

Midland Independent School District

Carver Center

2025-2026 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary: Carver Center's gifted and talented student population continues to become more diverse:

2025-2026 Total Student Enrollment: 633

100% of students are identified as Gifted and Talented

STUDENT DEMOGRAPHIC PROJECTIONS: (go back and update)

African American: 49

Hispanic: 185

White: 247

Asian: 48

Two or more races: 84

Female Students: 260

Male Students: 373

Carver is comprised of 26% economically disadvantaged, 8% of students receiving special services, and 9% of students are Emergent Bilingual.

The average daily attendance last school year was 96%.

Demographics Strengths

Carver Center's student population, as identified by MISD as GT, continues to become more diverse. For example, in 2015-2016, the student population was 64% white, compared to 41% white in 2024-2025. Also, our percentage of economically disadvantaged students has increased from 11% in 2015-2016 to 25% in 2024-2025.

Student Learning

Student Learning Summary

2025 STAAR					
Grade	Subject	DNM	Approaches	Meets	Masters
3rd	Math	0%	100%	98%	79%
4th	Math	2%	98%	95%	72%
5th	Math	0%	100%	94%	76%
6th	Math	0%	100%	100%	83%
3rd	RLA	1%	99%	95%	83%
4th	RLA	0%	100%	99%	80%
5th	RLA	0%	100%	98%	79%
6th	RLA	0%	100%	98%	88%
5th	Science	0%	100%	82%	42%
Grade	Subject	State Average	District Average	Campus Average	
3rd	Math		52%	85%	
4th	Math		58%	82%	
5th	Math		56%	85%	
6th	Math		55%	89%	
3rd	RLA		50%	79%	
4th	RLA		52%	82%	
5th	RLA		55%	82%	
6th	RLA		54%	85%	
5th	Science		52%	75%	
2024 MAP Growth					
Grade	Subject	Achievement Percentile	% Earning Growth		
1st	Math	93%	71%		
2nd	Math	83%	43%		
3rd	Math	89%	71%		
4th	Math	89%	56%		
5th	Math	85%	49%		
6th	Math	91%	78%		
1st	RLA	91%	49%		
2nd	RLA	84%	48%		

2024 MAP Growth			
3rd	RLA	86%	77%
4th	RLA	87%	72%
5th	RLA	83%	60%
6th	RLA	86%	80%
2nd	Science	91%	84%
3rd	Science	93%	82%
4th	Science	94%	87%
5th	Science	92%	69%
6th	Science	96%	84%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Problem Statements: Identifying Student Learning Needs Problem Statement 1 (Prioritized) : Students do not perform at the same high level equally across grade levels and subjects.

Root Cause: Data shows that GT students do not automatically perform at the masters level on the STAAR test. Solid Tier One instruction along with high level expectations of learning must be consistent across grades and subjects, regardless of teacher experience.

School Processes & Programs

School Processes & Programs Summary

Professional Development and Training:

- All teachers complete the state required GT initial 30 hour training and yearly six hour update.
- Teachers are required to obtain GT Supplemental Certification on their Texas teacher certification.
- All teachers are trained in Depth and Complexity, a tool utilized to increase the level of questioning in the classroom.
- All teachers new to Carver Center meet with our GT Instructional Specialist on a regular basis.
- All staff participate in on-going learning and collaboration on best practices and strategies to meet the needs of our diverse student population.
- All staff complete required district training.

Organization:

- Teachers and administrators developed a GT Instructional Strategies Toolkit to keep the campus focused and aligned across grade levels and subjects.
- Teachers and administrators developed a Levels of Support to build teacher capacity in all and minimize the learning curve for teachers who are new to GT.
- Systematic scheduled and unannounced classroom visits with lesson recordings for feedback and self-reflection promote continued growth and improvement in teaching strategies.

Leadership & Decision-making Processes:

- Content-specific vertical PLCs meet regularly.
- Vertical PLC LEadership Team meets regularly.
- A grade level representative serves on each of our campus teams: Celebration Team, Safety Team, Attendance and Behavior Team, and CIP
- Frequent optional meetings with a specific focus of discussion for decision-making purposes, problem-solving, and building campus systems
- Campus staff work consistently with MISD Special Services and Bilingual Departments to ensure that we are meeting students' unique needs and providing appropriate services.

