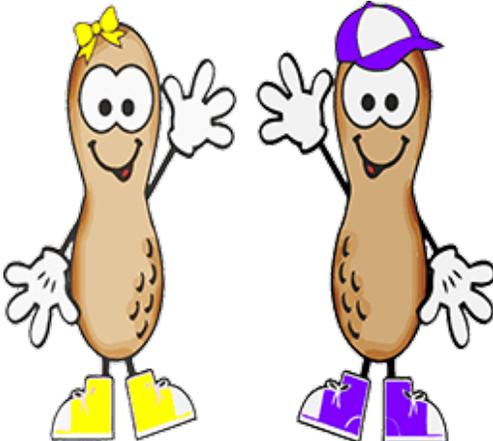


Ector County Independent School District

Carver Early Education Center

2025-2026 Campus Improvement Plan

Accountability Rating: A



Vision

Carver Early Education Center will be recognized as a leader in early childhood education, where every child's unique potential is celebrated and nurtured. We aspire to create a model learning community that embraces diversity, empowers families as partners, and equips students with the foundational skills, confidence, and curiosity to thrive in school and beyond.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Carver Early Education Center Demographic Summary

Category	Count	Percent
Total Students	404	100.0%

Ethnic Distribution

Ethnicity	Count	Percent
African American	16	4%
Hispanic	348	86%
White	36	9%
American Indian	2	0.4%
Asian	2	0.4%

Sex

Sex	Count	Percent
Female	160	40%
Male	244	60%

Demographics Strengths

With 63% of our student population identified as Economically Disadvantaged for the 2024–2025 school year, our campus has built strong systems of support to ensure every child has equitable access to learning. We intentionally focus on strengthening vocabulary and building on math skills, providing hands-on learning experiences, and connecting literature to real-world applications so students can fully engage with the Pre-K standards.

Our campus also recognizes the importance of family engagement during a child’s first school year. We have established parent conferences throughout the year where teachers and families collaborate to set attainable goals and share hands-on materials for home support. These practices not only accelerate student progress but also empower parents as active partners in their child’s academic and social development.

Parents take the initiative to enroll their child in pre-kindergarten. This helps our parental engagement because families choose to be here. Children are excited to begin school. Teachers and staff work hard to build meaningful relationships with students and parents. English Language Learners are enrolled in a strong dual language program which helps build understanding and vocabulary in both English and Spanish. These students are "At Risk" and the prekindergarten curriculum gives them a good foundation for their education.

Carver is fortunate to have an instructional aide in every classroom. Our special education classrooms have 2 instructional aides in every classroom. Instructional aides receive the same professional development as teachers. Several of our aides are continuing their education to become classroom teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: PreK attendance continues to stay behind the district average.

Root Cause: Lack of serious commitment because parents know PreK is not required in the state of Texas.

Student Learning

Student Learning Summary

At the beginning of the year, our students come to us with various levels of understanding. The B.O.Y. Assessment shows what our students have learned at home. There is a wide range of ability levels at the beginning of the year, but we see tremendous growth in all of our students from the beginning of the year. The use of Frog Street Press Curriculum, Conscious Discipline Social Emotional Curriculum, Handwriting Without Tears, and best practice activities from Children's Learning Institute (CLI) are a perfect combination to address all of the Prekindergarten standards.

Student Learning Strengths

CARVER							
English							
Category	BOY On Track	BOY Needs Support	MOY On Track	MOY Needs Support	EOY On Track	EOY Needs Support	BOY-EOY GROWTH (for students on track)
Phonological Awareness/ELAR-Overall	30%	70%	66%	34%	56%	44%	26%
Math-Overall	50%	50%	74%	26%	60%	40%	10%
SEL-Overall	54%	46%	74%	26%	76%	24%	22%

Spanish							
Category	BOY On Track	BOY Needs Support	MOY On Track	MOY Needs Support	EOY On Track	EOY Needs Support	BOY-EOY GROWTH (for students on track)
Phonological Awareness/SLAR-Overall	44%	56%	62%	38%	72%	28%	28%
Math-Overall	69%	31%	73%	27%	78%	22%	9%
SEL-Overall	77%	23%	76%	24%	83%	17%	6%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Most of our students are new to the school system and have never been away from their families. Social-emotional learning, routines and procedures take at least 6 weeks for full implementation.

