Ennis Independent School District

George W. Carver Early Childhood Center

2023-2024 Campus Improvement Plan

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

Grow Every Kid Every Day

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 410 three, four and five year old students in 3 year old Pre-Kindergarten, 4 year old Pre-Kindergarten 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 2022-2023, Carver has a student population of 411 students. Enrollment has remained steady over previous three school years. Currently there are five Head Start Pre-K Classes, which serve approximately 75 of our students. Campus enrollment is made up of approximately 50% Hispanic, 27% White, 22% African American, and 1% Hawaiian/ Pacific Islander. Almost half of the students at Carver are considered At-Risk by PEIMS standards. Approximately 15% of the students experience truancy/attendance issues.

LEP students are served in classrooms with a certified dual language or ESL teacher.

The 2023-2024 staff is comprised of 1 administrator, 1 counselor, 23 teachers, and 21 support personnel/educational aides. The facilities at Carver consist of 27 classrooms, a cafeteria, gymnasium, library, computer lab, music room, two motor labs, 2 science labs, art area, a garden and an outdoor learning facility and family center.

Average teacher to student ratio is 1:18.

Demographics Strengths

- Serves a diverse student population with a wide variety of academic and social needs amongst the students.
- Implementation of several key strategies, including: Professional Learning Committees (PLC), data disaggregation meetings, academic coaching, and teacher peer observations.
- The staff at Carver ECC is strongly committed to providing high quality instruction for all students.
- Dual Language instruction in place for EB students
- All teachers are GT trained and/or certified, and all teachers (PreK and K) are highly qualified.

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 new curriculum guidelines for Pre-K will begin this school year . 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.

Carver ECC teachers hold PLC meetings to provide time for teachers to collaborate and model different research based strategies to help all students be successful. Some teachers also will conduct non-evaluative peer observations in the classroom as an extension of the PLC. The PLC team consists of the Administrator, District Instructional Strategist, classroom teachers and Reading Interventionist/Reading Paraprofessional, 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.
- 75% of the Kinder students were not referred for reading intervention.
- Kinder students are able to recognize all upper and lower case letters.
- Kinder students are able to reproduce and/or ID all the letter sounds.
- CLI Engage EOY data is forthcoming
- Kindergarten student achievements are:
    - DRA
    - iReady
    - Sight Words (ESGI)

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 three 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 bi-lingual teacher and bi-lingual 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 the F & P phonics program.

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.
- Quarterly math assessments were given to kindergarten students.
- Phonics (Open Court) are assessed in Kinder each nine weeks.
- Online programs like i-Ready, and Heggerty supplement the Pre-K and Kinder curriculum, respectively.
- Teachers schedule parent conferences as needed
- 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, ELPS, and CCRS.
- Data is used continuously to plan instruction and intervention.
- Title-I Reading Intervention teacher

School Processes Strengths:

- 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.
- Principal and other campus leadership representatives consistently ask for faculty and staff feedback on school content and organization.
- Evacuation 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.

Perceptions

Perceptions Summary

Parents feel welcome at Carver ECC according to parent survey data. Parents are always welcome to have lunch with their children on a designed schedule. 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
- Remind 101/Class Dojo App
- School website
- Campus Facebook Page
- Parent training sessions
- Head Start Parent Meetings
- Field Day
- PTO meetings and activities.
- Kindergarten Graduation
- Award assemblies
- Campus Tours (for potential Pre-K and K students)
- Math Night/Science Night
- Rodeo Day
- Polar Express Day
- Parent orientation
- SBDM meetings
- Field Day
- Splash Day
- Mother's Day Tea
- Texas Public School Week

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Perceptions Strengths

- Campus safety drills are completed on a regular basis, according to state and district requirements: fire, lock down, tornado and shelter in place.
- A "SOAR" character framework, as part of our campus wide Positive Behavior Intervention System (PBIS) was adopted by the staff to promote positive student behavior.
  - SOAR stands for:
    - Safety
    - On-Task behavior
    - Always Doing My best
    - Respect and Responsibility for myself and others
- The campus is in the process of reviewing, modifying and continuing the use of a PBIS program in the 22-23 school year.

