

Ennis Independent School District
George W. Carver Early Childhood Center
2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

The Ennis Independent School District (ISD) shall be an educational institution that continuously challenges and stimulates its students. Ennis ISD shall provide the highest quality instructional staff and the appropriate facilities to insure that every student is equipped to his/her greatest academic potential.

Qualities of character to be taught, modeled, and upheld in Ennis ISD shall include honesty, integrity, and respect. The curriculum, programs, offerings, and opportunities provided by Ennis ISD shall be intended to produce responsible people of high moral character, capable of personal and professional success, who shall have a positive impact on society.

Updated by Board of Trustees July 2016

Campus Mission Statement

Carver Early Childhood Center will nurture, challenge, and support all students in order to prepare them for a successful educational journey and to become productive citizens. In addition to a quality education plan for students, Carver ECC will also foster an environment to ensure students are instilled with honesty, integrity, & respect.

Vision

Encourage, Educate, Empower

Motto

Adventure Awaits!

Ennis ISD District Goals

1. Ensure all students receive high-quality instruction.
2. Provide and support high quality staff for all classrooms.
3. Empower staff with resources to ensure student excellence.
4. Provide a safe and secure learning environment, cultivating character and high expectations.
5. Maintain a positive two-way partnership designed to strengthen the strategies aligned to the district vision and continuously improve teacher effectiveness and student outcomes.
6. Maintain high-quality facilities with an instructional focus.

Carver Early Childhood Center Goals

1. All children will receive high quality and aligned instruction.
2. Recruit, grow, and sustain high quality staff members that are invested in the students and campus.
3. Provide educational resources aligned to the needs of the students to ensure educational excellence.
4. Provide a safe, orderly, positive, and healthy school environment for all stakeholders.
5. Establish many positive two-way partnerships within the community.
6. Ensure the campus is welcoming and well maintained.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Carver Early Childhood Center (CECC) opened in August of 2009, and the campus is one of two Early Childhood Centers in the Ennis Independent School District (EISD). Carver serves approximately 440 three, four and five year old students in 3 year old Head Start Pre-Kindergarten, 4 year old Pre-Kindergarten(1 Head Start section) and Kindergarten classroom setting. Ennis ISD partners with the Region 10 Education Service Center and the United States Department of Education to offer a 3 year old and 4 year old Head Start Pre-K Program at Carver.

The campus is under the leadership of campus Principal, John Peterson

According to 2023-2024 enrollment data (as of May 2023), Carver has a student population of 440 students. Enrollment has remained steady over previous three school years and has shown an increase in 2023-24. Currently there are four Head Start Pre-K 3 Classes, one class in dual language, and 1 Pre-K 4 classes with approximately 90 students. Campus enrollment is made up of approximately 50% Hispanic, 27% White, 22% African American, and 1% Hawaiian/Pacific Islander. 87.5% of the student body for 23-24 are identified as economically disadvantaged. Almost half of the students at Carver are considered At-Risk by PEIMS standards. The majority of this at-risk group stems from a limited proficiency of English for students who speak a language other than English at home, which was identified via a Home Language Survey provided by parent(s) during initial enrollment. Approximately 25% of the students experience truancy/attendance issues.

Emergent Bilingual students are served in classrooms with a certified bilingual or ESL teacher.

The 24-25 staff is comprised of 1 administrator, 1 counselor, 26 teachers, and 20 support personnel/educational aides. The facilities at Carver consist of 27 classrooms, a cafeteria, gymnasium, library, computer lab, music room, a garden and an outdoor learning facility and family center. The demographics of the Carver staff are: 58% White, 34% Hispanic, and 8% African American. Average teacher to student ratio is 1:18.

Teachers at Carver are certified by the State Board of Education and/or in an alternative certification program working towards a specific teaching certification. Teachers represent a variety of cultural diversity and teaching styles. In addition to T-TESS observations and conferences, staff are observed during classroom walk-throughs. Teachers collaborate weekly to plan lessons while using student academic performance data to plan for changes in the way they approach their teaching and student interventions. Professional Learning Communities (PLCs) are also used to help teachers refine their own skills through conversation, modeling, action research, and sharing best practices about teaching strategies and tools.

Demographics Strengths

- Serves a diverse student population with a wide variety of academic and social needs amongst the students.
- The staff at Carver ECC is strongly committed to providing high quality instruction for all students.
- All teachers are GT trained and/or certified, and all teachers (PreK and K) are highly qualified.
- Staff have received ongoing professional development on best practice
- Teachers work collaboratively as a grade level team.

Very low rate of teacher turnover expected at the end of the 23-24 school year.

- 96% teacher retention rate expected
- 90% paraprofessional retention rate expected
- Team luncheons were held for all staff, sponsored by the Sunshine Committee
- Campus and district sponsored PD is viewed as an asset and the transfer of learning into the classroom is evident during walk-throughs.
- Teacher of the 9 weeks/year program is a great way at honoring and recognizing outstanding effort and commitment to teachers throughout the school year.

Student Learning

Student Learning Summary

Carver ECC uses state aligned and age-appropriate curriculum and instructional resources to help students reach their maximum academic potential while in Pre-K and K. A set of curriculum guidelines for Pre-K began in August of 2016. Kindergarten teachers will continue to use and follow the Texas Essential Knowledge and Skills (TEKS) curriculum standards. Aligned assessments are administered to students to assess levels of learning and/or readiness in phonics, reading, & math. The assessments given to Carver students include the Jan Richardson Letter ID, ESGI, TRS performance assessments. Pre-K students also are assessed using the CLI (Circle) Assessment. Head Start students are assessed using a curriculum called GOLD, implemented by Region 10 for their program needs.

Pre-K teachers administered the CLI-Engage assessment two times this school year. Appropriate response-to-intervention (RTI) is applied to both Pre-K and Kinder students, as needed.