Communication:

- Frequent communication with parents from the office with a running Google document for easy access to information.
- Grade level teams send a weekly newsletter to parents.
- Carver Center Facebook page and parent Facebook pages are used as communication tools.
- Office staff have Google Voice numbers so parents can easily contact
- Frequent communication with staff with a running Google document for easy access to information.

Extra Curricular and Co-curricular Opportunities:

- After school clubs are offered for students, such as competitive Chess, Robotics, Destination Imagination, along with Journalism & News Production, STEM, Choir and UIL Academics.
- All students attend Spanish and DI classes on a grade level rotation during the school day.
- Interest Investigation opportunities are provided for enrichment purposes.

Technology:

- We are a 1:1 campus with student Chromebooks.
- All classrooms have a Clevertouch.
- All teachers have a laptop and iPad with bluetooth pencils.
- All teachers have a Swivl device to record lessons.

School Processes & Programs Strengths

Systems in place at Carver Center contribute to:

- a collective commitment to building the best learning environment for GT students
- a positive culture of collaboration, accountability, and growth
- teacher leadership and ownership
- high-quality experiences for students

We are successfully realizing the three main reasons we decided to become an 1882 In-District Charter Partner with MISD:

- Maximize student experiences both in and out of the classroom
- Minimize class sizes
- Build teacher capacity to meet the unique needs of all GT students

We developed and implemented a systematic school approach to tutorials that help ensure that all students who are identified as needing additional assistance are provided the opportunity.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A theme emerged from feedback we received from the K-12 Insight Survey that indicated parents appreciated all of the communication they received from the school and their students' grade levels. However, there was a need to improve our communication regarding specific student progress.

Root Cause: We did not have a system in place to ensure systematic student level communication regarding progress and specific educational needs of all students at Carver Center.

Perceptions

Perceptions Summary

Parent engagement and feedback:

- Carver Center strives to communicate effectively with parents and the community. We value feedback and use what we learn to reflect and improve our practices. We have systems in place to formally elicit feedback through surveys and questionnaires. We also consistently provide opportunities for parents to provide feedback through frequent emails and provide multiple avenues to access administrators.

Parent/community involvement opportunities:

- Parent Advisory Team, comprised of a diverse group of parents across all grade levels
- Content theme parent/student nights
- Partnership with an active PTA
- Classroom volunteer opportunities
- Classroom involvement and participation opportunities

Culture, climate, values, and beliefs:

- We have Model Hornet celebrations every six weeks that recognize students for Quality, Creativity, Perseverance, Kindness and Character.
- We recognize and celebrate cultural diversity and heritage through school-wide and classroom activities.
- Our Celebration Team plans student and staff celebrations and recognition opportunities.

Staff retention:

- We are committed to acquiring and retaining highly qualified teachers who are also specifically trained in the instruction of Gifted and Talented students.
- We have developed a rigorous hiring process, involving both grade level and vertical team teachers.
- Our system of support helps ensure effective teacher onboarding.

Perceptions Strengths

An average of 97% of parents, staff, and students who completed the K-12 Insight Survey rated the quality of Carver Center as good or excellent.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While the K-12 Insight surveys have provided opportunities for celebration and areas of growth, the change in results over time show to inconsistent and dependent on the number of parents who participate. Our participation has fluctuated from about 22% in 2019-2020, about 39% in 2020-2021, to about 25% in 2021-2022.

Root Cause: Our efforts to gain parent participation in completing the survey have not been consistent. Increased participation would help us better understand areas where we can improve.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Carver Center will increase or maintain the high performance of all students.

Performance Objective 1: 100% of all student sub groups will meet the growth target for state accountability.

Evaluation Data Sources: Campus assessment data, MAP data, and released STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Progress Learning will be used as a school-wide assessment program to assess standards being taught, provide intervention to close gaps in learning and offer an opportunity for acceleration for students who have mastered grade level content. Strategy's Expected Result/Impact: Increased student mastery of content. Staff Responsible for Monitoring: Teachers, GT Instructional Specialist, Administrators Funding Sources: - SCE	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Vertical PLC teams will disaggregate pre- and post-assessment data to collectively plan intervention strategies to address identified areas of low performance. Strategy's Expected Result/Impact: Increased student learning, growth, and performance Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Students will be identified from 24-25 data for systematic intervention, including after-school tutorials. Strategy's Expected Result/Impact: Increased student learning, growth and performance Staff Responsible for Monitoring: Teachers, GT Instructional Specialist, Administrators	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Carver Center will increase or maintain the high performance of all students.