- Award assemblies are held each nine weeks for academic and positive behavior recognition.
- Student incentives include:
    - Weekly
        - Carver Cash PBIS behavior incentive
        - positive notes/calls from administrators
        - name recognition on announcements
- Parents are welcomed at the campus and treated with respect and professionalism at all times. 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.
- Parents do not hesitate to communicate concerns with administration, when necessary.
- Volunteers actively help at the school as needed.
- Positive contacts are made to parents by the teachers each nine weeks.
- Attendance to school events was limited due to Covid restrictions still in place.
- Community partnerships include:
    - Wal-Mart of Ennis
    - Carver Alumni Association
    - Ennis Chamber of Commerce
    - Community leaders
    - 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 designed for 1-1 computer use
- A digital screen is placed in the front office waiting area with scrolling announcments for parents to be informed of events

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
- 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

Student Data: Assessments

- State and federally required assessment information
- 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
- Running Records results
- Observation Survey results
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation 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.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

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

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

District Goals

Revised/Approved: August 14, 2023

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: New: By the end of the 23-24 school year, 85% or more of Carver Kindergarten students will be at or above benchmark on mCLASS.
By the end of the 23-24 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.
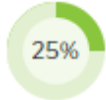
High Priority

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

Strategy 1 Details		Reviews			
Strategy 1: Revised 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.		**Formative**			**Summative**
		Oct	Jan	Mar	June
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		25%	50%		
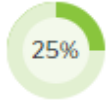
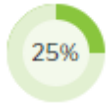| Strategy 2 Details	Reviews			
Strategy 2: 1.1.2 (b,c,d) Assessment and performance data will be disaggregated and analyzed so that teachers can plan and deliver effective & differentiated instruction to small groups; and establish effective centers based on grade level content standards and students' readiness levels.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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	25%	50%		

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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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	25%	50%		

Strategy 4 Details	Reviews			
Strategy 4: REVISED1.1.4 (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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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	25%	50%		
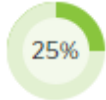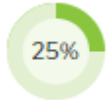
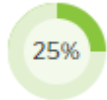| Strategy 5 Details	Reviews			
Strategy 5: REVISED 1.1.5 (a,c) Administer planned quarterly assessments in Math and performance assessments in reading to all students, in proposed assessment language, to measure student success of the written curriculum, and to gather data that will drive future instructional decisions.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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	25%	50%		

Strategy 6 Details	Reviews			
Strategy 6: 1.1.6 (a, b, d) Teachers will use a 'backwards design' model to plan each unit and/or lesson to ensure the written curriculum is aligned to the taught curriculum and student assessments.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: During the planning stages of the lesson plan the teachers will map out the unit on a calendar and work backwards starting with the unit assessment or an assessment framework. We will know the written and taught curriculum align to the assessments based off of student performance on given assessments. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - 199 - General Fund: Local	25%	50%		

Strategy 7 Details	Reviews			
Strategy 7: 1.1.7 (a) Teachers will support the campus initiative of college and career readiness. The strategy will bring a campus wide awareness to instructional rigor and advanced performance by the students, as well as a general awareness of colleges and careers. Students will participate in a College Week where we will study and discuss colleges and careers and complete a college unit through our counseling program with classroom teacher support.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be able to articulate in 6-7 words (ie I want to be a doctor) what career they have an interest in, and declare an interest and awareness about college using 4 to 5 words (ie. I will go to college.) **Staff Responsible for Monitoring:** Principal, Teachers & Counselor **Funding Sources:** - 199 - General Fund: Local	25%	50%		
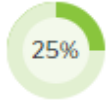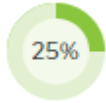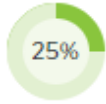
Strategy 8 Details	Reviews			
Strategy 8: 1.1.8 (a, b, d) Daily lesson activities & small groups are both differentiated & rigorous in order to provide high quality instruction for At-Risk and struggling learners; while also providing enrichment opportunities for GT students. **Strategy's Expected Result/Impact:** 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**
	25%	50%		

Strategy 9 Details	Reviews			
Strategy 9: Revised 1.1.9 (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**
	25%	50%		

Strategy 10 Details	Reviews			
Strategy 10: 1.1.10 (b) Teachers will be trained on how to effectively maximize the power of a Professional Learning Community (PLC) in order to plan more effectively and ultimately to improve student learning. **Strategy's Expected Result/Impact:** Teachers will meet regularly (twice a month) to share best practices and model teaching techniques. Student achievement in reading and math will increase to 85% satisfactory or more. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - 199 - General Fund: Local	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	25%	50%		