Carver ECC teachers held weekly PLC meetings to provide time for teachers to collaborate and model different research based strategies to help all students be successful. Some teachers also conducted non-evaluative peer observations in the classroom as an extension of the PLC. The PLC team consists of the Team Leader, classroom teachers and Admin, if needed.

Carver has also held regularly scheduled CARE meetings to address the needs of our at-risk and struggling students. Carver Early Childhood utilizes a variety of support system strategies to improve student academic performance. Our CARE team consists of the Administrator, the Counselor, the classroom teacher, SLP (if needed), other support staff, as needed.

Student Learning Strengths

- Pre-Kindergarten student achievement strengths are: letter identification, identifying the basic shapes/colors, subsidizing, number discrimination, set counting, and oral counting.
- On the Kinder quarterly math assessment the performance data averages for the 2023-2024 school year are:
 - Satisfactory level - 83.5%
- 70% of the Kinder students were not referred for reading intervention.
- 85% of the Kinder students are able to recognize all upper and lower case letters.
- 89% of the Kinder students are able to reproduce and/or ID all the letter sounds.
- CLI Engage EOY data is forthcoming

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our character reward system seems imbalanced **Root Cause:** Staff are committing the Carver Bucks to their own students

Problem Statement 2: Student attendance is at its lowest in several years **Root Cause:** Post Covid, perception about school being required at this age

School Processes & Programs

School Processes & Programs Summary

Carver ECC plans and delivers Kindergarten level instruction based on the TRS scope and sequence and instructional framework documents to ensure all TEKS are taught. Pre-K follows a state generated set of guidelines (CLI). Data from common assessments, scheduled checkpoints and district benchmark assessments are analyzed regularly and used to plan instruction, intervention, and acceleration. Students are grouped according to identified needs and provided targeted instruction to meet those needs. Students are monitored for progress informally every 2-4 weeks. Tier 1 and Tier 2 RTI interventions are provided in the classrooms as well as small group pullouts with supplemental professional and paraprofessional staff.

Pre-K students at Carver learn how to begin holding a pencil as they learn how to write their first and last name. They also begin learning their home address, parent phone number(s), shapes, colors, numbers, counting, and many other pre-reading skills. The Pre-K students also have time built in the schedule for gym, library, computer lab, science lab, motor lab, outdoor learning center and outdoor recess. Some Pre-K students have phonemic awareness which means they are actually reading text. Some Pre-K students begin to use sound spelling or inventive writing to spell words. All Pre-K students were assessed two(3) times this school year with the CLI-Engage assessment to determine their academic progress and readiness to advance, based off the CLI Guidelines for Pre-K.

The Pre-K non-English speaking students follow a full day schedule as well, and with the help of a certified bilingual teacher and bilingual paraprofessional in each classroom, the students are encouraged to speak as much English as possible throughout the day. Anchor charts and supplemental resources support the acquisition of English.

The Kindergarten teachers use the TRS curriculum, which is TEKS driven, to design lesson plans for each of the four content areas. The first half of the first nine weeks is a basic review of what was learned in the second half of Pre-K, such as: alphabet, counting, phonics, and learning to work with others (in groups and at large). The TRS reading curriculum is supported by the state adopted Fontas and Pinnel materials, and supplemented by Heggerty and technology resources at the campus help to implement the use of such instructional tools.

After the first nine weeks the instructional pace is accelerated appropriately with allowances for recess and special events, but with a major emphasis to the Kindergarten TEKS and well as the District Scope and Sequence for Kinder. Into the second nine weeks the students are learning how to identify and say vowels, consonants, blends, and other phonemic skills. Towards the end of the second nine weeks and into the third nine weeks, the students are mastering sight word lists, and show emerging reading skills and understanding of print concepts.

School Processes & Programs Strengths

- Data is used regularly to group and regroup students by areas of need.
- The Title One reading specialist provides support and training for teachers as well as intervening with students.
- Quarterly math assessments were given to kindergarten students.
- Online programs like i-Ready and Heggerty supplement the Pre-K and Kinder curriculum, respectively.
- Teachers schedule parent conferences as needed, but there are two times when parent conferences are mandatory (October and May).
- Guided reading lessons provide more differentiation so that students increase reading ability.
- All curriculum related pieces are aligned to support the Kinder TEKS or Pre-K guidelines and ELPS.
- Data is used continuously to plan instruction and intervention.
- Title-I Reading Intervention teacher

School Processes Strengths:

George W. Carver Early Childhood Center
Generated by Plan4Learning.com

- State and district calendar drives the campus calendar for all events.
- Campus events are put on the Google calendar for EISD.
- Master schedule is designed based off of student need and staff function.
- Principal and other campus leadership representatives consistently ask for faculty and staff feedback on school content and organization.
- Crisis routines and maps are posted in each classroom and other work spaces.
- EISD staff handbook provides clear campus procedures and district policies.
- Car loop diagrams provided to parents.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We do not have a standardized expectation for students in the hallway, playground and cafeteria **Root Cause:** Students are displaying a variety of behaviors that are accepted differently by each staff member

Problem Statement 2: The current master schedule does not flow smoothly and has bottle neck areas with several student groups in the hall at once **Root Cause:** Master schedule was changed over the last two administrations and needs to be reviewed

Perceptions

Perceptions Summary

Observations and walk-throughs (formal and informal) of the campus indicate that Carver ECC is a physically and emotionally safe place to be and to learn. Our motto has reverted to "Adventure Awaits" to help instill a sense of pride of learning being a fun adventure. The students appear to enjoy academic learning and campus life at Carver. The staff seem to enjoy their jobs and treat each other with respect on a daily basis. The campus counselor leads guidance lessons with students each week to teach them character traits; such as honesty, integrity and respect which tie directly into our Lion's Pride Way and the state counseling requirements. Guests at the campus feel welcomed. The campus hosts numerous events throughout the school year to help establish and maintain a positive relationship with students, parents and stakeholders.

