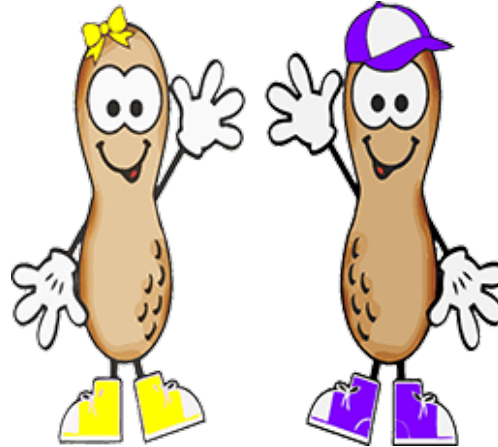


Ector County Independent School District

Carver Early Education Center

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

At Carver, we remain dedicated to providing a warm, inclusive, and supportive foundation for our students and families as they navigate their first educational milestone in ECISD. We deeply value these foundational early childhood years and are committed to cultivating a sense of belonging across our entire campus community.

As we launch the 2026–2027 school year, we proudly welcome new staff members to our team. Campus Leadership is committed to driving teacher success by offering proactive guidance, open communication, and accessible support. By anticipating needs and addressing challenges early, we ensure our educators have the resources required to thrive in the classroom.

Furthermore, prioritizing staff well-being remains a top campus initiative. Leadership will actively support work-life balance, provide wellness and stress-management opportunities, and sustain an empathetic school culture.

Professional collaboration will continue to serve as a cornerstone of our campus plan. Through structured professional learning communities (PLCs), shared planning, and interdisciplinary teamwork, our teachers will continuously exchange best practices, enhance instruction, and build a cohesive professional community.

Vision

Carver Early Education Center aspires to be a premier leader in early childhood education, where every child's unique potential is celebrated and nurtured. As a model learning community, we honor diversity, empower families as vital partners, and ignite the curiosity, confidence, and foundational skills necessary for every student to thrive in school and throughout life.

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: 90% of Pre-K 4 students will be able to produce 20 letter sounds by the end of the 2026-2027 school year using CLI data.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

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

Strategy 1 Details	Reviews			
Strategy 1: Planning and modeling during PLC's to teach letters and alphabet principles daily through Morning Message, Istation Data, Interactive Letter Walls, Small Groups, and Independent Learning Centers. Strategy's Expected Result/Impact: Classroom structures will provide learning and set expectations for all PreK4 students. Staff Responsible for Monitoring: Administrator, Instructional Coach and Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Technology 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement daily small-group phonemic awareness and phonics lessons using evidence-based resources (e.g., Frog Street Press, Estrellita for dual language learners.) Strategy's Expected Result/Impact: Classroom structures will provide learning and set expectations for all PreK4 students. Staff Responsible for Monitoring: Administrator, Instructional Coach and Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Families will receive hands-on materials, such as letter-sound flashcards, take-home literacy bags, and modeled strategies during Academic Parent Teacher Team (APTT) meetings. Strategy's Expected Result/Impact: Parents will be empowered to practice letter sounds at home through fun, interactive activities. Staff Responsible for Monitoring: Administrator, Instructional Coach and Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Family and Community Engagement 1	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 58% of Carver Pre-K students scored below benchmark on EOY foundational numeracy and math readiness assessments. Root Cause: Inconsistent implementation of hands-on, conceptual math workstations and a lack of structured small-group Tier 1 math differentiation.
Family and Community Engagement
Problem Statement 1: Family attendance at campus academic workshops and parent-teacher conferences averaged a lower percentage during the 2025-2026 school year. Root Cause: Engagement efforts focused primarily on informational events rather than collaborative workshops that build parent capacity in home-learning strategies.

