

Greenville Independent School District

Carver Elementary School

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Board Approval Date: November 19, 2024

Mission Statement

GISD Mission: Our united GISD community strives to prepare, inspire, and empower every student to lead a successful life.

Carver Mission: We will create a diverse and supportive community where students can learn and grow to their fullest potential.

Vision

GISD Vision: We educate today...you succeed tomorrow!

Carver Vision:

One campus Ignited. One Family United. Every Student Empowered!

Value Statement

GISD Values:

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.*

Carver Values:

Grit

Teamwork

Growth Mindset

Respect

Empathy

Student-Centered

Spreading Positive Energy

Carver Core Beliefs:

- 1. All Carver students CAN learn and achieve.**
- 2. Every student deserves a quality education.**
- 3. A safe and positive school environment is essential for student learning and success.**
- 4. All students and staff should be respected.**
- 5. Each day begins with a clean slate.**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Currently Carver is experiencing growth across the campus. We added three classrooms this year as a result of expected growth.

Carver is Kinder through Fourth grades with a diverse student population of 614 students. Carver Elementary also serves special populations including two Structured Teach classrooms.

2024-2025 Enrollment Demographics

American Indian .37%

Asian .37%

Black-African American 14.5%

Native Hawaiian-Pacific Islander .19%

White 9.48%

Two-or-More 2.97%

Gifted and Talented 6.13%

SPED 17.10%

Emergent Bilingual 52.79%

Economically Disadvantaged 93.68%

Student growth has created challenges especially among our special education programs. Not all staff positions were filled at the beginning of the year.

Demographics Strengths

Carver, while experiencing growth, continues to be a neighborhood school that students and parents alike can take pride in. This, year we have launched and attendance goal campaign for all classrooms. Results are posted weekly in the main hall for all to see and high achievements are celebrated.

Carver's attendance rate for the year is currently at 94.6% which is a 1.5% increase from the previous year (93.1%). The campus works diligently daily to promote good attendance and the importance of student success because we believe that good students attendance promotes well rounded students that achieve higher.

- 52% of English Language Learners achieved "Approaches" on all STAAR tests

Problem Statements Identifying Demographics Needs

Problem Statement 1: 43% of our Hispanic population did not meet approaches on the state assessments last year. **Root Cause:** High needs, poverty and academic gaps coupled with a large population of new and uncertified teachers.

Problem Statement 2: 57% of our African American student population did not meet approaches on state assessments last year. **Root Cause:** High needs, poverty and academic gaps coupled with a large population of new and uncertified teachers.

Student Achievement

Student Achievement Summary

Carver Elementary is projected to receive a rating of "F" from the Texas Education Agency. However, this is not where we envision being at the end of 2025.

Spring 2024 STAAR Scores:

3rd Grade RLA:

65% Approaches, 33% Meets, and 3% Masters

3rd Grade Spanish RLA:

44% Approaches, 23% Meets, and 21% Masters

4th grade RLA:

56% Approaches, 21% Meets, and 6% Masters

4th Grade Spanish RLA

40% Approaches, 12% Meets, and 8% Masters

3rd Grade Math:

59% Approaches, 34% Meets, and 8% Masters

3rd Grade Spanish Math

33% Approaches, 33% Meets

4th Grade Math

47% Approaches, 24 Meets, and 7% Masters

4th Grade Spanish Math

14% Approaches

Reading Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
Number of Tests	<u>192</u>	<u>142</u>	0	<u>1</u>	<u>26</u>	0	<u>17</u>	<u>6</u>	<u>50</u>	<u>111</u>
Did Not Meet App	<u>82</u>	<u>62</u>	0	0	<u>15</u>	0	<u>3</u>	<u>2</u>	<u>31</u>	<u>54</u>
Met Approaches	<u>110</u>	<u>80</u>	0	<u>1</u>	<u>11</u>	0	<u>14</u>	<u>4</u>	<u>19</u>	<u>57</u>

Reading Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
Met Meets	<u>50</u>	<u>41</u>	0	0	<u>1</u>	0	<u>4</u>	<u>4</u>	<u>5</u>	<u>26</u>
Met Masters	<u>15</u>	<u>12</u>	0	0	0	0	<u>1</u>	<u>2</u>	0	<u>10</u>

