

**Ector County Independent School District**  
**Carver Early Education Center**  
**2024-2025**

# Board Goals

**Board Goal 1:** Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

**Performance Objective 1:** 92% of Pre-K 4 students will be able to produce 20 letter sounds by the end of the 2024-2025 school year.





**High Priority**

**Indicators of Success:**

Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** Instructional Coach Support, CLI Wave 1 Data, Report Card Data, Istation, Estrellita, and Administrative and Instructional Coach walkthroughs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Planning and modeling during PLC's to teach letters and alphabet principles daily through Morning Message, Istation Data, Interactive Letter Walls, Small Groups, and Independent Learning Centers.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom structures will provide learning expectations for all PreK4 students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Instructional Coach and Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> ESGI will be used to drive instructional focus for differentiation in literacy center and Small Groups.  <b>Strategy's Expected Result/Impact:</b> Monthly testing will provide on-going PreK Data.  <b>Staff Responsible for Monitoring:</b> Classroom teachers and administrator</p> <p><b>Title I:</b>            2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>- Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus Administrators and Instructional Coach will conduct weekly walkthrough observations/coaching sessions coaching cycles to and provide actionable feedback to increase student performance.  <b>Strategy's Expected Result/Impact:</b> Instruction in classroom will remain focused and rigorous.  <b>Staff Responsible for Monitoring:</b> Campus Administrator and Instructional Coach.</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>- Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Mar	May
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**Board Goal 1:** Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

**Performance Objective 2:** Carver will provide specific, differentiated processes, procedures and routines for all classrooms and students to remain successful 100% of the time. Carver will collaboratively create specific processes, procedures, and routines for the campus to facilitate smooth transitions, rigorous instruction and maximize emotional regulation in the classroom to minimize office intervention.

**High Priority**





**Indicators of Success:**

Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** Classroom Observations, Walk-throughs, Lesson Plans, PLC walk through feedback, CLI data, Coaching peer and administrative

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PLC Learning walks with Instructional Coach and campus administrator led calibration of best practices conducted for Classroom Teachers 2 times a month.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will see classroom strategies in action to improve their teaching styles.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</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>Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Training, Feedback and support from IC and campus administrators on Whole School Conscious Discipline Routines or similar emotional trainings.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and Instructional Aides will feel supported with training opportunities through out the school year. Students will be successful with routines and procedures.</p> <p><b>Staff Responsible for Monitoring:</b> Conscious Discipline Action Team, Administrators</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Instructional Aides will participate in monthly PLC to develop strategies to plan, practice, and model effective small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional Aides will support the Classroom Teacher in achieving student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teacher and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Carver will utilize Title One money to hire a highly qualified PreK Instructional Coach.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional Coach will reinforce online programs by checking data using a laptop and printing ideas to share provide best practices to ensure students are provided with individualized instruction based on data collected.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Instructional Coach - Title One School-wide - \$70,000</p>	Formative			Summative
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**Board Goal 1:** Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

**Performance Objective 3:** 92% of Pre-K 4 students will be able to rote count to 30 by the end of the 2024-2025 school year.





**High Priority**

**Indicators of Success:**

Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** Instructional Coach Support, CLI Wave 1 Data, Report Card Data, and Administrative and Instructional Coach walkthroughs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Planning during PLC's to teach number principles daily through Morning Message, Small Groups, and Independent Learning Centers.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom structures will provide learning expectations for all PreK4 students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator and Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Report Card Data and monthly ESGI will be used to drive instructional focus for differentiation in Learning Centers and Small Groups.</p> <p><b>Strategy's Expected Result/Impact:</b> 9 week Report Card will provide on-going PreK Data.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator and Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will utilize number charts, posters, or flashcards displaying numbers 1 to 30 to help student associate the numeral with its quantity.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom structures will provide learning expectations for all PreK4 students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus Administrators and Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
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**Board Goal 2:** Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

**Performance Objective 1:** 85% of Pre-K 4 students will identify 26 upper case and lower case letters by the end of the 2024-2025 school year.

**High Priority**





**Indicators of Success:**

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** BOY and EOY CLI scores, Report Card Data, Istation Data, Small Group Data, and Academic Parent Teacher Team Conferences

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weekly lesson plans showing strategies to intentionally teach letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers.</p> <p><b>Strategy's Expected Result/Impact:</b> Pre K 4 students will leave Carver with a strong emerging reader foundation.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Classroom Teachers, Instructional Aides</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Building a strong Academic Parent Teacher Team to provide strategies, activities, and an explanation of data to help the success of each student.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and Classroom Teachers will work together to build a strong foundation for emerging readers by creating activities to support learning at home.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, and Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus Administrators and Instructional Coach will conduct walkthroughs, observations/coaching sessions and provide actionable feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom Instruction will improve to meet the needs of students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
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 No Progress     
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**Board Goal 2:** Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

