouraged to utilize them for emotional regulation. Student leaders are selected to greet their peers every morning. Recognition and Reinforcement is satisfactory during walkthroughs.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Calm down corners are established in classrooms and students are encouraged to utilize them for emotional regulation. Student leaders are selected to greet their peers every morning. Recognition and Reinforcement is satisfactory during walkthroughs.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Calm down corners are established in classrooms and students are encouraged to utilize them for emotional regulation. Student leaders are selected to greet their peers every morning. Recognition and Reinforcement is satisfactory during walkthroughs.</p> <p><b>June</b> <b>June Evidence of Progress</b></p> <p> Calm down corners are established in classrooms and students are encouraged to utilize them for emotional regulation. Student leaders are selected to greet their peers every morning. Recognition and Reinforcement is satisfactory during walkthroughs.</p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Systematically address the social-emotional needs of students by teaching and modeling in a way that is intrinsic to govern the school environment.</p> <p><b>Strategy's Expected Result/Impact:</b> To create an inclusive, compassionate, helpful, and bully-free learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, and Teachers</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Morning meeting include Leader in Me lessons and community building. Teachers and Assistants follow our Campus Behavioral Continuum.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Morning meeting include Leader in Me lessons and community building. Teachers and Assistants follow our Campus Behavioral Continuum.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   Morning meeting include Leader in Me lessons and community building. Teachers and Assistants follow our Campus Behavioral Continuum.</p> <p><b>June</b> <b>June Evidence of Progress</b>   Morning meeting include Leader in Me lessons and community building. Teachers and Assistants follow our Campus Behavioral Continuum.</p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Teachers will receive a minimum of two coaching cycles and opportunities to observe other teachers. All staff will have multiple opportunities to expand their leadership through Carver's shared leadership model.</p> <p><b>Strategy's Expected Result/Impact:</b> 85% of staff members will report feeling supported in their professional and personal growth areas by their supervisor.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Teachers completed coaching cycles with Mrs. Saldivar and/or Mrs. Gaddis. See Rider 78 documentation.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Teachers completed coaching cycles with Mrs. Saldivar and/or Mrs. Gaddis. See Rider 78 documentation.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   Teachers completed coaching cycles with Mrs. Saldivar and/or Mrs. Gaddis. See Rider 78 documentation.</p> <p><b>June</b> <b>June Evidence of Progress</b>   Teachers completed coaching cycles with Mrs. Saldivar and/or Mrs. Gaddis. See Rider 78 documentation.</p>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



**Goal 3:** The students and staff at Carver will Unlock the Potential so that they develop and empower themselves and others.

**Performance Objective 2:** Staff will unlock their potential by setting individual goals, creating a leadership plan with the principal, and leading others in different capacities to support students, teachers, and our campus. 80% of staff members will have led others in their desired pathway by May.

**Evaluation Data Sources:** Presentations, Sign In Sheets, Meeting Notes/Agendas, Carver Shared Leadership Plan

**Summative Evaluation:** Exceeded Objective