Mathematics Totals	All Students	Hispanic	Native American	Asian	African American	Islander	White	Two or More Races	Special Education	EL
Number of Tests	<u>192</u>	<u>142</u>	0	<u>1</u>	<u>26</u>	0	<u>17</u>	<u>6</u>	<u>50</u>	<u>111</u>
Did Not Meet App	<u>90</u>	<u>63</u>	0	<u>1</u>	<u>14</u>	0	<u>11</u>	<u>1</u>	<u>35</u>	<u>53</u>
Met Approaches	<u>102</u>	<u>79</u>	0	0	<u>12</u>	0	<u>6</u>	<u>5</u>	<u>15</u>	<u>58</u>
Met Meets	<u>56</u>	<u>44</u>	0	0	<u>5</u>	0	<u>5</u>	<u>2</u>	<u>8</u>	<u>29</u>
Met Masters	<u>16</u>	<u>12</u>	0	0	0	0	<u>2</u>	<u>2</u>	<u>2</u>	<u>8</u>

Areas of concern include early literacy, 3rd grade Math, 4th grade Reading Language Arts, and 4th grade Math.

Student Achievement Strengths

- 21% Masters in 3rd Grade Spanish Reading

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Only 55% of students met approaches on all tests. **Root Cause:** Academic gaps, ineffective instruction, and lack of strong instructional systems in place contribute to the deficiencies in student achievement.

Problem Statement 2: 42% of our students did not approach on last years reading staar test. **Root Cause:** High needs, poverty and academic gaps coupled with a large population of new and uncertified teachers.

School Culture and Climate

School Culture and Climate Summary

At Carver, we love celebrating our students, teachers and staff regularly. We let our campus mission, vision, and core values ground us in the work that we do everyday. We are building a culture of high expectations where excellence is the norm.

According to feedback received from teachers, most students and staff are proud of the school building and help keep it attractive, discussions with the principal/administrative team often result in improvements of some aspect of instructional practice, and students from all racial and ethnic backgrounds are welcomed and included in all programs and activities on our campus.

Also most teachers would agree to the following statements: I feel supported by my administrative team, Our campus mission, vision and goals are aligned to right things, and our campus is moving in the right direction, and I love working at Carver Elementary.

Carver has developed a Culture Playbook to help guide actions and activities for the 2024-2025 school year.

School Culture and Climate Strengths

- Students from all racial and ethnic backgrounds are welcomed and included in all programs and activities on our campus. Our campus mission, vision and goals are aligned to right things, and our campus is moving in the right direction.
- Discipline infractions decreased slightly from 2022-2023 to 2023-2024.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Many staff members do not feel that important decisions are made in this school with input from students faculty and administration. **Root Cause:** Not enough opportunities are given for staff to give input and feedback regarding important decisions before they are made.

Problem Statement 2: Many staff members do not feel that there is a "we" spirit in this school. **Root Cause:** Not enough has been done to create a strong sense of trust, team and family among the staff.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Carver Elementary added three teaching positions since the end of last year as a result of continued student growth. Most of the new teacher teachers hired are first year teachers. This requires extra support to make sure they are fully equipped to meet the needs of students.

Staff Information

20 students per teacher

79 Full time staff

38 Full time teachers

Average Teacher Salary \$51, 841

Teachers years of experience

Beginnings Teachers 34.9%

1-5 years 33%

6-10 years 8.9%

11-20 years 20.4%

21-30 years 2.8%

First year teachers are attending the District New Teacher's academy, are supported by a campus instructional coach, and receive consistent feedback from observations.

Staff Quality, Recruitment, and Retention Strengths

- All general education classroom teacher positions are fully staffed before the school year begins.
- Kindergarten classrooms are all supported by aides.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We have special education teacher and aide vacancies. **Root Cause:** High needs students, lack of training and support and inadequate pay may result in these positions continuously being difficult to fill.

Problem Statement 2: Many of our new teachers this year are first year teachers who need additional support and guidance. **Root Cause:** They haven't completed their certification program requirements yet.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our teachers strive to internalize all content and plan for engaging lessons during Planning Fridays. This time allows teachers to dig into the student expectations and align resources with practice. Campus administration monitors lesson plans for alignment and rigor. Additionally, we follow the district provided pacing guides from the Curriculum and Instruction Department. We follow the district wide testing schedule. Our students take all district wide benchmark assessments, screeners, Beginning, Middle, and End of Year Assessments and state assessments.

Teachers and campus administration have also been trained to use multiple data platforms to including DMAC and EdSpire. This helps teachers know where students strengths and needs are throughout the year. Carver Elementary is on its way to becoming a data driven campus.

This year the campus has partnered with Foundations in Teaching in grades K-2 as provided by the district. We believe that this is having a positive impact on our early literacy program and will, in the future, have an impact on our STAAR reading scores. The campus is monitoring implementation through lesson plan reviews and classroom walkthroughs.