We have several lunch visitors on a daily basis. Activities that encourage parent involvement during the school year are:

- Meet the Teacher Night
- Parent Conferences
- Invitation to join and attend the Site Based Decision Making Committee meetings
- Thanksgiving Luncheon
- Fall Family Night
- Remind 101/Class Dojo App
- School website
- Head Start Parent Meetings
- Splash Day
- PTO activities.
- Kindergarten Graduation
- Award assemblies in the classroom
- Campus Tours (for potential Pre-K and K students)
- Rodeo Day
- Polar Express Day
- Parent orientation
- SBDM meetings
- Texas Public School Weeks

Perceptions Strengths

- Campus safety drills are completed on a regular basis, according to SRP, state and district requirements.
- A "Lion's Pride Way" Character building concept is communicated each day and combined with PBIS components for positive affirmation
- The campus is in the process of reviewing, modifying and continuing the use of the Carver Cash Store
- Award assemblies are held each nine weeks for academic and positive behavior recognition in the classroom.
- Student incentives include:
 - Weekly
 - Carver Cash PBIS behavior incentive
 - positive notes/calls from administrators
 - name recognition on announcements
 - Carver ECC strives to provide excellent customer service each day.

- Feedback from parents has indicated that the majority of parents are very happy with the school overall.
- Attendance from parents is strong when communicated early and reminded often.
- Parents have good relationships with teachers and feel the staff at Carver ECC care about their children and the environment is safe. .
- Community partnerships include:
 - Wal-Mart of Ennis
 - Carver Alumni Association
 - Ennis Chamber of Commerce
 - North TX Food Bank
 - Give a Kid a Chance
 - Tabernacle Baptist Church
 - Prayer Walker group-Josh Massey

Technology Strengths:

- Interactive Smart Boards in every classroom.
- Student chromebooks 1-1
- Most classrooms have a document camera
- A computer lab with 25 student computers is used weekly
- A digital screen is placed in the front office waiting area with scrolling announcements for parents to be informed of events

Parents are kept informed of school events through teacher messaging, facebook and peachjar. Items are sent home in English and Spanish. Teachers also keep parents informed about what's going on by maintaining daily communication through daily take home folders.

Technology is very important to both the school district and the Carver ECC campus. There is a significant amount of technology available at Carver ECC for the students to use for academic growth. Desktop computers, Smart Boards, and chromebooks are effectively used on a regular basis for instructional purposes. Nearly all teachers are proficient at using a variety of teacher tools. Kindergarten students use the computer lab once a week in order to work in such programs as Canvas, iReady and Star Fall. The daily use of technology helps students to grasp fundamental technology skills that can be applied across many content areas

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We need to continue to grow our second language culture on campus **Root Cause:** Students are receiving instruction in Spanish and bulletin boards, words of the day and other language exposures need to be increased

Problem Statement 2: There is a negative perception regarding staff eating, drinking or otherwise multitasking during different portions of the day **Root Cause:** Expectations have not been set

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
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- 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
- Action research results
- Other additional data

District Goals

District Goal 1:

Core Belief #1: We believe in working to improve performance of all students, while closing achievement gaps.

District Goal #1: Ensure all students receive high-quality instruction.

Carver Goal #1: All children will receive high quality instruction on a daily basis.

Standard #1: Instructional Leadership: The principal is responsible for ensuring every student receives high quality instruction each day.

Performance Objective 1: REVISED: By the end of the 24-25 school year, 85% or more of Carver Kindergarten students will be at or above benchmark on mCLASS.

By the end of the 24-25 school year 85% or more of Pre-Kindergarten students will be prepared to advance to the next grade level by being "On-Track", as measured by CLI assessments.

High Priority

Evaluation Data Sources: mCLASS, Celebration of Learning Math assessment, Pre-K CLI Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1.1.1 (a,b,d) Teachers will use the appropriate curriculum adopted to state and/or district. Pre-K will use newly adopted TEA curriculum guidelines. The Kindergarten teachers will continue to use the TEKS which are embedded in the TRS system. Strategy's Expected Result/Impact: Students will acquire necessary knowledge, skills that are age appropriate and aligned to the curriculum. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - 199 - General Fund: Local				