Strategy 11 Details	Reviews			
Strategy 11: 1.1.11 (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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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	25%	50%		

Strategy 12 Details	Reviews			
Strategy 12: 1.1.12 (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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Less than 10% retention rate for Kindergarten students. No more than 3% of students referred to RTI will be referred to Special Education due to effective CARE goals. **Staff Responsible for Monitoring:** Principal, Counselor & Teacher **Funding Sources:** - 199 - General Fund: Local	25%	50%		

Strategy 13 Details	Reviews			
Strategy 13: 1.1.13 (a,b,c) The teachers will be observed on a regular basis and provided constructive feedback with actual evidence, based off the T-TESS standards. This practice will help teachers to adjust instructional practices in order to help students increase academic achievement and to close the achievement gap.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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	25%	50%		

Strategy 14 Details	Reviews			
Strategy 14: REVIED 1.1.14 (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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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	25%	50%		

Strategy 15 Details	Reviews			
Strategy 15: 1.1.15 (a,b,c,d) All Pre-K students will be assessed 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).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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 andPK Teachers **Funding Sources:** - 199 - General Fund: Local	25%	50%		

Strategy 16 Details	Reviews			
Strategy 16: 1.1.16 (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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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	25%	50%		

Strategy 17 Details	Reviews			
Strategy 17: REVISED 1.1.17 (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..	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Data from classroom observations and walkthroughs will be used as evidence for this strategy. An increase in the students' ability work independently and student success rates and learning will also be evidence. **Staff Responsible for Monitoring:** Principal and Teachers **Funding Sources:** - 199 - General Fund: Local	25%	50%		

Strategy 18 Details	Reviews			
Strategy 18: 1.1.18 The 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. If health concerns exist at the time these trips are planned, students can participate in a virtual option to help expand their knowledge base. **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**
	25%	65%		

Strategy 19 Details	Reviews			
Strategy 19: 1.1.19 (d) Teachers will incorporate outdoor learning activities to enhance mastery of necessary knowledge and skills for students. (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**
	25%	25%		

Strategy 20 Details	Reviews			
Strategy 20: 1.1.20 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**
	25%	50%		

Strategy 21 Details	Reviews			
Strategy 21: REVISED 1.1.21 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

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
	25%	50%		

Strategy 22 Details	Reviews			
Strategy 22: 1.1.22 The campus will continue implementing a Positive Behavior Intervention and Support (PBIS) initiative to decrease negative student behavior incidents and eliminate distractions to learning environment.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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 Specialist	25%	50%		

Strategy 23 Details	Reviews			
Strategy 23: 1.1.23 Conduct timely evaluations of the strengths and weaknesses of homeless students in order to provide them with age-appropriate and skill appropriate educational programs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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	25%	50%		

Strategy 24 Details	Reviews			
Strategy 24: NEW 1.1.25 The campus, in conjunction with the Headstart Program will add a PK 3 dual language opportunity for the students and their parents.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Give students a jump start to learning in their language of choice and springboard those students to success in the Dual Language process **Staff Responsible for Monitoring:** Principal, Headstart Director and Bilingual Director	25%	50%		

Strategy 25 Details	Reviews			
Strategy 25: NEW 1.1.26 The campus will continue to grow its reading selections in both English and Spanish through the purchase of literature for the library, readers for the classroom and the application of an Ed Foundation Grant for Spanish readers.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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	25%	50%		

Strategy 26 Details	Reviews			
Strategy 26: NEW 1.1.27 The campus will 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	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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	25%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

District Goal 2:

Core Belief #2: We believe that all employees are critical to the success of our students.
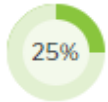
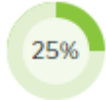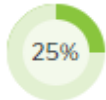District Goal #2: Provide and support high-quality staff for all classrooms.

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.
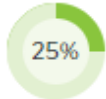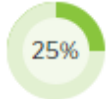
> **Evaluation Data Sources:** Throughout the entire 23-24 school year, Carver ECC will recruit, grow, and sustain high quality staff members in order to support the success of our students.