Root Cause: Most students are new to the school system.

Problem Statement 2: Pre-K students enter school lacking skills to use technology successfully to advance their academic journey.

Root Cause: Prekindergarten is a child's first experience with school and families often do not know how to use technology for academic purposes.

School Processes & Programs

School Processes & Programs Summary

Carver Early Education Center is a Prekindergarten-only campus dedicated to laying a strong academic, social, and emotional foundation for our youngest learners. We provide a full-day Prekindergarten program for four-year-old students, dual language classrooms for our bilingual students, and half-day program for three-year-old students who receive Special Education services. Our campus structure reflects a commitment to inclusivity and early intervention, with three classrooms serving four-year-old students with special needs and two classrooms designated for three-year-old students with special needs. To ensure personalized support, every classroom is equipped with a highly trained instructional aide, while Special Education classrooms are supported by two instructional aides, reinforcing small-group instruction and individualized learning. Carver utilizes curriculum resources such as Frog Street Press, Conscious Discipline, Estrellita and Handwriting Without Tears to support instruction aligned with the Texas PreK Guidelines. Students are assessed 3 times per year and instruction is aligned with the results of the assessments. Carver uses CIRCLE assessment instrument.

School Processes & Programs Strengths

Stability of curriculum and staff creates a strong instruction base. PLCs (professional learning community) actively review data and make instructional changes based upon it. TTESS has provided a platform of growth for all staff. CIT (campus improvement team) has begun to view data as a tool to set schoolwide goals for staff and students.

We have taken full advantage of our ECISD programs. We monitor students in the Career Tech Education (CTE) program and we encourage these students to apply for positions within our school or district.

Carver has many parent engagement activities in place such as Academic Parent Teacher Team Meetings, Milk and Bookies, Book Character Parade, Transportation Parade and Parent Training.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There are varying levels of experience and understanding of Conscious Discipline among the Carver staff.

Root Cause: Not all staff have had the same amount of Conscious Discipline training.

Perceptions

Perceptions Summary

Carver Early Education Center fosters a nurturing and positive school culture that prioritizes relationships, consistency, and collaboration. Our Pre-K students benefit from the stability and dedication of staff who are deeply committed to partnering with families to ensure each child's first educational experience is both meaningful and successful. The foundation of our school climate is rooted in the principles of Conscious Discipline, which emphasizes safety, relationship-building, and problem-solving. Conscious Discipline is intentionally modeled at the adult level and then translated into classroom practices, creating a cohesive and supportive environment for both students and staff.

Family engagement is a cornerstone of the Carver culture. Parents are encouraged to actively participate in their child's education through a variety of meaningful activities and initiatives. One of the most impactful structures is the Academic Parent Teacher Team (APTT) model, where parents and teachers collaborate to set goals, review student progress, and develop strategies for supporting learning at home. These efforts build parent confidence and strengthen the school-to-home connection, ensuring families are true partners in the learning process.

While the overall climate remains positive, recent Panorama Survey Data highlights an area for continued growth. Staff report a decline in their overall sense of belonging compared to previous years. This data provides an opportunity to strengthen internal culture by focusing on strategies that support staff connection, recognition, and shared ownership of the school's mission.

Perceptions Strengths

At Carver Early Education Center, students are eager to come to school each day because staff members embrace their individuality and intentionally build strong, positive connections with every child. Established procedures ensure that students transition safely to their classrooms, where they are warmly greeted by teachers and instructional assistants, reinforcing a sense of belonging from the moment they arrive.

Family partnerships are also a priority at Carver. Parents are welcomed into the school community, and staff members are dedicated to fostering collaborative and supportive relationships that strengthen the home-school connection.

Among staff, a culture of celebration and mutual support is evident. Accomplishments are recognized, and colleagues encourage one another during challenges, contributing to a professional environment rooted in trust and teamwork.