Technology

Problem Statement 1: Classroom walkthrough observations showed whole-group instruction without real-time data adjustments to challenge advanced learners or scaffold for struggling students. **Root Cause:** Lack of streamlined, real-time formative assessment tools and PLC data-analysis routines that translate student data into daily lesson adjustments.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: 90% of Pre-K 4 students will be able to rote count to 30 by the end of the 2026-2027 school year using CLI data.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

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

Strategy 1 Details	Reviews			
Strategy 1: Planning and modeling during PLC's to teach number sense and mathematical principles daily through Morning Messages, Interactive Number Walls, Small Math Groups, and Independent Math Learning Centers. Strategy's Expected Result/Impact: Classroom structures will provide learning opportunities and set expectations for all PreK4 students. Staff Responsible for Monitoring: Administrator, Instructional Coach and Teachers 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 Problem Statements: Curriculum, Instruction, and Assessment 2 - Technology 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Educational Software for Guiding Instruction will be used to help drive instructional focus for differentiation in literacy center and Small Groups by collecting data for each student. Strategy's Expected Result/Impact: Monthly testing will provide on-going PreK Data. Staff Responsible for Monitoring: Classroom teachers and administrator 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 Problem Statements: Technology 1	Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Classrooms will use manipulatives, songs, movement activities, and math games (e.g., counting cubes, number lines, number songs, and counting games during centers) to reinforce rote counting in an engaging, multisensory way. Strategy's Expected Result/Impact: Students will engage in multisensory learning experiences that increase participation, strengthen number recognition, and build fluency in rote counting. Staff Responsible for Monitoring: Classroom teachers and administrator TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 2 - Technology 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 58% of Carver Pre-K students scored below benchmark on EOY foundational numeracy and math readiness assessments. Root Cause: Inconsistent implementation of hands-on, conceptual math workstations and a lack of structured small-group Tier 1 math differentiation.
Curriculum, Instruction, and Assessment
Problem Statement 2: End-of-year walkthrough data indicates that only 40% of learning centers and small-group stations provided differentiated, actionable learning tasks tailored to student data. Root Cause: Teachers lack dedicated planning time and coaching to design data-informed workstation tasks that allow for independent scaffolded learning.
Technology
Problem Statement 1: Classroom walkthrough observations showed whole-group instruction without real-time data adjustments to challenge advanced learners or scaffold for struggling students. Root Cause: Lack of streamlined, real-time formative assessment tools and PLC data-analysis routines that translate student data into daily lesson adjustments.

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

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

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

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

Strategy 1 Details		Reviews			
Strategy 1: Incorporating intentional singing and chanting through songs from the Frog Street Curriculum to support language development, memory recall, and foundational academic concepts in an engaging and developmentally appropriate manner. Strategy's Expected Result/Impact: Incorporate songs, chants, and nursery rhymes that emphasize different sounds and phonemic patterns. Staff Responsible for Monitoring: Teachers and Instructional Aides 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
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Strategy 2 Details		Reviews			
Strategy 2: Bi-Weekly Data Review Cycles Strategy's Expected Result/Impact: Implement structured PLC time every two weeks where teachers analyze real-time ESGI, Math and Reading Academy reports to regroup students fluidly based on skill mastery rather than static ability levels. Staff Responsible for Monitoring: Classroom teachers and administrator 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
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Strategy 3 Details	Reviews			
Strategy 3: Targeted Skills Tracking Strategy's Expected Result/Impact: Utilize ESGI flashcard and tracking tools weekly to monitor micro-skills (letter sounds, number recognition) so small group lesson plans immediately adapt to learning gaps before EOY assessments. Staff Responsible for Monitoring: Teachers and Instructional Aides 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 Problem Statements: Technology 1	Formative			Summative
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Performance Objective 1 Problem Statements:

Technology
Problem Statement 1: Classroom walkthrough observations showed whole-group instruction without real-time data adjustments to challenge advanced learners or scaffold for struggling students. Root Cause: Lack of streamlined, real-time formative assessment tools and PLC data-analysis routines that translate student data into daily lesson adjustments.

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

Performance Objective 2: 83% of Pre-K 4 students will identify 26 upper case and lower case letters by the end of the 2026-2027 school year.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