Performance Objective 2: Students will maintain or increase mastery level performance from the 2025 STAAR to the 2026 STAAR assessment.

Evaluation Data Sources: Campus assessment data, MAP data, and released STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will progress monitor individual student mastery of content from every formative and summative assessment to quickly identify and intervene with students who are not maintaining or showing progress. Strategy's Expected Result/Impact: Students will continue to maintain a high level of performance or show growth Staff Responsible for Monitoring: Teachers, GT Instructional Specialist, Administrators	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will work in grade level and vertical teams to collaborate on high level teaching strategies, work with mentor teachers, GT Instructional Specialist and participate in peer observations/reflections. Strategy's Expected Result/Impact: Students will continue to maintain a high level of performance or show growth Staff Responsible for Monitoring: Teachers, GT Instructional Specialist, Administrators	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Carver Center will increase or maintain the high performance of all students.

Performance Objective 3: There will be an increase in the percentage of students showing growth on both MAP and STAAR.

Evaluation Data Sources: Campus assessment data, MAP data, and released STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use historical STAAR data to determine which students did not make adequate growth and implement personalized learning strategies to assess and address students' areas of needed intervention. Strategy's Expected Result/Impact: Increased percentage of students earning expected growth or accelerated growth Staff Responsible for Monitoring: Teachers, GT Instructional Specialist, Administrators	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use historical MAP data to determine which students did not meet their growth goal and implement personalized learning strategies to assess and address students' areas of needed intervention. Strategy's Expected Result/Impact: The number of students meeting their growth goal will increase Staff Responsible for Monitoring: Teachers, GT Instructional Specialist, Administrators	Formative			Summative
	Nov	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Carver Center will increase or maintain the high performance of all students.

Performance Objective 4: Carver Center will prioritize student attendance.

Evaluation Data Sources: Skyward data, Absence management software

Strategy 1 Details	Reviews			
Strategy 1: Classroom and school-wide attendance competitions and incentives will continue. Strategy's Expected Result/Impact: ADA will increase from 96% to 97% Staff Responsible for Monitoring: Teachers, Administrators, Office staff	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: We will communicate attendance goals and progress with all stakeholders. Strategy's Expected Result/Impact: ADA will increase from 96% to 97% Staff Responsible for Monitoring: Teachers, Administrators, Office staff	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Carver Center will create the best learning environment for GT students.

Performance Objective 1: Teachers will consistently implement high-level instructional strategies and practices across all subjects and grade levels.

Evaluation Data Sources: Assessment data, classroom visit data

Strategy 1 Details	Reviews			
Strategy 1: Carver Center will offer 1% incentive for teachers with 90% or more observed criteria, as evidenced through classroom visit data. Strategy's Expected Result/Impact: Teachers will identify areas of improvement needed and develop a plan learn and implement high - level instructional strategies. Staff Responsible for Monitoring: Administrator (Funding Sources - Incentive Pay) Funding Sources: - 255 Title II	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will work in vertical teams for mentorships and co-teaching opportunities, including lesson video reflection. Strategy's Expected Result/Impact: Increase in observed components on the GT classroom visit form, resulting in an enriched learning environment for students Staff Responsible for Monitoring: Teachers, GT Instructional Specialist, Administrators	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will work with the GT Instructional Specialist, campus administrators, Vertical PLC Team, and collaborative partners on high-level instructional strategies and practice, following the Levels of Support plan and GT Instructional Model. Strategy's Expected Result/Impact: Increase in observed components on the GT classroom visit form, resulting in an enriched learning environment for students Staff Responsible for Monitoring: Teachers, GT Instructional Specialist, Administrators	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Administrators will conduct frequent classroom visits to gather data on high-level instructional strategies and practices. Strategy's Expected Result/Impact: Increase in observed components on the GT classroom visit form, resulting in an enriched learning environment for students Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Administrators will utilize Team Powwows and Professional Development days to focus on high-level Instructional strategies and meeting the needs of GT students (Including academic, social, emotional, and behavioral needs). Strategy's Expected Result/Impact: Increase in observed components on the GT classroom visit form, resulting in an enriched learning environment for students. Evidence of successful implementation of 504, IEP and BIP goals to help students be successful. Staff Responsible for Monitoring: Administrators, Teachers, GT Instructional Specialist, Counselor, Carver Special Education Teacher, MISD Special Services Department	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Carver Center will create the best learning environment for GT students.