Carver remains committed to the implementation of Conscious Discipline as a guiding framework. Through this model, staff develop strong relational practices, teach students self-regulation skills, and support the development of emotional management strategies—ensuring that both students and adults thrive in a safe, supportive, and connected school environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Carver Parents are young and lack basic skills to support students at home.

Root Cause: Carver parents are young, first time "school parents."

Problem Statement 2: Carver staff require updated, high impact, research based training in Conscious Discipline practices in order to adequately serve challenging students from difficult circumstances

Root Cause: Carver is serving an increasing number of students who arrive with diverse needs and unique challenges.

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

Student Data: Assessments

- Prekindergarten Self-Assessment Tool

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
- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- T-TESS data

Parent/Community Data

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

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 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 2025-2026 school year using CLI data.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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 - 2026 Goal: 52%

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>Strategy 1: 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>Strategy's Expected Result/Impact: Classroom structures will provide learning and set expectations for all PreK4 students.</p> <p>Staff Responsible for Monitoring: Administrator, Instructional Coach and Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement daily small-group phonemic awareness and phonics lessons using evidence-based resources (e.g., Frog Street Press, Estrellita for dual language learners.)</p> <p>Strategy's Expected Result/Impact: Classroom structures will provide learning and set expectations for all PreK4 students.</p> <p>Staff Responsible for Monitoring: Administrator, Instructional Coach and Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Families will receive hands-on materials, such as letter-sound flashcards, take-home literacy bags, and modeled strategies during Academic Parent Teacher Team (APTT) meetings.</p> <p>Strategy's Expected Result/Impact: Parents will be empowered to practice letter sounds at home through fun, interactive activities.</p> <p>Staff Responsible for Monitoring: Administrator, Instructional Coach and Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: 92% of Pre-K 4 students will be able to rote count to 30 by the end of the 2025-2026 school year using CLI data.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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 - 2026 Goal: 52%

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Planning and modeling during PLC's to teach number sense and mathematical principles daily through Morning Messages, Interactive Number Walls, Small Math Groups, and Independent Math Learning Centers.</p> <p>Strategy's Expected Result/Impact: Classroom structures will provide learning opportunities and set expectations for all PreK4 students.</p> <p>Staff Responsible for Monitoring: Administrator, Instructional Coach and Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Educational Software for Guiding Instruction will be used to help drive instructional focus for differentiation in literacy center and Small Groups by collecting data for each student.</p> <p>Strategy's Expected Result/Impact: Monthly testing will provide on-going PreK Data.</p> <p>Staff Responsible for Monitoring: Classroom teachers and administrator</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Classrooms will use manipulatives, songs, movement activities, and math games (e.g., counting cubes, number lines, number songs, and counting games during centers) to reinforce rote counting in an engaging, multisensory way.</p> <p>Strategy's Expected Result/Impact: Students will engage in multisensory learning experiences that increase participation, strengthen number recognition, and build fluency in rote counting.</p> <p>Staff Responsible for Monitoring: Classroom teachers and administrator</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: Increase Phonological Awareness performance to 85% between the CLI BOY and EOY.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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 - 2026 Goal: 52%

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporating intentional singing and chanting through songs from the Frog Street Curriculum to support language development, memory recall, and foundational academic concepts in an engaging and developmentally appropriate manner.</p> <p>Strategy's Expected Result/Impact: Incorporate songs, chants, and nursery rhymes that emphasize different sounds and phonemic patterns.</p> <p>Staff Responsible for Monitoring: Teachers and Instructional Aides</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly lesson plans showing strategies to intentionally differentiate letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers.</p> <p>Strategy's Expected Result/Impact: Pre K 4 students will leave Carver with a strong emerging reader foundation.</p> <p>Staff Responsible for Monitoring: Administrators, Classroom Teachers, Instructional Aides</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: 85% of Pre-K 4 students will identify 26 upper case and lower case letters by the end of the 2024-2025 school year.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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 - 2026 Goal: 52%

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Administrators and Instructional Coach will conduct walkthroughs, observations/coaching sessions and provide actionable feedback.</p> <p>Strategy's Expected Result/Impact: Classroom Instruction will improve to meet the needs of students.</p> <p>Staff Responsible for Monitoring: Administrators and Instructional Coach</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: 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>- Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Administrators, and Classroom Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: 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>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 3: 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.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%

Evaluation Data Sources: Students language and understanding of new vocabulary words will help an abstract object become a concrete thought.