Action Plan:

- Long Term Solution - Full Implementation of Foundations in Teaching in K-2 Literacy (Systematically Monitoring and Supporting Implementation)
- ESF Framework/LAFA Components- Exemplars, Exit Tickets, Aggressive Monitoring
- Istation Reading Intervention Program will be purchased for all students in English and Spanish for computer lab specials rotation time
- Saturday School twice a month starting in November targeting students based on data and focusing on High Leverage TEKS in Reading and Math
- Creating a Data/Rich Environment
- A-Team calibration walks
- Scheduled systematic walkthroughs to monitor implementation of action plan
- Weekly A-Team meetings (Trends in exit tickets and walkthrough/observation data
- Create a professional development plan to support our teachers

Curriculum, Instruction, and Assessment Strengths

- Teachers dive into the content standards every week during PLCs and use a backwards planning model to ensure that instruction is aligned in rigor to the upcoming assessments. As well, teachers have the opportunity to rehearse lessons in PLCs.
- Teachers are supported by an instructional coach and district content coordinators.
- Curriculum coordinators walk with campus principal to visit classrooms.
- Scheduled Systematic Walkthroughs to Monitor Implementation of Action Plan.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: We have a need for more rigorous resources to supplement the curriculum. **Root Cause:** Limited supply of rigorous aligned activities available.

Problem Statement 2: Teachers need additional support with breaking down the standards, and creating objectives that can be taught in a 45 minute instructional block. **Root Cause:** New DOI teachers that are not certified haven't become experts in their content areas yet.

Parent and Community Engagement

Parent and Community Engagement Summary

We welcome and invite our parents and community members to be active participants in our school. We have partnered with local churches and have several volunteers who come to support our school initiatives and events. Our campus calendar includes at least one parent/community event each month such as coffee with the principal, goodies with grandparents, muffins with mom, donuts with dad, etc. We have an established parent run PTA board. All teachers actively communicate with parents regularly, we use the peach jar system for important flyers and reminders. We use the district blackboard messaging system for phone calls, emails and reminders. We do frequent home visits to check in with students/parents for relationship building, to offer support, and for attendance reasons.

Parent and Community Engagement Strengths

- Our parents and community members are involved and we usually have fairly high attendance at parent/community events.
- Strong support from local church.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: The number of volunteers available are usually limited, making it challenging to plan coordinate and implement community events. **Root Cause:** Most parents work and although they want to attend, many are not willing to commit to extra time and service for school events.

School Context and Organization

School Context and Organization Summary

Carver continues to participate in the Texas Instructional Leadership framework, but trainings are less frequent for the 2024-2025 school year. Focus for this year includes lesson alignment, exit tickets, exemplars, aggressive monitoring, and observation and feedback. Content Coordinators are on campus every day except for Fridays. Content Coordinators meet with teachers, provide feedback, collaboratively plan, and meet with campus administration.

Classroom walkthroughs are regularly scheduled for all teachers with feedback provided.

The school counselor meets with classes and provides guidance lessons to address the social and emotional well being of all students.

School Context and Organization Strengths

- Attendance goals for the campus are regularly communicated and shared with all stakeholders.
- Strong PLC process in place.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Campus administrators other than the principal were not able to participate in the Texas Instructional Leadership Trainings. **Root Cause:** Admin coverage needed on campus when principal is out.

Problem Statement 2: Attendance continues to decline and is a constant challenge to closing academic gaps and promoting student success. **Root Cause:** Students are ill frequently, take long vacations during instructional periods and do not always prioritize education.

Technology

Technology Summary

Technology is an important part of the learning process at Carver Elementary. Our students have one to one devices. Each classroom has a projector and a document camera. This year we have district provided and campus purchased intervention software: Progress Learning for all contents and Istation for reading in English and Spanish. Our students go to the computer lab at least once a week to work on typing, and intervention software.

Technology Strengths

- Technology is used to enhance academics and support learning on our campus.
- Access to Education Galaxy for supplemental support.
- Access to iStation Reading.

Problem Statements Identifying Technology Needs

Problem Statement 1: Student chrome books that are damaged often take extended periods of time to be repaired or replaced leaving the student without a device for instruction.

Root Cause: Small technology department means limited staff to serve all campuses and sometimes we are at the mercy of outside organizations and their timing.

Priority Problem Statements

Goals





Goal 1: Carver Elementary will achieve an overall rating from TEA of a "C" or higher with at least one academic distinction. ((70 approaches-45 meets-15 masters) Increase from a (52-25-7) scaled score of 56/F to a scaled score of 74/C.)

Performance Objective 1: By May of 2025, 70% of students take the STAAR test will reach at least the Approaches category, 45% of students taking the STAAR test will reach at least the Meets category, and 15% of students taking the STAAR test will reach the Masters Category.