Performance Objective 2: We will ensure equitable access to high level curriculum and support for all students.

Evaluation Data Sources: PLC agenda, assessment data, classroom visit data

Strategy 1 Details	Reviews			
Strategy 1: We will ensure we supply our ESL and Bilingual classrooms with appropriate materials to meet students' needs, complete instructional tasks, and have access to high-quality reading materials. Strategy's Expected Result/Impact: Students will be successful in acquiring the English language using high-quality materials and resources in the classroom. Staff Responsible for Monitoring: Campus Administrators, ESL and Bilingual teachers, Bilingual TAs, Spanish Teacher Funding Sources: - 263 Title III, Bilingual	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Full-time Special Education teacher: caseload of students at Carver Center identified as GT and qualifying for Special Education Services justifies a full-time Special Education teacher, as determined in partnership with MISD Special Education Department. Strategy's Expected Result/Impact: Improved Special Education services for GT students at Carver Center; Improved Special Education support for General Education teachers for Special Education students in the general education classroom. Funding Sources: - IDEA - Special Ed.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Ensure teachers have adequate training and resources to support students in language proficiency. Strategy's Expected Result/Impact: Emergent bilingual students will meet performance goals. Staff Responsible for Monitoring: Teachers, Administrators, Bilingual Teachers Funding Sources: - 263 Title III, Bilingual, - SCE	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Ensure teachers have adequate training and resources to support students who are twice exceptional. Strategy's Expected Result/Impact: Students will meet individual 504, IEP, and BIP goals and be successful in their learning environment. Staff Responsible for Monitoring: Teachers, Administrators, GT Instructional Specialist, Counselor, Carver Special Education Teacher, MISD Special Services Department Funding Sources: - IDEA - Special Ed., - SCE	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Vertical PLCs will work together to develop a vertically aligned priority focus, such as a consistently implemented strategy for basic math fact acquisition, planning hands-on activities in science, and producing quality published writing work in ELAR. Strategy's Expected Result/Impact: Solid mastery of grade-level foundational skills Staff Responsible for Monitoring: Teachers, GT Instructional Specialists, Administrators	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Ensure teachers have adequate training and resources to implement Depth and Complexity (high-level questioning strategies) Strategy's Expected Result/Impact: Solid mastery of grade-level foundational skills Staff Responsible for Monitoring: GT Instructional Specialists, Administrators	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Carver Center will create the best learning environment for GT students.

Performance Objective 3: We will focus on providing enriched student experiences and opportunities.

Evaluation Data Sources: Master schedule, survey results

Strategy 1 Details	Reviews			
Strategy 1: Carver Center staff will develop a quality art program, providing opportunities for students to explore their interests, develop their skills, and learn about influential present and past artists and cultures. Strategy's Expected Result/Impact: Students will develop as artists, with appreciation for their community and world Staff Responsible for Monitoring: Campus Administrator, Art Teacher Funding Sources: - Title IV	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Create well-rounded educational opportunities (4107) - activities that support music education, contributing to a broad and enriched curriculum in music. Strategy's Expected Result/Impact: Students will have a broader and more enriched experience in the music classroom. Staff Responsible for Monitoring: Campus Administrators, Music teacher Funding Sources: - Title IV	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Create and provide well-rounded educational opportunities - activities that support learning a foreign language, that helps to contribute to a broad and enriched curriculum. Strategy's Expected Result/Impact: Students will continue their growth and learning in a foreign language. Staff Responsible for Monitoring: Campus Administrators, Spanish teacher, other SE teachers Funding Sources: - Title IV	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Effective Use of Technology - tools to improve student learning and digital literacy. Activities to protect student privacy and promote responsible digital citizenship. Strategy's Expected Result/Impact: Improve and promote student learning in digital literacy to help promote digital citizenship. Staff Responsible for Monitoring: Campus Administrators, Campus Counselor, Classroom teachers (Funding - Title IV)	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Meet the needs of GT students through Interest Investigations, and competitive and non-competitive extra-curricular activities and clubs Strategy's Expected Result/Impact: Increase in motivation, leadership skills, communication skills, and real-world experiences Staff Responsible for Monitoring: Teachers and Adminstrators	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Work collaboratively with PTA to host performers, speakers, and programs that expose students to a variety of topics of interest. Strategy's Expected Result/Impact: Increased family engagement and excitement through student experiences Staff Responsible for Monitoring: PTA, Administrators, Teachers	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Utilizing information provided by parents in the Carver Parent Inventory, students will be exposed to a variety of post-secondary educational and vocational opportunities, as well as community partnerships. Strategy's Expected Result/Impact: Educational and vocational goal-setting, increased community involvement Staff Responsible for Monitoring: Teachers and Administrators	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: All students will participate in Destination Imagination and Spanish classes during the school day on a grade-level rotation. Strategy's Expected Result/Impact: Increase in motivation, leadership skills, communication skills and real-world experiences Staff Responsible for Monitoring: Teachers and Administrators	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Carver Center will create the best learning environment for GT students.