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

Strategy 1 Details		Reviews			
Strategy 1: Weekly lesson plans showing strategies to intentionally differentiate letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers. Strategy's Expected Result/Impact: Pre K 4 students will leave Carver with a strong emerging reader foundation. Staff Responsible for Monitoring: Administrators, Classroom Teachers, Instructional Aides 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 Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2 - Technology 1		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Campus Administrators and Instructional Coach will conduct walkthroughs, observations/coaching sessions and provide actionable feedback. Strategy's Expected Result/Impact: Classroom Instruction will improve to meet the needs of students. Staff Responsible for Monitoring: Administrators and Instructional Coach Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 2		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Building a strong Academic Parent Teacher Team to provide strategies, activities, and an explanation of data to help the success of each student. Strategy's Expected Result/Impact: Parents and Classroom Teachers will work together to build a strong foundation for emerging readers by creating activities to support learning at home. Staff Responsible for Monitoring: Administrators, and Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Family and Community Engagement 1		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 58% of Carver Pre-K students scored below benchmark on EOY foundational numeracy and math readiness assessments. Root Cause: Inconsistent implementation of hands-on, conceptual math workstations and a lack of structured small-group Tier 1 math differentiation.
School Culture and Climate
Problem Statement 1: Students receiving Special Education services demonstrated a gap in foundational literacy and math mastery compared to their general education peers. Root Cause: Insufficient job-embedded coaching and training for general education and specialized staff on inclusive practices and Tier 2/3 behavioral interventions.
Staff Quality, Recruitment, and Retention
Problem Statement 2: The campus experienced a high turnover rate in specialized/Special Education early childhood teaching positions during the 2025-2026 school year. Root Cause: Absence of a structured campus-level onboarding, mentorship, and peer-support framework specifically designed for specialized early childhood educators.
Curriculum, Instruction, and Assessment
Problem Statement 2: End-of-year walkthrough data indicates that only 40% of learning centers and small-group stations provided differentiated, actionable learning tasks tailored to student data. Root Cause: Teachers lack dedicated planning time and coaching to design data-informed workstation tasks that allow for independent scaffolded learning.
Family and Community Engagement
Problem Statement 1: Family attendance at campus academic workshops and parent-teacher conferences averaged a lower percentage during the 2025-2026 school year. Root Cause: Engagement efforts focused primarily on informational events rather than collaborative workshops that build parent capacity in home-learning strategies.

Technology

Problem Statement 1: Classroom walkthrough observations showed whole-group instruction without real-time data adjustments to challenge advanced learners or scaffold for struggling students. **Root Cause:** Lack of streamlined, real-time formative assessment tools and PLC data-analysis routines that translate student data into daily lesson adjustments.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

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

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

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

Strategy 1 Details	Reviews			
Strategy 1: Campus Training, Coaching, and Opportunities to build on Conscious Discipline Knowledge. Strategy's Expected Result/Impact: Staff, Parents, and Students will feel supported through Conscious Discipline Strategies. Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers, Instructional Aides TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1 - School Organization 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Parent Conscious Discipline Training. Strategy's Expected Result/Impact: Parents will understand how to expand the Conscious Discipline Strategies at home. This will help connect school to home. Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers, Instructional Aides TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Standardize Classroom Safety & Belonging Structures Strategy's Expected Result/Impact: Set up dedicated Safe Places equipped with active calming tools (e.g., S.T.A.R. breathing visual cards, Feeling Buddies) and display visual job boards so every student has a meaningful role in the classroom community. Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers, Instructional Aides TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Integrate Language of Safety and Encouragement Strategy's Expected Result/Impact: Train staff to replace traditional compliance-based language with Conscious Discipline assertions (e.g., "My job is to keep you safe; your job is to help keep it that way") and proactive encouragement celebrating effort and helpfulness. Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers, Instructional Aides TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 5 Details	Reviews			
Strategy 5: Job-Embedded Staff Coaching & Walkthroughs Strategy's Expected Result/Impact: Conduct monthly administrator and instructional coach learning walks focused on Conscious Discipline Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers, Instructional Aides TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Students receiving Special Education services demonstrated a gap in foundational literacy and math mastery compared to their general education peers. Root Cause: Insufficient job-embedded coaching and training for general education and specialized staff on inclusive practices and Tier 2/3 behavioral interventions.
School Organization
Problem Statement 1: Staff participation and action-item completion across campus decision-making committees was below 50% during the 2025-2026 school year. Root Cause: Unclear committee roles, lack of scheduled meeting times during contract hours, and absence of an accountability tracking system.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Daily attendance will improve from 90% to 93%.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Daily attendance logs, data