Strategy 2 Details	Reviews			
Strategy 2: 1.1.2 (b,c,d) Assessment and performance data will be disaggregated and analyzed so that teachers can plan and deliver effective & differentiated instruction to small groups; and establish effective centers based on grade level content standards and students' readiness levels. Strategy's Expected Result/Impact: The number of students working at or above grade level in reading and math will increase to 85% or higher by the end of the school year. Staff Responsible for Monitoring: Principal & Each Teacher Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 1.1.3 (a,c,d) Multiple sources of assessment and performance data will be evaluated and analyzed in order to provide individual and small group academic intervention for At-Risk and LEP students, and enrichment for GT students. Strategy's Expected Result/Impact: Teachers will use data to plan instruction. The success rate of students being on target with math & reading levels will increase. GT students will show improvement beyond the present levels of performance of non-GT students. Staff Responsible for Monitoring: Principal and Teachers Funding Sources: - 199 - General Fund: Local, - 211 - Title I, Part A Improving Basic Program	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: REVISED 1.1.4 (a,b,d) Teachers will provide instructional activities that are age-appropriate and developmentally appropriate for 3 year old, Pre-K and Kindergarten English and Dual Language. Teachers will be expected to know and implement "technology clips do not equal engagement." Strategy's Expected Result/Impact: Frequent classroom walkthroughs will demonstrate if students are engaged in hands-on learning activities targeted at their age and developmental level (both socially and academically). Staff Responsible for Monitoring: Principal, Teachers Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: 1.1.5 (a,c) Administer planned quarterly assessments in Math and performance assessments in reading to all students, in proposed assessment language, to measure student success of the written curriculum, and to gather data that will drive future instructional decisions. Strategy's Expected Result/Impact: Complete administration of scheduled unit assessments and performance assessments in core content areas. Data extracted from these assessments will be used for planning of future instruction. Staff Responsible for Monitoring: Principal, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: REVISED 1.1.6 (a) Teachers will support the campus initiative of college readiness by participating in Think College Thursday. Strategy's Expected Result/Impact: Students will have awareness about the benefits of college study Staff Responsible for Monitoring: Principal, Teachers & Counselor Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: 1.1.7(a, b, d) Daily lesson activities & small groups are both differentiated & rigorous in order to provide high quality instruction for At-Risk and struggling learners; while also providing enrichment opportunities for GT students. Strategy's Expected Result/Impact: Walk-throughs will reveal the following components in place consistently: differentiation, rigor, intervention techniques, and enrichment. Staff Responsible for Monitoring: Principal and Teachers Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Revised 1.1.8 (b,c,d) Teachers will be trained in PLC on how to support LEP students in the classroom through a variety of instructional strategies and progress monitoring. Strategy's Expected Result/Impact: 100% of the LEP students will grow one language proficiency level according to various language and writing assessment. Staff Responsible for Monitoring: Principal, Bilingual Instructional Strategist TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: 1.1.9 (b,d) Teachers and Paraprofessionals will use very specific instructional strategies, in a designated language format, in order to engage more students and to obtain more academic achievement from students overall. Strategy's Expected Result/Impact: During classroom observations the teacher will use specific instructional strategies that are developmentally appropriate for students, engaging a high level of students throughout the entire lesson. Staff Responsible for Monitoring: Principal Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: 1.1.10 (b,c) Timely C.A.R.E team referrals will be made to the school counselor when a student is a struggling learner in any subject or developmental area. Staff Responsible for Monitoring: Principal, Counselor & Teacher Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: REVISED 1.1.11 (a,b,c) The teachers will be observed through walk throughs and be provided constructive feedback based off the T-TESS standards. Strategy's Expected Result/Impact: Reports pulled from Eduphoria will reveal the number of walkthroughs conducted by staff. Constructive feedback will help teachers to raise student achievement levels in all content areas. Staff Responsible for Monitoring: Principal Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June

Strategy 12 Details	Reviews			
Strategy 12: 1.1.12 (b,d) Students will use online or computer-based programs for math and reading to increase student achievement in their designated language, and close achievement gaps. Programs will be utilized for progress monitoring through CARE, at risk and dual language data. Strategy's Expected Result/Impact: Students will use the available online programs for math and reading on a weekly basis at school. Student achievement in math and reading will increase as the students spend time working with these two online programs. Staff Responsible for Monitoring: Teachers & Computer Lab Aid Funding Sources: - 199 - General Fund: Local, - 211 - Title I, Part A Improving Basic Program - \$4,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: REVISED 1.1.13 (a,b,c,d) All Pre-K students will be assessed two or three times a school year using the CLI-Engage assessment in order to: identify their developmental strengths and weaknesses, plan & implement appropriate interventions, measure progress, and send progress reports home to parent(s). Strategy's Expected Result/Impact: The CLI-Engage assessment will be administered according to the testing calendar. Data from the three CLI-Engage assessments will be readily available to view and discuss. Teachers will plan appropriate interventions for students based off of academic need. Signed progress reports will be signed and returned to the teacher and kept on file. Staff Responsible for Monitoring: Principal and PK Teachers Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: 1.1.14 (a,b,c,d) All Kindergarten teachers will administer the mClass to their students three times per school year, as well as, administer Running Record Assessments periodically, as a means to identify student small groups for guided reading intervention. Strategy's Expected Result/Impact: Students will be tiered and grouped by their teacher based off of reading ability and level. Individual student needs for reading will be tracked and monitored on a Running Record (RR). Staff Responsible for Monitoring: Principal, Reading Interventionist, & Teachers Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June

Strategy 15 Details	Reviews			
Strategy 15: REVISED 1.1.15 (b,d) Learning centers in all curricular areas will be established in every classroom to establish and increase the following: independent learning, student choice, & age-appropriate practices according to PreK, Kindergarten and Dual Language expectations. Centers could include but are not limited to: Dual Language constructs, Art, Fine Motor, Literacy Center (Daily 5), Guided Math, Science, Social Studies, Technology.. Strategy's Expected Result/Impact: . Staff Responsible for Monitoring: Principal and Teachers Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 16 Details	Reviews			
Strategy 16: REVISED 1.1.16The students will take study trips to locations that are outside of the school and district that support multiple learning styles and that align to the TEKS or PK Guidelines, and are supported by District, PTO and Education Foundation funding. Strategy's Expected Result/Impact: Students will be able to acquire learning outside of the school and district which will create a form of learning through socialization and exposure to external stimuli, physically or virtually, when applicable. Staff Responsible for Monitoring: Principal Funding Sources: District Funding - 199 - General Fund: Local, Education Foundation Grants - 461 - Campus Activity Fund, PTO Funding - 461 - Campus Activity Fund	Formative			Summative
	Oct	Jan	Mar	June
Strategy 17 Details	Reviews			
Strategy 17: REVISED 1.1.17 (d) Teachers will incorporate outdoor learning activities to enhance mastery of necessary knowledge and skills for students with current materials and those acquired in the Ed. Foundation and Empower Ennis Grants. (Some examples of these outdoor activities would include: graphing, alphabet, number sense, experimentation and observation, art, sight words, fine and gross motor skills.) Strategy's Expected Result/Impact: Teacher will include outdoor learning activities in their lesson plans, follow through with the outdoor activities, and then share photos from the event with the grade level teachers and Principal. Staff Responsible for Monitoring: Principal and Teachers Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June