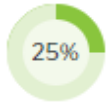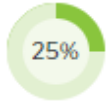| Strategy 1 Details		Reviews			
Strategy 1: 2.2.1 (b) The entire campus staff will be knowledgeable of the campus mission, vision, CIP (goals, objectives, and strategies); as well as the evidence required to demonstrate such goals and objectives/strategies.		**Formative**			**Summative**
		Oct	Jan	Mar	June
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		25%	50%		

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.		**Formative**			**Summative**
		Oct	Jan	Mar	June
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		25%	50%		

Strategy 3 Details	Reviews			
Strategy 3: 2.2.3 (b) Ensure all staff have clear goals and expectations from the school Principal.	**Formative**			**Summative**
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	**Oct** 25%	**Jan** 50%	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: 2.2.4 (a) Continue to recruit, hire, and retain Highly Qualified (HQ) teachers and staff by working closely with the HR office in order to support student achievement.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The campus will maintain less than a 5% turnover rate. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - 199 - General Fund: Local	25%	50%		

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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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	25%	50%		

Strategy 6 Details	Reviews			
Strategy 6: 2.2.6 (c) The Principal establishes campus leadership by establishing systems for electing staff to Lead Teacher Role, SBDM and DWC; as well as recruiting parents, community and business leaders to these committees.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The Principal implements effective collaborative structures to set up complete and functioning committees. The Principal provides leadership opportunities for all staff members. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - 199 - General Fund: Local	25%	50%		

Strategy 7 Details	Reviews			
Strategy 7: 2.2.7 (d) T-TESS will be used as a means for teacher evaluation, feedback, and action planning.	Formative			Summative
Strategy's Expected Result/Impact: Instructional Staff will be evaluated annually through T-TESS, which includes an initial observation and walkthrough(s), mid-year conference, and end of year observation. After each walkthrough and observation the teacher and administrator will meet to design a plan of action based off of the feedback from the T-TESS. **Staff Responsible for Monitoring:** Principal and Instructional Staff **Funding Sources:** - 199 - General Fund: Local	**Oct**	**Jan**	**Mar**	**June**
	25%	50%		

Strategy 8 Details	Reviews			
Strategy 8: NEW 2.2.8 (b) Carver subs will be treated to a periodic treat and affirmation for subbing at Carver	Formative			Summative
Strategy's Expected Result/Impact: Increase the amount of para support time available for students and teaching staff **Staff Responsible for Monitoring:** Principal **Funding Sources:** - 199 - General Fund: Local	**Oct**	**Jan**	**Mar**	**June**
	✗	✗	✗	

Strategy 9 Details	Reviews			
Strategy 9: 2.2.9 (a,b,c) The teachers will be observed on a regular basis and provided constructive feedback with actual evidence, based off the T-TESS standards.	Formative			Summative
Strategy's Expected Result/Impact: Reports pulled from Eduphoria/Strive 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	**Oct**	**Jan**	**Mar**	**June**
	25%	50%		

Strategy 10 Details	Reviews			
Strategy 10: 2.2.10 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.	Formative			Summative
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	**Oct**	**Jan**	**Mar**	**June**
	25%	50%		

Strategy 11 Details	Reviews			
Strategy 11: REVISED 2.2.11 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
	25%	50%		

Strategy 12 Details	Reviews			
Strategy 12: REVISED 2.2.12 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
	25%	50%		

Strategy 13 Details	Reviews			
Strategy 13: NEW 2.2.13 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
	25%	25%		

Strategy 14 Details	Reviews			
Strategy 14: REVISED 2.2.14 (c) The Principal will send out a an electronic copy via the "Carver Hub," of a weekly campus newsletter with key information from the campus and central office to improve communication among staff. **Strategy's Expected Result/Impact:** Teachers will receive the newsletter via the "Carver Hub" **Staff Responsible for Monitoring:** Principal and Counselor	**Formative**			**Summative**
	Oct	Jan	Mar	June
	25%	50%		

Strategy 15 Details	Reviews			
Strategy 15: NEW 2.2.15 Teams will train on how to effectively use PLC process on their own through an initial training and follow up with the district Strategist. **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
	25%	50%		

Strategy 16 Details	Reviews			
Strategy 16: NEW 2.2.16 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
	25%	50%		

0% No Progress	100% 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 23-24 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: REVISED 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	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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 snipets, links and pictures. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - 199 - General Fund: Local, - 205 - Headstart, - 211 - Title I, Part A Improving Basic Program	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: REVISED 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**
	25%	50%		