Performance Objective 4: We will establish and evaluate systems to recruit and retain highly qualified staff and ensure quality professional development focused on instructional strategies to meet the needs of GT students

Evaluation Data Sources: Survey results, communication and feedback, systems such as instructional evaluation and progress monitoring

Strategy 1 Details	Reviews			
Strategy 1: Follow with fidelity the GT Teacher Profile and Instructional Model/Toolkit Strategy's Expected Result/Impact: Equitable GT-level learning environment for all students Staff Responsible for Monitoring: Teachers, GT Instructional Specialist, Administrators	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: All programs and resources will be vetted through the Vertical PLC and GT Instructional Specialist to ensure they are appropriate for GT learners and follow the GT instructional Model. Strategy's Expected Result/Impact: High-level curriculum, sources, and learning environment for all students. Staff Responsible for Monitoring: Teacher, GT Instructional Specialists, Administrators	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Implement a rigorous hiring process, teacher evaluation/reflection process, and teacher leadership model that involves a high level of teacher input and feedback. Strategy's Expected Result/Impact: Positive, collaborative culture and collective commitment to the mission and vision Staff Responsible for Monitoring: Teachers, GT instructional Specialist, Administrators	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Carver Center will create the best learning environment for GT students.

Performance Objective 5: Strategies will be implemented to ensure a consistent focus on fitness, health and wellness.

Evaluation Data Sources: Calendar of events, Club participation data, Interest Investigations topics

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in the state-required number of PE minutes each week, along with required activities, like the Fitnessgram Strategy's Expected Result/Impact: Compliance with the time scheduled for physical activity and progress tracking Staff Responsible for Monitoring: PE coach and aide Funding Sources: - Title IV	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Fitness opportunities will be provided as an option for students during Interest Investigations and after-school clubs. Strategy's Expected Result/Impact: Increased time of physical activity at school, increased exposure to a variety of physical activities/sports Staff Responsible for Monitoring: PE Coach and aide, Teachers Funding Sources: - Title IV	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Students will have the opportunity to experience and participate in the planting, maintenance, and harvesting of fruits and vegetables in the Carver garden. Strategy's Expected Result/Impact: Exposure to and experience with nature and gardening Staff Responsible for Monitoring: Teachers, Administrators, Volunteers	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Carver Center will continuously work to establish and maintain a positive school culture and community presence.

Performance Objective 1: We will increase opportunities for student and staff recognitions to encourage growth and goal-setting along with celebrating these accomplishments.

Evaluation Data Sources: Survey data, student achievement data, calendar of events

Strategy 1 Details	Reviews			
Strategy 1: We will celebrate student academic accomplishments with an end-of-year award ceremony, in addition to other celebrations of student growth and accomplishment throughout the year. Strategy's Expected Result/Impact: Motivation to set and accomplish high-level academic goals Staff Responsible for Monitoring: Teachers, Counselor, Administrators	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Every six weeks, we will have a Model Hornet celebration, honoring students for quality, creativity, perseverance, kindness, and character. Strategy's Expected Result/Impact: Motivation to exhibit and model good character Staff Responsible for Monitoring: Teachers, Counselors, Administrators	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Regular meetings of the Celebration Team to plan and implement student and staff recognitions and social gatherings. Strategy's Expected Result/Impact: Positive school culture Staff Responsible for Monitoring: Teachers and Administrators	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Carver Center will continuously work to establish and maintain a positive school culture and community presence.

Performance Objective 2: We will work with our CEIC and Campus Leadership Team to increase opportunities for parent involvement.