Strategy 1 Details	Reviews			
Strategy 1: Parent communication through face to face interactions. Strategy's Expected Result/Impact: Staff will support parents in understanding the importance of school attendance. Staff Responsible for Monitoring: All staff members Problem Statements: Demographics 1 - Family and Community Engagement 1 - School Organization 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Monthly lunch dates. Strategy's Expected Result/Impact: Parents will be encouraged to have students at school as much as possible. Staff Responsible for Monitoring: All Staff Problem Statements: Demographics 1	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student attendance for the 2025-2026 school year was 90%, falling 5 percentage points below the district goal of 95%. Root Cause: Lack of a systematic campus response plan for chronic absenteeism and inconsistent outreach explaining the academic impact of Pre-K attendance to families.
Family and Community Engagement
Problem Statement 1: Family attendance at campus academic workshops and parent-teacher conferences averaged a lower percentage during the 2025-2026 school year. Root Cause: Engagement efforts focused primarily on informational events rather than collaborative workshops that build parent capacity in home-learning strategies.

School Organization

Problem Statement 1: Staff participation and action-item completion across campus decision-making committees was below 50% during the 2025-2026 school year. **Root Cause:** Unclear committee roles, lack of scheduled meeting times during contract hours, and absence of an accountability tracking system.

Board Goal 4: Classroom Excellence

Performance Objective 1: Carver Early Education Center student attendance will increase from 90% to 93% by the end of the 2026-2027 school year.

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

Strategy 1 Details	Reviews			
Strategy 1: Morning Greeting Rituals at the Door Strategy's Expected Result/Impact: Utilize daily Conscious Discipline greeting choices (e.g., high five, hug, wave, verbal choice) as children arrive to build immediate connection and psychological safety. Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers, Instructional Aides TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Interactive Classroom Attendance Boards Strategy's Expected Result/Impact: Implement visual "School Family" boards (e.g., moving their photo/name card from "Home" to "School Family") during morning arrival so students feel noticed and missed when absent. Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers, Instructional Aides TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1 - School Organization 1	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Morning Soft-Start Activities Strategy's Expected Result/Impact: Standardize high-interest, low-stress morning play invitations (e.g., sensory bins, building blocks, art explorations) during the first 20 minutes of the day to make arrival the most engaging part of the morning. Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers, Instructional Aides TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Family and Community Engagement 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Academic Parent Teacher Team Attendance Data Workshops Strategy's Expected Result/Impact: Dedicate a portion of the Fall APTT meeting to share anonymized data showing the direct correlation between Pre-K attendance and EOY CLI/ESGI reading readiness scores. Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers, Instructional Aides Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Positive Attendance Communication Strategy's Expected Result/Impact: Celebratory text messages or postcard reminders to parents after 5, 10, and 15 consecutive days of attendance, focusing on positive reinforcement rather than punitive notices. Staff Responsible for Monitoring: Administrator and Instructional Coach TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Family and Community Engagement 1 - School Organization 1	Formative			Summative
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No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Demographics**

Problem Statement 1: Student attendance for the 2025-2026 school year was 90%, falling 5 percentage points below the district goal of 95%. **Root Cause:** Lack of a systematic campus response plan for chronic absenteeism and inconsistent outreach explaining the academic impact of Pre-K attendance to families.

School Culture and Climate

Problem Statement 1: Students receiving Special Education services demonstrated a gap in foundational literacy and math mastery compared to their general education peers. **Root Cause:** Insufficient job-embedded coaching and training for general education and specialized staff on inclusive practices and Tier 2/3 behavioral interventions.

Family and Community Engagement

Problem Statement 1: Family attendance at campus academic workshops and parent-teacher conferences averaged a lower percentage during the 2025-2026 school year. **Root Cause:** Engagement efforts focused primarily on informational events rather than collaborative workshops that build parent capacity in home-learning strategies.

School Organization

Problem Statement 1: Staff participation and action-item completion across campus decision-making committees was below 50% during the 2025-2026 school year. **Root Cause:** Unclear committee roles, lack of scheduled meeting times during contract hours, and absence of an accountability tracking system.

Board Goal 4: Classroom Excellence

Performance Objective 2: Carver will foster a collaborative parent/school team by creating opportunities to bring parents into the school such as: Meet the Teacher, Parent Conferences, Academic Parent Teacher Team Meetings, and Transportation Parade.