Strategy 3 Details	Reviews			
Strategy 3: NEW 3.3.3 Replacement rugs will be purchased in a two year cycle. PK rugs will be purchased in 2023-2024 and Kinder rugs will be replaced in 2024-2025 **Strategy's Expected Result/Impact:** Create a positive learning area and support students and teachers in the learning process **Staff Responsible for Monitoring:** Principal and Secretary	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	50%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

District Goal 3:

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

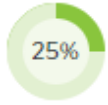District Goal #3: Empower staff with resources to ensure student excellence.

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: 3.3.7 (a) The school staff will take on challenges with innovation and resiliency, supporting each other through the challenge.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: REVISED 3.3.8 (b) The school staff will continually share feedback with campus leadership and one another in a positive way.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The Principal will model this behavior and expect communication from staff to be consistent, fair and meaningful **Staff Responsible for Monitoring:** Principal **Funding Sources:** - 199 - General Fund: Local	25%	50%		

Strategy 3 Details	Reviews			
Strategy 3: 3.3.10 (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.	Formative			Summative
	Oct	Jan	Mar	June
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	25%	50%		

Strategy 4 Details	Reviews			
Strategy 4: 3.3.11 (d) All staff members will abide by the Texas Educator Code of Ethics, Texas Education Code, State Law, and local Ennis ISD board policy. School staff will also follow the campus operating procedures and systems.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: All staff will make ethical decisions, follow state law and code, and adhere to the local board policy; as well as campus operating procedures and systems. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - 199 - General Fund: Local	25%	50%		

0% No Progress	100% 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.
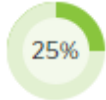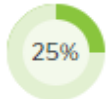
Standard #4: School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Performance Objective 1: 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 wide culture called SOAR (Safety, On Task Always doing your best and showing, Respect, Responsibility).

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: An increase of positive behavior from students which will be created from positive supports to the negative behavior of students. 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	25%	50%		

Strategy 3 Details	Reviews			
Strategy 3: 4.4.4 (c,d,e) Refer students who chronically have discipline referrals to the Behavior Specialist for tiered intervention.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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	25%	50%		

Strategy 4 Details	Reviews			
Strategy 4: 4.4.5 (c) Teacher will communicate with parents frequently per nine weeks.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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	25%	50%		

Strategy 5 Details	Reviews			
Strategy 5: 4.4.6 Provide a transition field trip to elementary campuses children will attend next year.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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				

Strategy 6 Details	Reviews			
Strategy 6: 4.4.7 The school counselor will host guidance lessons to all classes on the school's SOAR 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
	25%	50%		

Strategy 7 Details	Reviews			
Strategy 7: NEW 4.4.8 Monitoring of student walk up expectations and the safety of the students will be a priority for the 2023-2024 school year. We will post expectations on various media sites and the principal will communicate with families that are not following the safe procedures for walking up to get their children **Strategy's Expected Result/Impact:** Create a system for safe pedestrian movement around the campus at arrival and dismissal. **Staff Responsible for Monitoring:** Principal	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

Strategy 8 Details	Reviews			
Strategy 8: NEW 4.4.9 Supervision staff will complete supervision of students sitting in classrooms and hallways with engagement activities designed for learning **Strategy's Expected Result/Impact:** Students will respond in a safe manner while waiting for school processes to begin **Staff Responsible for Monitoring:** Principal and Supervising Staff	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%		

0% No Progress	100% 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.
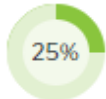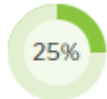
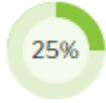Carver Goal #5: Establish many positive two-way partnerships within the community.