Strategy 18 Details	Reviews			
Strategy 18: 1.1.18 The students will be recognized for their accomplishments each 9 weeks in the areas of academic achievement, attendance, and conduct. Students will receive a certificate and/or medal/prize as part of the award recognition. Strategy's Expected Result/Impact: Conducting an awards assembly each 9 weeks to recognize students for their accomplishments in various areas. Parent attendance to the awards assembly will also be an indicator of success. Staff Responsible for Monitoring: Principal & Teachers Funding Sources: - 199 - General Fund: Local, Yard signs - 211 - Title I, Part A Improving Basic Program - 211E61639900107330000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 19 Details	Reviews			
Strategy 19: 1.1.19 The library will use innovative way to spark students' creative and analytical thinking through the use of Maker-Space activities and continue to build reading collections in English and Spanish to reflect the population of the campus. Strategy's Expected Result/Impact: Students will be able to think and learn in abstract form, as well as complete rigorous mini projects aligned to the grade level TEKS as well as read selections in their language of choice Staff Responsible for Monitoring: Principal, Librarian, Library paraprofessional Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 20 Details	Reviews			
Strategy 20: REVISED 1.1.20 The campus will continue Positive Behavior Intervention and Support (PBIS) type initiative with the Lion's Pride Way incorporated to decrease negative student behavior incidents. Strategy's Expected Result/Impact: A significant decrease in the number of student referrals compared to historical data. Teachers will have more strategies to use when handling a student with behavior issues. Campus will be cohesive on student expectations. Staff Responsible for Monitoring: Principal & Behavior Support Paraprofessional	Formative			Summative
	Oct	Jan	Mar	June
Strategy 21 Details	Reviews			
Strategy 21: 1.1.21 Conduct timely evaluations of the strengths and weaknesses of homeless students in order to provide them with age-appropriate and skill appropriate educational programs. Staff Responsible for Monitoring: Principal, Counselor, CARE team Funding Sources: 206-TEXSHEP McKinney-Vento (Homeless) 224, IDEA SPED 199 - 211 - Title I, Part A Improving Basic Program	Formative			Summative
	Oct	Jan	Mar	June

Strategy 22 Details	Reviews			
Strategy 22: NEW 1.1.22 The campus will continue to grow its reading selections in both English and Spanish through the purchase of literature for the library, HMH readers for the classroom and the application of an Ed Foundation Grant for Spanish readers. Strategy's Expected Result/Impact: Provide literature for academic growth in English and Spanish Staff Responsible for Monitoring: Principal, Librarian, Dual Language Teachers for grant Award	Formative			Summative
	Oct	Jan	Mar	June
Strategy 23 Details	Reviews			
Strategy 23: NEW 1.1.23 The campus will continue to build a word wall, label classrooms, common areas and familiar locations around the Carver campus with English and Spanish labels to enhance the visibility of both languages and support dual language instruction at all levels. We will construct a new Second Language Bulletin Board area and add Spanish sentences to the daily routine and exposure of students on campus. Strategy's Expected Result/Impact: Students will benefit from the knowledge of both languages representing common items in their vocabulary (English and Spanish) Staff Responsible for Monitoring: Principal, Dual Language teachers	Formative			Summative
	Oct	Jan	Mar	June
Strategy 24 Details	Reviews			
Strategy 24: NEW 1.1.24(a,b,d) The campus will initiate Gomez and Gomez "Going Blue" concept to increase reading and writing competency and the campus will support implementation with additional resources through the campus budget. Strategy's Expected Result/Impact: Close reading and writing gaps through implementation Staff Responsible for Monitoring: Staff and Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Goal 2:

Core Belief #2: We believe that all employees are critical to the success of our students.

District Goal #2: Provide and support high-quality staff for all classrooms.

Carver Goal 2: Recruit, grow, and sustain high quality staff members that are invested in growing students academically and socially.

Standard #2: Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff for all students.

Performance Objective 1: Provide a safe and healthy working environment for all staff so the employees feel valued, empowered, and strive for the students to experience academic success.

Evaluation Data Sources: Throughout the entire 24-25 school year, Carver ECC will recruit, grow, and sustain high quality staff members in order to support the success of our students.