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

Strategy 1 Details	Reviews			
Strategy 1: Carver will conduct Academic Parent Teacher Team meetings with families in both the Fall and Spring semesters. Strategy's Expected Result/Impact: Parents will feel supported and empowered to work with their children at home. Teacher will work with families based on students individual needs. Resources will be purchased and sent home for continued practice. Staff Responsible for Monitoring: Teachers and Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Family and Community Engagement 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Carver will foster a collaborative parent/school team by creating opportunities to bring parents into the school such as: Meet the Teacher, Parent Conferences, Academic Parent Teacher Team Meetings, and Transportation Parade. Strategy's Expected Result/Impact: Positive image of Carver Early Education Center and higher level of parent engagement. Staff Responsible for Monitoring: Teachers and Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Family and Community Engagement

Problem Statement 1: Family attendance at campus academic workshops and parent-teacher conferences averaged a lower percentage during the 2025-2026 school year. **Root Cause:** Engagement efforts focused primarily on informational events rather than collaborative workshops that build parent capacity in home-learning strategies.

School Organization

Problem Statement 1: Staff participation and action-item completion across campus decision-making committees was below 50% during the 2025-2026 school year. **Root Cause:** Unclear committee roles, lack of scheduled meeting times during contract hours, and absence of an accountability tracking system.

Board Goal 4: Classroom Excellence

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

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

Strategy 1 Details	Reviews			
Strategy 1: Monthly PLC meetings focused on Conscious Discipline techniques (Safe Place setups, breathing strategies, routines, emotional regulation strategies). Strategy's Expected Result/Impact: Teachers, Administrators and staff will feel empowered to work with students experiencing big behaviors and trauma by working together to build our understanding. Staff Responsible for Monitoring: Administrator, Office Staff, Counselor, Teachers, and Instructional Aides TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Family and Community Engagement 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Use walkthroughs to observe and reinforce implementation of Conscious Discipline strategies. Strategy's Expected Result/Impact: Counselor, Administrators or Instructional Coach can provide in-class modeling and feedback to offer additional support as needed. Staff Responsible for Monitoring: Counselor, Administrators or Instructional Coach TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Family and Community Engagement
Problem Statement 1: Family attendance at campus academic workshops and parent-teacher conferences averaged a lower percentage during the 2025-2026 school year. Root Cause: Engagement efforts focused primarily on informational events rather than collaborative workshops that build parent capacity in home-learning strategies.
School Organization
Problem Statement 1: Staff participation and action-item completion across campus decision-making committees was below 50% during the 2025-2026 school year. Root Cause: Unclear committee roles, lack of scheduled meeting times during contract hours, and absence of an accountability tracking system.

Board Goal 4: Classroom Excellence

Performance Objective 4: By May 2027, 100% of core content teachers will receive job-embedded coaching and feedback from the Instructional Coach, resulting in an increase from 70% to 80% of classrooms demonstrating proficient Tier 1 instructional strategies as measured by district walkthrough rubrics and teacher growth evaluations.

Evaluation Data Sources: walkthrough data and teacher growth evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: The Instructional Coach will implement bi-weekly coaching cycles (pre-conferencing, modeling, observation, and debriefing) focusing on Tier 1 instruction, student engagement, and checks for understanding. Strategy's Expected Result/Impact: improved Tier 1 instruction, and improved student engagement Staff Responsible for Monitoring: Instructional Coach, Campus Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 2 Funding Sources: - Title One School-wide				

Strategy 2 Details		Reviews			
Strategy 2: Facilitate weekly Professional Learning Community (PLC) data meetings with core content teams to analyze student formative data and refine instructional delivery. Strategy's Expected Result/Impact: Teams will analyze student formative data and will be able to refine instructional delivery. Staff Responsible for Monitoring: Instructional Coach, Campus Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 2 - Technology 1 Funding Sources: - Title One School-wide, - Local		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: 58% of Carver Pre-K students scored below benchmark on EOY foundational numeracy and math readiness assessments. Root Cause: Inconsistent implementation of hands-on, conceptual math workstations and a lack of structured small-group Tier 1 math differentiation.
Curriculum, Instruction, and Assessment
Problem Statement 2: End-of-year walkthrough data indicates that only 40% of learning centers and small-group stations provided differentiated, actionable learning tasks tailored to student data. Root Cause: Teachers lack dedicated planning time and coaching to design data-informed workstation tasks that allow for independent scaffolded learning.
Technology
Problem Statement 1: Classroom walkthrough observations showed whole-group instruction without real-time data adjustments to challenge advanced learners or scaffold for struggling students. Root Cause: Lack of streamlined, real-time formative assessment tools and PLC data-analysis routines that translate student data into daily lesson adjustments.