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 23-24 school year, Carver ECC will show evidence that the number of positive family and community relationships has 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 staff will attempt to recruit campus volunteers to help in various rolls within the campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The school will be able to procure and maintain several parent or community volunteers throughout the school year. **Staff Responsible for Monitoring:** Principal, Teachers **Funding Sources:** - 199 - General Fund: Local	**Oct** ❌	**Jan** ❌	**Mar** ❌	**June**
Strategy 2 Details	Reviews			
Strategy 2: 5.5.2 Carver ECC staff will work in collaboration with the Carver PTO to support teacher, students, families and community members.	**Formative**			**Summative**
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	**Oct** 25%	**Jan** 50%	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: 5.5.4 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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	25%	25%		

Strategy 4 Details	Reviews			
Strategy 4: 5.5.5 School staff will attend community events throughout the school year on a volunteer basis in order to build a strong school-community partnership.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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	25%	25%		

Strategy 5 Details	Reviews			
Strategy 5: 5.5.6 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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				

Strategy 6 Details	Reviews			
Strategy 6: 5.5.7 Campus staff will host designated enrollment days for potential Pre-K and Kinder students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased and sustained student enrollment in Pre-K and K, **Staff Responsible for Monitoring:** Principal	50%	50%		

Strategy 7 Details		Reviews			
Strategy 7: REVISED 5.5.8 The campus will conduct a mail out/flyer system for campus brochures about enrollment windows to prospective parents.		**Formative**			**Summative**
		Oct	Jan	Mar	June
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		50%	50%		

Strategy 8 Details		Reviews			
Strategy 8: NEW 5.5.9 The campus will convey all communication to parents in English and Spanish, including notes, electronic notices, flyers and social media		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Open communication to all stakeholders **Staff Responsible for Monitoring:** Principal		25%	50%		

0% No Progress	100% 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.
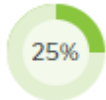
District Goal #5: Maintain a positive two-way partnership designed to strengthen the strategies aligned to the district vision and continuously improve teacher effectiveness and student outcomes.

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 5.5.10 (a) The school staff along with the SBDM and campus leadership team will use strategic planning date to set up clear goals, objectives, and strategies aligned to the campus mission and vision in order to improve student and teacher output.	**Formative**			**Summative**
	Oct	Jan	Mar	June
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	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: 5.5.11 (b) The school staff will use a campus calendar to drive instruction cycles of rigorous instruction, and allow time for targeted professional development.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: A master campus 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 & Instructional Coach **Funding Sources:** - 199 - General Fund: Local	25%	50%		

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue
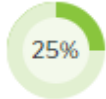
District Goal 6:

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.

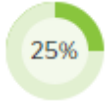District Goal #6: Maintain high-quality facilities with an instructional focus.

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 23-24 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
			25%	50%		

Strategy 2 Details			Reviews			
Strategy 2: 6.6.2 Ensure the inside of the building is visually stimulating to students in PreK and K, as well as other stakeholders. **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
			25%	50%		

Strategy 3 Details		Reviews			
Strategy 3: 6.6.3 Reduce expenditures related to electrical power by turning off unused devices.		Formative			Summative
Strategy's Expected Result/Impact: Decreased electrical bills each month compared to the same month a year ago. **Staff Responsible for Monitoring:** All staff **Funding Sources:** - 199 - General Fund: Local		Oct	Jan	Mar	June
		25%	25%		

Strategy 4 Details		Reviews			
Strategy 4: 6.6.4 Submit requests to local churches to establish partnerships.		Formative			Summative
Strategy's Expected Result/Impact: The campus will partner with local religious organizations to ensure any available services or resources can be provided to the campus throughout the school year. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - 199 - General Fund: Local		Oct	Jan	Mar	June
			50%		

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Title I Personnel

Name	Position	Program	FTE
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			$0.00
1	1	17			$0.00
1	1	18	District Funding		$0.00
1	1	19			$0.00
1	1	20			$0.00
1	1	21			$0.00
2	1	4			$0.00
2	1	5			$0.00
2	1	6			$0.00
2	1	7			$0.00
2	1	8			$0.00

199 - General Fund: Local					
District Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	9			$0.00
2	1	10			$0.00
2	1	11			$0.00
2	1	12			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	2	1			$0.00
3	2	2			$0.00
3	2	3			$0.00
3	2	4			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3			$0.00
4	1	4			$0.00
4	1	5			$0.00
4	1	6			$0.00
5	1	1			$0.00
5	1	2			$0.00
5	1	3			$0.00
5	1	4			$0.00
5	1	5			$0.00
5	1	7			$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
6	1	4			$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	14			$4,000.00
1	1	20	Yard signs	211E61639900107330000	$0.00
1	1	23	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	18	PTO Funding		$0.00
1	1	18	Education Foundation Grants		$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
				Sub-Total	$0.00