Strategy 1 Details	Reviews			
<p>Strategy 1: Purposefully integrate storybooks rich in target vocabulary to actively reinforce and deepen students' understanding during instruction.</p> <p>Strategy's Expected Result/Impact: A growth in vocabulary and conceptual knowledge.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Teacher and Instructional Aides.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Create text to self connections or real world experiences within discussions, read alouds, and center activities.</p> <p>Strategy's Expected Result/Impact: Enhancing comprehension and learning about content, language, and culture.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Teacher and Instructional Aides.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: 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>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

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

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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 - 2026 Goal: 52%

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>Strategy 1: Campus Training, Coaching, and Opportunities to build on Conscious Discipline Knowledge.</p> <p>Strategy's Expected Result/Impact: Staff, Parents, and Students will feel supported through Conscious Discipline Strategies.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers, Instructional Aides</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Parent Conscious Discipline Training.</p> <p>Strategy's Expected Result/Impact: Parents will understand how to expand the Conscious Discipline Strategies at home. This will help connect school to home.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers, Instructional Aides</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 2: Carver Early Education Center student attendance will increase from 90% to 92% by the end of the 2025-2026 school year.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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 - 2026 Goal: 52%

Evaluation Data Sources: CLI Data, Istation Data, Report Card Data and District Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: 9 Week Perfect Attendance Recognition.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Campus Administrator will provide T-shirts and gas card.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% communication between school and home, when students have been out more than 3 consecutive days.</p> <p>Strategy's Expected Result/Impact: Families will feel supported and know their child has been missed.</p> <p>Staff Responsible for Monitoring: Office Staff, Administrator, Classroom Teacher and School Counselor</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<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: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 3: Using Conscious Discipline strategies, teachers and instructional aides will design routine books, visual supports, and aligned curriculum to promote positive behavior and increase student success by establishing a structured and supportive Safe Place within our school.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, 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 - 2026 Goal: 52%

Evaluation Data Sources: Staff and students will create routines.

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaboratively create picture-based routine books that outline daily transitions and expected behaviors. Strategy's Expected Result/Impact: Staff and students will create routines. Staff Responsible for Monitoring: Administrators, Teacher, Instructional Aides and Instructional Coach</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Embed short lessons on conflict resolution and model problem-solving during circle time and during guidance lessons with the Counselor. Strategy's Expected Result/Impact: Students will have guidance to help regulate their emotional needs. Staff Responsible for Monitoring: Administrators, Counselors, Instructional Coach, Teacher, and Instructional Aide</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 4: Classroom Excellence

Performance Objective 1: Carver Early Education Center student attendance will increase from 90% to 92% by the end of the 2025-2026 school year.

Evaluation Data Sources: CLI Data, Istation Data, Report Card Data and District Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: 9 Week Perfect Attendance Recognition.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Campus Administrator will provide T-shirts and gas card.</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Start each day with welcoming rituals (greetings, music, fun morning activities), offer engaging themed days or "Attendance Spirit Weeks," and implement classroom jobs that build student responsibility.</p> <p>Strategy's Expected Result/Impact: Engaging School Culture and Daily Routines</p> <p>Staff Responsible for Monitoring: Administrator, Office Staff, Counselor, Teachers, and Instructional Aides</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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 4: Classroom Excellence

Performance Objective 2: 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.

Evaluation Data Sources: Sign in Sheets, Notes Home to remind Parents of future activities, Social Media reminders

Strategy 1 Details	Reviews			
<p>Strategy 1: Carver will conduct Academic Parent Teacher Team meetings with families in both the Fall and Spring semesters.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: 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>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Positive image of Carver Early Education Center and higher level of parent engagement.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 4: Classroom Excellence

Performance Objective 3: 100% of Carver Early Education Staff will have opportunities to attend Conscious Discipline Training as well as other Professional Development focused on building Social Emotional capacity in our students.