Strategy 1 Details	Reviews			
Strategy 1: 2.2.1 (b) The entire campus staff will be knowledgeable of the campus mission, vision, CIP (goals, objectives, and strategies); as well as the evidence required to demonstrate such goals and objectives/strategies. Strategy's Expected Result/Impact: All campus staff will be able to comprehend and discuss the campus mission, vision, goals, and CIP upon request. Staff Responsible for Monitoring: Principal Funding Sources: - 461 - Campus Activity Fund	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 2.2.2 Create, model, and sustain a campus climate and culture that serves to treat each stakeholder with the highest respect, value, and dignity possible. Strategy's Expected Result/Impact: As stakeholders interact they will do so in a manner that shows professionalism and respect to each other at all times, with the best interest of the students and the school in mind. Staff Responsible for Monitoring: Principal Funding Sources: - 461 - Campus Activity Fund	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: 2.2.3 (b) Ensure all staff have clear goals and expectations from the school Principal. Strategy's Expected Result/Impact: All staff will have a very clear understanding of their role and responsibilities at Carver. Each staff member will be able to define what excellence should look and sound like in their position. Staff Responsible for Monitoring: Principal Funding Sources: - 461 - Campus Activity Fund	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: NEW 2.2.4 Revise the master calendar to reflect the hard work and input from the staff to make daily routines and transitions work more efficiently Strategy's Expected Result/Impact: More efficient teaching time and smoother transition and avoidance of log jams of students moving Staff Responsible for Monitoring: All Staff and Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: REVISED 2.2.5 (b) Monthly professional development (PD) opportunities will be provided to the staff during PLC, monthly Faculty PLC and other opportunities based on students' needs and the teachers' proficiency levels in specific areas related to teaching and learning. Strategy's Expected Result/Impact: Staff will be provided with PD opportunities at least twice a month in order to increase staff proficiency in the areas of: lesson planning, teaching, intervention, guided reading, guided math, CARE/RTI, ELL support, and cultural pedagogy. Staff Responsible for Monitoring: Principal, Region X and District Curriculum Department Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: NEW 2.2.6 Staff will embed district wide concept of "E is for Excellence"- "Excellence is building relationships while engaging all students to exceed expectations and inspiring growth as lifelong learners." Strategy's Expected Result/Impact: District unity and expectation Staff Responsible for Monitoring: All Staff and Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: 2.2.7 Provide recognition to staff, for exemplary actions and highly effective teaching practices, through faculty meetings, hand written notes, e-mails, teacher of the 9 weeks/year, and small tokens of appreciation. Strategy's Expected Result/Impact: The staff will feel that exemplary actions and highly effective teaching practices are often recognized by the Principal. Staff Responsible for Monitoring: Principal Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: 2.2.8 The principal will assign a mentor teacher to all first year teachers, with the support of the district mentoring program, and ensure the the district Mentor Teacher Action Plan is followed Strategy's Expected Result/Impact: Maintain a mentor log with dates and times and topics of all mentor meetings. Staff Responsible for Monitoring: Principal and Mentor Teachers Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: 2.2.9 The campus will convene a Sunshine"Funshine" Committee to provide opportunities to participate in team building/social activities/family affirmations and celebrations in order to strengthen the campus family unit. Strategy's Expected Result/Impact: Sunshine Committee collects a donation from the staff and the donations are used to purchase items and plan events to boost collegiality and staff morale. Staff Responsible for Monitoring: Principal and Sunshine Committee members Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: 2.2.10 Teachers will be trained or updated on Promethean Boards used in the classrooms by district technology staff. Strategy's Expected Result/Impact: Staff and students will become proficient on Promethean Board engagement Staff Responsible for Monitoring: Principal, Technology staff	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: 2.2.11 Teams will continue to train on how to effectively use PLC process on their own. Strategy's Expected Result/Impact: Staff will continue a PLC systematic process without a Instructional Coach on campus full time. Staff Responsible for Monitoring: Principal, District Strategist	Formative			Summative
	Oct	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: 2.2.12 Students identified through CARE and special education assessments will be served by the campus with the best resources for student success Strategy's Expected Result/Impact: Students will get the resources designed for their success on the appropriate campus Staff Responsible for Monitoring: Principal, Diag, Speech Path	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Goal 3:

Core Belief #3: We are committed to providing the resources necessary to ensure educational excellence.

District Goal #3: Empower staff with resources to ensure student excellence.

Carver Goal 3: Provide educational resources aligned to the needs of the students to ensure educational excellence.

Standard #3: Executive Leadership: The principal is responsible for modeling a consistent focus and personal responsibility.

Performance Objective 1: In order to enhance student achievement, monies from fundraisers, local, state, and federal sources will be allocated for expenditure based off of students' needs and the current school inventory of materials and programs.

Evaluation Data Sources: Throughout the 24 -25 school year, 100% of all funds allocated to the Carver campus will be spent on needed resources and staffing, according to the campus improvement plan.

Strategy 1 Details	Reviews			
Strategy 1: 3.3.1 Expenditures will be aligned to the CNA, CIP, and most importantly student need. Teacher needs for resources and supplemental materials will also be considered by communicating with the department team leader and submitting a request via email, with appropriate resource documentation, to the principal Strategy's Expected Result/Impact: Review of purchase orders to ensure all purchases align to the CNA, CIP, student need, and teacher need. Also maximize the efficiency of ordered materials through resource snippets, links and pictures. Staff Responsible for Monitoring: Principal Funding Sources: - 199 - General Fund: Local, - 205 - Headstart, - 211 - Title I, Part A Improving Basic Program	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 3.3.2 (b,d) Students will use online programs for math (I-ready) and reading (RenStar and I-ready) to increase student achievement and close achievement gaps, as well as ESGI for phonics assessments. The campus will continue to explore options for PK students to use in addition to Starfall and the items that will be newly available on Learning.com. Strategy's Expected Result/Impact: Students will use the available online programs for math and reading on a weekly basis at school. Student achievement in math and reading will increase as the students spend time working with these two online programs. Staff Responsible for Monitoring: Principal & Teachers Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

District Goal 3:

Core Belief #3: We are committed to providing the resources necessary to ensure educational excellence.

District Goal #3: Empower staff with resources to ensure student excellence.

Carver Goal 3: Provide educational resources aligned to the needs of the students to ensure educational excellence.

Standard #3: Executive Leadership: The principal is responsible for modeling a consistent focus and personal responsibility.

Performance Objective 2: The Principal will be responsible for modeling a consistent focus and personal responsibility for improving student outcome(s).

Evaluation Data Sources: Student outcome will increase due to the Principal's effectiveness of being a change agent, continues to grow professionally, maintains positive relationships, & unquestionable ethics.

Strategy 1 Details	Reviews			
Strategy 1: 3.2.1i (a) The school staff will take on challenges with innovation and resiliency, supporting each other through the challenge. Strategy's Expected Result/Impact: As challenges arise the school staff will be committed to communicating and collaborating in order to solve the problem, using ethical behavior with the interests of the students in every decision. Staff Responsible for Monitoring: Principal Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 3.2.2ii (c) Through a variety of communication modes (e-mail, face-to-face, one-on-one & surveys) the staff will establish meaningful and positive relationships that help maintain an overall climate of satisfaction and joy that is of benefit the students. Strategy's Expected Result/Impact: Frequent communication modes will be used to discuss formal and informal topics. School staff will be encouraged to share personal stories in order to make connections through an affective pathway. Survey data will indicate the school climate and relationships among staff are positive. Staff Responsible for Monitoring: Principal, Teachers Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Goal 4:

Core Belief #4: We believe all students deserve to be educated in a safe and secure environment with high expectations for positive student behavior.

District Goal #4: Provide a safe and secure learning environment, cultivating character and high expectations.

Carver Goal #4: Provide a safe and positive school environment for all stakeholders so students may foster good character, strong morals, and high achievement.