High Priority

Evaluation Data Sources: District Benchmark Assessment Data
Staar Data

Strategy 1 Details	Reviews			
Strategy 1: Saturday school will be offered twice a month to 3rd and 4th grade students based on data starting in October and leading up to the STAAR test. Strategy's Expected Result/Impact: Students will practice and reach mastery of Highleverage TEKS in Reading and Math Staff Responsible for Monitoring: Principal Bahena, Instructional Lead Teacher Waldroup	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will rehearse good first instruction weekly during Look Forward PLCs. Strategy's Expected Result/Impact: Effective Classroom Instruction Staff Responsible for Monitoring: Principal Bahena, Assistant Principal Petty and Instructional Lead Teacher Waldroup	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will analyze benchmark assessment data each quarter, using DMAC/Edspire, during Look Back PLCs and create an action plan/re-teach plan to address deficiencies in student achievement data. Strategy's Expected Result/Impact: Data Driven Instruction that increases student achievement Staff Responsible for Monitoring: Principal Bahena, Assistant Principal Petty, Instructional Lead Teacher Waldroup, Campus Dean Tyler Tyndell, Curriculum Coordinators: Fake, Urrutia, Lane, Forndell	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Campus administrative team will do individual student student goal setting conferences each quarter with all third and fourth grade students. Strategy's Expected Result/Impact: Student ownership, agency, and accountability of their learning and their growth and success. Staff Responsible for Monitoring: Principal Bahena, Assistant Principal Petty, Instructional Lead Teacher Ms. Waldroup, Student Engagement Officer Perez, and Police Officer Jimmerson, Communities in Schools Liaison Ms. Burrus	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Students will track their own academic progress (Exit Tickets and Benchmark Assessment Data) in their personal Data Folders daily. Strategy's Expected Result/Impact: Building Student Agency, ownership and accountability for their individual learning and growth. Staff Responsible for Monitoring: Classroom Teachers, and Admin (Principal, Assistant Principal and Instructional Lead Teacher)	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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Performance Objective 2: The percent of 3rd grade students that scores meets grade level or above on STAAR Reading will increase from 36% to 40% in 2025. The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 40% to 60% by June 2023.





High Priority

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Full Implementation of Foundations in Teaching in K-2 Literacy (Systematically Monitoring and Supporting Implementation) . Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: 3rd and 4th grade teachers will prioritize Lesson Alignment/Formal Assessment components from the Effective Schools Framework of Texas Instructional Leadership. Strategy's Expected Result/Impact: Rigorous instruction and improved student achievement Staff Responsible for Monitoring: Principal, Instruction Coach, District Coordinators.	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Teachers will use the reading intervention software programs (Istation and Progress Learning) in their classrooms daily. Strategy's Expected Result/Impact: Students reading levels will advance resulting in higher student achievement Staff Responsible for Monitoring: Ms. Powell, Istation campus representative, Principal and Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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Performance Objective 3: The percent of 3rd grade student that score meets grade level or above on STAAR Math will increase from 29% to 33% in 2025. The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 33% to 53% by June 2023.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use a backwards planning model to create rigorously aligned Exit Tickets, develop aggressive monitoring plans and design teacher exemplars for all reading and math lessons, and for 4th grade science lessons. Strategy's Expected Result/Impact: Improved Student Achievement Staff Responsible for Monitoring: Principal, Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: After school tutoring will be provided in reading and math to 3rd and 4th grade students on high leverage standards based on previous year staar data and recent assessment data. Strategy's Expected Result/Impact: Move the campus domain 1 data and improve overall student achievement. Staff Responsible for Monitoring: Principal, counselor, AP, Lead teacher and teachers who opt in to tutoring	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Carver Elementary will achieve an overall rating from TEA of a "C" or higher with at least one academic distinction. ((70 approaches-45 meets-15 masters) Increase from a (52-25-7) scaled score of 56/F to a scaled score of 74/C.)

Performance Objective 4: 4th grade STAAR English reading scores will increase from 56% Approaches, 21% Meets, 6% Masters to 70% Approaches, 45% meets, and 15% Masters. 4th grade STAAR Spanish reading scores will increase from 40% Approaches, 12% Meets, 8% Masters to 70% Approaches, 45% meets, and 15% Masters.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the reading intervention software programs (Istation and Progress Learning) in their classrooms daily Strategy's Expected Result/Impact: Students reading levels will advance resulting in higher student achievement Staff Responsible for Monitoring: Ms. Powell campus Istation representative, Principal and instructional coach	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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Performance Objective 5: Every student will make at least one year's worth of growth in 4th grade Reading and Math.