Evaluation Data Sources: Eduphoria, Sign in Sheets, Emails, Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly PLC meetings focused on Conscious Discipline techniques (Safe Place setups, breathing strategies, routines, emotional regulation strategies).</p> <p>Strategy's Expected Result/Impact: Teachers, Administrators and staff will feel empowered to work with students experiencing big behaviors and trauma by working together to build our understanding.</p> <p>Staff Responsible for Monitoring: Administrator, Office Staff, Counselor, Teachers, and Instructional Aides</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Culture and Climate 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Use walkthroughs to observe and reinforce implementation of Conscious Discipline strategies.</p> <p>Strategy's Expected Result/Impact: Counselor, Administrators or Instructional Coach can provide in-class modeling and feedback to offer additional support as needed.</p> <p>Staff Responsible for Monitoring: Counselor, Administrators or Instructional Coach</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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 5: Culture of Excellence

Performance Objective 1: Carver Early Education Center student attendance will improve from 90% to 92% by the end of the 2025-2026 school year, supported by strong family-school connections.

Evaluation Data Sources: Campus Reports and Parent Communication

Strategy 1 Details	Reviews			
<p>Strategy 1: Positive Attendance Incentive Program with weekly recognitions, monthly celebrations, and visual trackers in classrooms</p> <p>Strategy's Expected Result/Impact: Students will feel the importance of attendance.</p> <p>Staff Responsible for Monitoring: Office Staff, Counselor, Administrators, and Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Family Attendance Outreach plan with check-in calls, transportation resources, and parent workshops on building routines.</p> <p>Strategy's Expected Result/Impact: Students and their families will feel the importance of attendance and gain support from our staff.</p> <p>Staff Responsible for Monitoring: Office Staff, Counselor, Administrators, and Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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 5: Culture of Excellence

Performance Objective 2: 75% of parents will report on the Title 1 Parent Survey that they feel welcomed and engaged as partners at Carver Early Education Center

Evaluation Data Sources: Title 1 Parent Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase parent visibility and engagement by hosting family engagement events aligned to instructional goals (e.g., Wish You Well, math night, Conscious Discipline parent training).</p> <p>Strategy's Expected Result/Impact: Parent participation and engagement in the PreK year.</p> <p>Staff Responsible for Monitoring: All teachers and staff members</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen communication channels through regular newsletters, SeeSaw updates, Social Media posts (FB), and bilingual communication to ensure all families receive timely and accessible information.</p> <p>Strategy's Expected Result/Impact: Parent participation and engagement in the PreK year.</p> <p>Staff Responsible for Monitoring: All teachers and staff members.</p> <p>Title I: 2.51</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			

Strategy 3 Details	Reviews			
<p>Strategy 3: Expand opportunities for parent voice by holding Academic Parent Teacher Team (APTT) meetings and feedback sessions where parents can share input on goals and progress.</p> <p>Strategy's Expected Result/Impact: Parents will know best practices for supporting their child at home.</p> <p>Staff Responsible for Monitoring: Instructional staff</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<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>				

RDA Strategies

Board Goal	Objective	Strategy	Description
1	1	1	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.
1	2	1	Planning and modeling during PLC's to teach number sense and mathematical principles daily through Morning Messages, Interactive Number Walls, Small Math Groups, and Independent Math Learning Centers.
1	2	2	Educational Software for Guiding Instruction will be used to help drive instructional focus for differentiation in literacy center and Small Groups by collecting data for each student.
2	1	1	Incorporating intentional singing and chanting through songs from the Frog Street Curriculum to support language development, memory recall, and foundational academic concepts in an engaging and developmentally appropriate manner.
2	1	2	Weekly lesson plans showing strategies to intentionally differentiate letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers.
2	2	1	Campus Administrators and Instructional Coach will conduct walkthroughs, observations/coaching sessions and provide actionable feedback.
2	3	1	Purposefully integrate storybooks rich in target vocabulary to actively reinforce and deepen students' understanding during instruction.
3	1	1	Campus Training, Coaching, and Opportunities to build on Conscious Discipline Knowledge.
3	1	2	Parent Conscious Discipline Training.