Board Goal 5: Culture of Excellence

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

Evaluation Data Sources: Title 1 Parent Survey

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

Strategy 3 Details	Reviews			
Strategy 3: Expand opportunities for parent voice by holding Academic Parent Teacher Team (APTT) meetings and feedback sessions where parents can share input on goals and progress. Strategy's Expected Result/Impact: Parents will know best practices for supporting their child at home. Staff Responsible for Monitoring: Instructional staff Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Family and Community Engagement
Problem Statement 1: Family attendance at campus academic workshops and parent-teacher conferences averaged a lower percentage during the 2025-2026 school year. Root Cause: Engagement efforts focused primarily on informational events rather than collaborative workshops that build parent capacity in home-learning strategies.

Board Goal 5: Culture of Excellence

Performance Objective 2: Rigor in Early Learning

Evaluation Data Sources: High-Quality Instructional Materials (HQIM)

Strategy 1 Details	Reviews			
Strategy 1: Standardize daily implementation of the state Pre-K guidelines across all classrooms Strategy's Expected Result/Impact: Ensuring balance between explicit small-group skill instruction (CLI/ESGI-aligned) and purposeful, play-based learning centers. Staff Responsible for Monitoring: Administrator, Office Staff, Counselor, Teachers, and Instructional Aides Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Data-Informed Differentiation Strategy's Expected Result/Impact: Utilize bi-weekly PLC data meetings (CLI Engage, ESGI, and anecdotal observation) to continually refine learning stations and small group intervention plans. Staff Responsible for Monitoring: Administrator, Instructional Coach, Teachers, and Instructional Aides Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Technology 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: 58% of Carver Pre-K students scored below benchmark on EOY foundational numeracy and math readiness assessments. Root Cause: Inconsistent implementation of hands-on, conceptual math workstations and a lack of structured small-group Tier 1 math differentiation.
Staff Quality, Recruitment, and Retention
Problem Statement 2: The campus experienced a high turnover rate in specialized/Special Education early childhood teaching positions during the 2025-2026 school year. Root Cause: Absence of a structured campus-level onboarding, mentorship, and peer-support framework specifically designed for specialized early childhood educators.
Technology
Problem Statement 1: Classroom walkthrough observations showed whole-group instruction without real-time data adjustments to challenge advanced learners or scaffold for struggling students. Root Cause: Lack of streamlined, real-time formative assessment tools and PLC data-analysis routines that translate student data into daily lesson adjustments.

Board Goal 5: Culture of Excellence

Performance Objective 3: Environment & Climate Excellence

Evaluation Data Sources: High-Fidelity School Family

Strategy 1 Details	Reviews			
Strategy 1: 100% of Pre-K classrooms to feature fully functional Safe Places, Brain Smart Start morning routines, and active job boards to promote emotional regulation and child autonomy. Strategy's Expected Result/Impact: Students will feel a sense of belonging. Staff Responsible for Monitoring: Administrator, Instructional Coach, Teachers, and Instructional Aides Title I: 2.51, 2.52, 2.53 - 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	May
Strategy 2 Details	Reviews			
Strategy 2: Positive Campus-Wide Staff Culture Strategy's Expected Result/Impact: Implement staff recognition systems (e.g., weekly peer-nominated "Excellence Spotlights") celebrating innovative teaching practices, positive family communication, and campus leadership. Staff Responsible for Monitoring: Administrator, Instructional Coach, Counselor ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

School Organization
Problem Statement 1: Staff participation and action-item completion across campus decision-making committees was below 50% during the 2025-2026 school year. Root Cause: Unclear committee roles, lack of scheduled meeting times during contract hours, and absence of an accountability tracking system.