Standard #4: School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Performance Objective 1: REVISED: The campus will practice safety drills and also implement an effective discipline management system to ensure the campus is a safe and secure environment for all stakeholders, while also building the students character.

Evaluation Data Sources: The campus will complete 100% of the required safety drills and establish an effective discipline management system aimed at reducing the number of student discipline referrals. To aid in the reduction of discipline issues the campus will also establish, monitor, and promote a school/district wide culture of Lion's Pride Way).

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 4.4.1 (d) The safety committee will implement, revise, and monitor the campus security plan to ensure all occupants at Carver are secure and safe at all times. Strategy's Expected Result/Impact: All potential risks and safety threats will be eliminated or minimized to a safe standard. An internal safety audit from the Safety Committee will be completed. Electronic door locks will be used 24 hours a day to prevent entry of an unauthorized person. Raptor background checks will be conducted for all campus visitors. All volunteers must go through a DPS background check approved by EISD. Staff Responsible for Monitoring: Principal, EISD police officers and team members Funding Sources: - 199 - General Fund: Local				

Strategy 2 Details	Reviews			
Strategy 2: NEW 4.4.2(c,d,e) Teachers will track students' attendance quarterly and report by email to the principal when a student reaches double digit absences and or multiple unexcused tardies and the principal will contact and document these students for the remainder of the year Strategy's Expected Result/Impact: More students learning and attaining the state required 90% of days Staff Responsible for Monitoring: Teachers and Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 4.4.3 (a,b,e) All staff will implement and enforce the EISD Student Code Of Conduct to ensure safety is a top priority, and that learning time is maximized. Strategy's Expected Result/Impact: An increase of positive behavior from students which will be created from positive supports. Staff will complete discipline referrals when necessary and deliver to the Principal in a timely manner. Parents will be contacted within 24 hours to discuss the issue and plan an appropriate consequence or support for the student. Staff Responsible for Monitoring: Principal Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 4.4.4 (c,d,e) Refer students who chronically have discipline referrals to the Behavior Specialist for tiered intervention. Strategy's Expected Result/Impact: Improved behavior from students who are referred to the behavior specialist (80% of the time). Staff Responsible for Monitoring: Counselor, Behavior Specialists Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: 4.4.5 (c) Teacher will communicate with parents frequently per nine weeks. Strategy's Expected Result/Impact: Teachers will submit Positive Parent Phone Call documentation to the Principal upon request. Teachers will use a parent conference sign in sheet and agenda for each meeting. Phone calls will be logged when regarding student learning or behavior. Staff Responsible for Monitoring: Principal, Teachers Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: 4.4.6 Provide a transition field trip to elementary campuses children will attend next year. Strategy's Expected Result/Impact: After the field trip, an increased awareness and reduced anxiety from student about the elementary campus will be evidence of a successful transition field trip. Staff Responsible for Monitoring: Principal, Counselor Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: 4.4.7 The school counselor will host guidance lessons to all classes on the school's SEL culture, positive behavior, and character. Strategy's Expected Result/Impact: Students will have an increasing capacity to model behavior aligned to the guidance lessons from the Counselor. Staff Responsible for Monitoring: Counselor Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: NEW 4.4.8 Principal will set expectations for staff guidelines in the following areas: Playground, Dismissal, PE, Duties, Hallways and Door Checks Strategy's Expected Result/Impact: Bring staff together on the same page for expectations related to actively supervising and presenting a clear perception Staff Responsible for Monitoring: Staff and Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: NEW 4.4.9 Principal will set student expectations in the following areas to make sure all staff monitor the student expectation: Halls, Playground, Bathrooms, Cafeteria, Office and Dismissal Strategy's Expected Result/Impact: Bring staff together on the same page for expectations related to actively supervising, creating a common student expectation and presenting a clear understanding for all. Staff Responsible for Monitoring: All Staff and Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: NEW 4.4.10 The Carver Cash store will be relocated to an unused room to foster better access and more consistent rewards for students earning their character Carver Cash. Strategy's Expected Result/Impact: A better more consistent affirmation of positive actions and behavior for students TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Goal 5:

Core Belief #5: We believe that maintaining a positive two-way partnership with our community will enhance and strengthen our school systems appeal.

District Goal #5: Maintain a positive two-way partnership designed to strengthen the strategies aligned to the district vision and continuously improve teacher effectiveness and student outcomes.

Carver Goal #5: Establish many positive two-way partnerships within the community.

Standard #5: Strategic Operations: The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

Performance Objective 1: The Carver ECC staff will promote and communicate opportunities for the community and parents to become more involved in campus decision making, volunteer roles, and school related events. The Carver ECC staff will reach out to community groups and leaders to enhance and strengthen Carver's community appeal. The community partnerships gained will help support teacher effectiveness and student outcomes.

Evaluation Data Sources: During the 24-25 school year, Carver ECC will show evidence that the number of positive family and community relationships have increased significantly compared to the past seven school years, therefore resulting in increased student enrollment, student outcomes, and teacher effectiveness; as well as increased positive parental and community involvement at the campus level.