Strategy 1 Details	Reviews			
Strategy 1: Campus administrative team will do individual student student goal setting conferences each quarter with all third and fourth grade students. Strategy's Expected Result/Impact: Student ownership, agency, and accountability of their learning and their growth and success. Staff Responsible for Monitoring: Principal Bahena, Assistant Principal Petty, Instructional Lead Teacher Ms. Waldroup, Student Engagement Officer Perez, and Police Officer Jimmerson, Communities in Schools Liaison Ms. Burrus	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Goal 2: Carver will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 1: Discipline referrals will be reduced from previous year, so students can spend more time learning in class and less time in ISS or OSS due to behavior.

Evaluation Data Sources: Skyward Discipline Data





Strategy 1 Details	Reviews			
Strategy 1: New teachers will participate in New Teacher Academy which will include classroom management training and support. Strategy's Expected Result/Impact: Effectively well managed student behavior Staff Responsible for Monitoring: Instructional coach, principal and AP	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Collaborate with the Special Education department to provide training and support for Structured Teach classrooms. Strategy's Expected Result/Impact: Increased student engagement Decreased student behaviors Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Campus Counselor will deliver character education and guidance lessons to every classroom daily to support social and emotional well being including anti-bullying lessons for students. Strategy's Expected Result/Impact: Provide students with character guidance, and coping skills resulting in improved behavior Staff Responsible for Monitoring: School Counselor, Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 4 Details	Reviews			
Strategy 4: Utilize campus police officer and student engagement officers to ensure safety procedures are trained and followed at all times. This will include daily checks of interior and exterior doors. Strategy's Expected Result/Impact: Secure a safe environment for students and staff Staff Responsible for Monitoring: Officer Jimmerson, Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 5 Details	Reviews			
Strategy 5: Teachers will implement the campus discipline plan and campus playbook and review with students/staff throughout the year. Strategy's Expected Result/Impact: Reduced discipline infractions Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 6 Details	Reviews			
Strategy 6: Principal and Assistant Principal will support teachers in implementing the discipline management plan and responding to student misbehaviors. Strategy's Expected Result/Impact: Decreased discipline infractions. Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 3: The campus will actively recruit, support, develop, and retain highly qualified employees for all areas of the organization.

Performance Objective 1: Campus will partner with the district to support all new teachers and retain all teachers from this year to next year.

Evaluation Data Sources: HR data

Strategy 1 Details	Reviews			
Strategy 1: Monthly meetings will be offered to support and develop all new teachers and create a sense of camaraderie among all new teachers on campus. Strategy's Expected Result/Impact: New teacher effectiveness will increase and a positive culture on campus among staff members Staff Responsible for Monitoring: Instructional Coach, Team Leads, and Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Professional Learning Communities will meet weekly to review and analyze data, practice good first instruction and share best practices. Strategy's Expected Result/Impact: Provide teacher development and support Staff Responsible for Monitoring: Principal, Instructional Coach, District Coordinators	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Scheduled Systematic Walkthroughs to Monitor Implementation of Action Plan. Walkthroughs will also consist of teacher feedback on lesson delivery and implementation. Strategy's Expected Result/Impact: Increased teacher effectiveness Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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

Performance Objective 1: Carver will achieve an attendance rate of 96%.

Evaluation Data Sources: Daily Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Campus will create a culture of attendance tracking. Teachers will track daily attendance in the classrooms, and the campus will track each grades/weekly attendance in the main hallway. Campus grade level attendance will also be tracked weekly in the campus newsletter and attendance kudos and celebrations will occur every week. Strategy's Expected Result/Impact: Improved awareness and increased attendance Staff Responsible for Monitoring: Campus principal, AP, instructional coach, classroom teachers	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Campus admin team will daily monitor the automated Skyward Consecutive Absence reports and support parents of students with a pattern of excessive absences through phone calls, home visits, truancy prevention meetings and attendance action plans. Strategy's Expected Result/Impact: Improved attendance of students with an established pattern of excessive absences Staff Responsible for Monitoring: Principal, Officer Jimmerson, SEO Perez, and AP	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></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





Performance Objective 2: Carver will expend funds aligned to campus and district goals and in a timely manner.

Strategy 1 Details	Reviews			
Strategy 1: Campus will complete monthly budget variance report. Staff Responsible for Monitoring: Principal Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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			
Strategy 1: Carver will utilize Facebook and Blackboard Messenger to communicate in Spanish and English events and celebrations at Carver Elementary. Strategy's Expected Result/Impact: Increase family engagement Staff Responsible for Monitoring: Principal, Assistant Principal and Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				