**Performance Objective 2:** Increase Phonological Awareness performance to 85% between the CLI BOY and EOY.





**High Priority**

**Indicators of Success:**

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** CLI Data, Istation Data, Report Card Data and observation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create rhyming activities to recognize, identify, and distinguish during PLCs for small groups and RTI (response to Intervention).</p> <p><b>Strategy's Expected Result/Impact:</b> Students will engage in activities that involve identifying and generating rhyming words. Ex. rhyming books, poems, and word play</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Instructional Aides</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will add specific strategies for segmenting and blending sounds in Lesson Plans for centers and small groups to support all learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be taught during small group instruction to break words into individual sounds. All students will have pictorial support and increase rigor without pictorial support.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Instructional Aides</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Using singing and chanting with songs in the Frog Street Curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Incorporate songs, chants, and nursery rhymes that emphasize different sounds and phonemic patterns.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Instructional Aides</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
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**Board Goal 2:** Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

**Performance Objective 3:** Assess students' understanding by having them correctly identify and use at least 75% of words within a four week unit during interactive activities, such as story time or picture identification.

**High Priority**





**HB3 Board Goal**

**Indicators of Success:**

Attendance - % of student daily attendance - 2024 Goal: 95%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** BOY and EOY CLI scores, Report Card Data, Istation Data, and Small Group Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The display of the vocabulary word with drawings, illustration, or photographs on the board during the current unit and then on the word wall after the unit.</p> <p><b>Strategy's Expected Result/Impact:</b> Students language and understanding of new vocabulary words will help an abstract object become a concrete thought.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team, Teachers, and Instructional Aides</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Read storybooks that include the new vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> A growth in vocabulary and conceptual knowledge.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership, Teacher and Instructional Aides.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create text to self connections or real world experiences within discussions, read alouds, and center activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhancing comprehension and learning about content, language, and culture.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership, Teacher and Instructional Aides.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
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**Board Goal 3:** Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

**Performance Objective 1:** Teachers will use proactive strategies from Conscious Discipline to support students' sense of connectedness , belonging, and SEL 100% of the time.





**High Priority**

**Indicators of Success:**

Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** Students will feel valued every day and will enjoy coming to school ultimately encouraging them to stay in school.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus Training, Coaching, and Opportunities to build on Conscious Discipline Knowledge.  <b>Strategy's Expected Result/Impact:</b> Staff, Parents, and Students will feel supported through Conscious Discipline Strategies.  <b>Staff Responsible for Monitoring:</b> Administrators, Classroom Teachers, Instructional Aides   <b>ESF Levers:</b>                      Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conscious Discipline Team Support System  <b>Strategy's Expected Result/Impact:</b> Staff will feel supported by trained Team Members.  <b>Staff Responsible for Monitoring:</b> Administrators and Conscious Discipline Team   <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Parent Conscious Discipline Training</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will understand how to expand the Conscious Discipline Strategies at home.</p> <p><b>Staff Responsible for Monitoring:</b> Conscious Discipline Team, Classroom Teachers, Instructional Aides</p> <p><b>ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Classroom teachers, instructional staff, and administrators will participate in Conscious Discipline coaching.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers, Administrators and staff will feel empowered to work with students experiencing big behaviors and trauma by working with a Conscious Discipline coach.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator and Conscious Discipline Team</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levels:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Classroom teachers and Administrator will have opportunities to attend Conscious Discipline Training as well as other Professional Development focused on building Social Emotional capacity in our students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and Administrator will feel empowered to work with students experiencing big trauma and behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Secretary</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levels:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
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**Board Goal 3:** Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.





**Performance Objective 2:** 100% of Carver families will participate in Parent and Family Engagement opportunities and projects to increase school and home connections.

**High Priority**

**Indicators of Success:**

Attendance - % of student daily attendance - 2024 Goal: 95%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** Parent surveys, Sign in sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Carver will conduct Academic Parent Teacher Team meetings with families in both the Fall and Spring semesters.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will feel supported and empowered to work with their children at home. Teacher will work with families based on students individual needs. Resources will be purchased and sent home for continued practice.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrator</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> ex magnetic letters, numbers, data folders - Title One Instructional Continuity - \$1,700</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Carver will foster a collaborative parent/school team by creating opportunities to bring parents into the school such as: Meet the Teacher, Parent Conferences, Academic Parent Teacher Team Meetings, and Transportation Parade.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive image of Carver Early Education Center and higher level of parent engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</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>				

**Board Goal 3:** Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

**Performance Objective 3:** Carver student attendance will increase from 88% to 90% by the end of the 2024-2025 school year.

**High Priority**





**HB3 Board Goal**

**Indicators of Success:**

Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** CLI Data, Istation Data, Report Card Data and observation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 9 Week Perfect Attendance Recognition.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive recognition, a token for our Book Vending Machine, a college T-shirt of their choosing, and parents will be entered to win a \$50 gas card.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator will provide T-shirts and gas card.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 100% communication between school and home, when students have been out more than 3 consecutive days.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will feel supported and know their child has been missed.</p> <p><b>Staff Responsible for Monitoring:</b> Office Staff, Administrator, Classroom Teacher and School Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Using Conscious Discipline, Teachers and Instructional Aides will create routine books, visuals, and curriculum to increase success for all students by creating a Safe Place within our school.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff and students will create routines.</p> <p><b>Staff Responsible for Monitoring:</b> Conscious Discipline Team, Administrator, and Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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