Strategy 1 Details	Reviews			
Strategy 1: 5.5.1 Carver ECC staff will work in collaboration with the Carver PTO to support teacher, students, families and community members. Strategy's Expected Result/Impact: Number of people actively involved in PTO meetings and functions. Number of PTO meetings. Relationship between the School Staff and the school PTO. Staff Responsible for Monitoring: Principal, Carver PTO Teacher Rep Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 5.5.2 The district parent liaison will hold parent training sessions in English and Spanish throughout the year on specialized topics that will help parents support students at home and school. Strategy's Expected Result/Impact: Number of people attending meetings for each session, feedback forms will show positive remarks. Staff Responsible for Monitoring: Principal Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: 5.5.3 School staff will attend community events throughout the school year on a volunteer basis in order to build a strong school-community partnership. Strategy's Expected Result/Impact: School staff will attend several community events on a volunteer basis to build positive relationships withing the community. Staff Responsible for Monitoring: Principal Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 5.5.4 The Principal will host campus visits for potential students in the months of June, July, and August in an effort to bring an awareness of our school's programs for 3, 4, and 5 year old students. Strategy's Expected Result/Impact: Parent attendance at school tours (sign-in sheets), increased enrollment in grades PreK and K. Staff Responsible for Monitoring: Principal Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: 5.5.5 Campus staff will host designated enrollment days for potential Pre-K and Kinder students. Strategy's Expected Result/Impact: Increased and sustained student enrollment in Pre-K and K, Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: REVISED 5.5.6The campus will conduct a flyer/social media posting system for campus brochures about enrollment windows to prospective parents. Strategy's Expected Result/Impact: Increased parent interest and contacts with the school about enrollment and the Head Start program. Increased student enrollment in Pre-K and K. Staff Responsible for Monitoring: Principal, Secretary Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: 5.5.7 The campus will convey all communication to parents in English and Spanish, including notes, electronic notices, flyers and social media Strategy's Expected Result/Impact: Open communication to all stakeholders Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

District Goal 5:

Core Belief #5: We believe that maintaining a positive two-way partnership with our community will enhance and strengthen our school systems appeal.

District Goal #5: Maintain a positive two-way partnership designed to strengthen the strategies aligned to the district vision and continuously improve teacher effectiveness and student outcomes.

Carver Goal #5: Establish many positive two-way partnerships within the community.

Standard #5: Strategic Operations: The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

Performance Objective 2: The campus will establish a clear mission and vision, along with attainable annual campus goals.

Evaluation Data Sources: The school staff will review the mission and vision of the campus annually, providing feedback if changes are desired. The SBDM will complete an annual CNA and CIP in order help design appropriate goals, objectives, and strategies that support student achievement and staff growth.

Strategy 1 Details	Reviews			
Strategy 1: REVISED 5.5.1i (a) The school staff along with the SBDM and campus leadership team will use strategic planning to set up objectives, and possible strategies aligned to the campus improvement plan. Strategy's Expected Result/Impact: Meetings will be scheduled on a quarterly basis with the SBDM and Campus Leadership Team to discuss the Mission/Vision, CNA, & CIP as need and required. A 100% alignment from the campus mission to the classroom will be evident. Staff Responsible for Monitoring: Principal Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: REVISED: 5.5.2ii (b) The school staff will use a campus calendar, year at a glance and various assessment/pacing calendars to drive instruction cycles of rigorous instruction, and allow time for targeted professional development. Strategy's Expected Result/Impact: A master campus calendar/YAAG/pacing calendar will be used to drive all campus events. Instructional cycles and test dates will be announced well in advance, and PD days will also be scheduled well in advance. Staff Responsible for Monitoring: Principal and Team Leaders Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

District Goal 6:

Core Belief #6: We believe that our facilities should be of the highest quality and well maintained to meet the needs of all stakeholders of the district.

District Goal #6: Maintain high-quality facilities with an instructional focus.

Carver Goal #6: Ensure the campus is well maintained in order to support teaching and learning.

Performance Objective 1: The Principal will make it a daily priority that the building interior and exterior is checked for maintenance needs, and request any needed work orders as needs arise.

Evaluation Data Sources: Throughout the 24-25 school year the building will remain clean, proactively maintained, and welcoming for all stakeholders. Data from stakeholder surveys and direct feedback from visitors will be evidence that the performance objective was met.

Strategy 1 Details	Reviews			
Strategy 1: 6.6.1 Maintain the physical campus and the campus grounds in such a way that it reflects well on our community. Custodians will meet with the Principal as needed. Strategy's Expected Result/Impact: Campus will be clean and safe at all times. Custodians will do a morning perimeter walk around the campus to pick up trash and look for maintenance needs. All maintenance needs will be reported in a timely manner. Staff Responsible for Monitoring: Custodians Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: REVISED 6.6.2 To ensure the inside of the building is visually stimulating to students in PreK and K, as well as other stakeholders, campus hallways will be assigned bulletin board space and be allowed to publish student works within the halls they teach. Strategy's Expected Result/Impact: The building will have an appropriate amount of wall art and/or murals and interior decorations that are appropriate for PreK and K students. Staff Responsible for Monitoring: Appoint members to an aesthetic committee Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: 6.6.3 Communicate with local churches to establish partnerships. Strategy's Expected Result/Impact: The campus will partner with local religious organizations to ensure any available services, affirmations or resources can be provided to the campus throughout the school year. Staff Responsible for Monitoring: Principal Funding Sources: - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kelly Ruiz	Instructional Coach- Position #1001394	Admin. Other	1.0

Campus Funding Summary

199 - General Fund: Local					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	1	13			\$0.00
1	1	14			\$0.00
1	1	15			\$0.00
1	1	16	District Funding		\$0.00
1	1	17			\$0.00
1	1	18			\$0.00
1	1	19			\$0.00
2	1	5			\$0.00
2	1	7			\$0.00
2	1	8			\$0.00
2	1	9			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00

199 - General Fund: Local					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2			\$0.00
4	1	1			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
4	1	6			\$0.00
4	1	7			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
5	1	6			\$0.00
5	2	1			\$0.00
5	2	2			\$0.00
6	1	1			\$0.00
6	1	2			\$0.00
6	1	3			\$0.00
Sub-Total					\$0.00
205 - Headstart					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A Improving Basic Program					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	12			\$4,000.00
1	1	18	Yard signs	211E61639900107330000	\$0.00
1	1	21	206-TEXSHEP McKinney-Vento (Homeless) 224, IDEA SPED 199		\$0.00
3	1	1			\$0.00
Sub-Total					\$4,000.00

461 - Campus Activity Fund					
District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	16	PTO Funding		\$0.00
1	1	16	Education Foundation Grants		\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
Sub-Total					\$0.00