Evaluation Data Sources: Calendar of events, K-12 Insight Survey results

Strategy 1 Details	Reviews			
Strategy 1: The counselor will communicate with parents about resources and strategies for parenting gifted students. Strategy's Expected Result/Impact: Increased collaboration among parents. Parents will receive support and resources on practical parenting strategies for GT students Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: We will gather information from parents through our Parent Inventory regarding education, certifications, interests, hobbies, community, and business connections, and use this information as an avenue for parent involvement in activities like Career Investigations and Community Service Interest Investigations. Strategy's Expected Result/Impact: Increased parent involvement, increased community awareness among students Staff Responsible for Monitoring: Teachers, Administrators	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Grade-level PLCs will plan opportunities for parents to come participate in celebrating their students' work, like Author Parties for students to get to read their finalized pieces of writing to their parents. Strategy's Expected Result/Impact: Create a positive culture of celebration and partnership between school and home, and increase awareness of what students are learning at school Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Carver Center will ensure a safe and positive learning environment for all students and staff.

Performance Objective 1: Provide and monitor district interventions to reduce drug and alcohol incidents.

Evaluation Data Sources: Calendar of events, safety practices documentation, meeting agendas

Strategy 1 Details	Reviews			
Strategy 1: Regular meetings of the campus-level Behavior Threat Assessment Team Strategy's Expected Result/Impact: Compliance with safety requirements and procedures, provide a proactive, evidence-based approach for identifying individuals who may pose a threat and provide interventions before a violent incident occurs Staff Responsible for Monitoring: Administrators, Counselor, Teachers	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: All Threat Assessment Team members will complete the required School Behavioral Threat Assessment Training through the Texas School Safety Center. Strategy's Expected Result/Impact: Ensure all team members are properly trained and knowledgeable Staff Responsible for Monitoring: Team members, Administration	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: We will ensure proper training and implementation of safety tools and protocols: Standard Response Protocol, Crisis Go, district-scheduled drills, TEA-required weekly door sweeps, and compliance with required postings. Strategy's Expected Result/Impact: Consistent implementation and communication to ensure a safe school environment Staff Responsible for Monitoring: Administrators, Staff, District personnel	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Regular meetings of the campus Student Attendance and Behavior Team to review campus practices and procedures, and problem-solve attendance and behavior issues Strategy's Expected Result/Impact: Campus-wide effort to minimize and address attendance and behavior concerns Staff Responsible for Monitoring: Administrators, Teachers, Counselor	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Students will participate in TEA-required Positive Character Trait Education, leadership, perseverance, and problem-solving skill development through Destination Imagination, our campus-wide focus on QCP (quality, creativity, perseverance) and Depth and Complexity (high-level questioning strategies). Strategy's Expected Result/Impact: Meet the unique needs of gifted and talented students, including social and emotional needs, to promote self-awareness, reflection, citizenship, and agency. Staff Responsible for Monitoring: Teachers, Administration	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Carver Center will ensure a safe and positive learning environment for all students and staff.

Performance Objective 2: Provide a safe and secure environment for all students and staff.

Evaluation Data Sources: Calendar of events, safety practices documentation, meeting agendas

Strategy 1 Details	Reviews			
Strategy 1: Conduct campus-based drug and alcohol awareness programs, such as Red Ribbon Week Strategy's Expected Result/Impact: Increased awareness of the dangers and effects of drug and alcohol use Staff Responsible for Monitoring: Administrators, Counselor, Staff	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Carver Center will ensure a safe and positive learning environment for all students and staff.

Performance Objective 3: Provide campus interventions that target bullying, sexual harassment, and dating violence behaviors.

Evaluation Data Sources: Meeting agendas, bullying and other incident documentation as required per MISD and TEA.

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in TEA required Positive Trait Education, leadership, perseverance, and problem-solving skill development through Destination Imagination, our campus-wide focus on QCP (quality, creativity, perseverance), and Depth and Complexity (high-level questioning strategies). Strategy's Expected Result/Impact: Students learn expectations on how to treat others, how they should be treated and conflict/resolution and problem-solving skills Staff Responsible for Monitoring: Teachers, Administrators, Counselor	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide staff development in research-based bullying, discrimination, and harassment prevention. Strategy's Expected Result/Impact: Increased awareness, ability to identify dangerous, unsafe, or inappropriate situations, intervention strategies, and how to report Staff Responsible for Monitoring: Administration, Counselor, Staff	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide counseling for students affected by bullying, sexual abuse, discrimination, and harassment. Strategy's Expected Result/Impact: Decreased incidents of bullying, sexual abuse, discrimination, and harassment Staff Responsible for Monitoring: Administration, Counselor, Staff	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				