

Ector County Independent School District
Carver Early Education Center
2021-2022 Campus Improvement Plan

Mission Statement

ECISD: The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

Carver: The mission of Carver Early Education Center, an all inclusive, child-centered MODEL for the education of young children, is to create the desire to learn, to inspire a love for academic mastery, to nurture social development, to empower students to become independent learners by actively engaging them in a safe, challenging and caring environment in partnership with parents, family and community.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	9
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	13
Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.	14
Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.	14
Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.	18
Addendums	23

Comprehensive Needs Assessment

Demographics

Demographics Summary

Asian: 2% Black/African Amer: 5% Hispanic/Latino: 76% White: 16% Hawaiian/Pac Island: 1% American Indian 1% ESL: .5% Bilingual: 24%

Economically Disadvantaged: 69% Special Education 11% Title I 100% Military .4% Foster .5% McKinney Vento 2%

Due to low enrollment and Covid, 2 bilingual teachers, 1 special education teacher, and 2 instructional aides were placed on other ECISD campuses in October of 2020.

Full day PREK 4 was implemented in the 2020-2021 school year. We will be adding PreK 3 for the 2021-2022 school year.

Our Economically Disadvantaged students create a need to provide our students with assistance in many areas. These students come to us with a need to work toward our PREK standards. We strive to improve vocabulary, provide an opportunity for hands on learning, and literature to make connections to real world experiences. We use this time to empower our parents to become active members in their child's first school year.

We have created conferences to meet with parents throughout the school year to inform them of their child's progress. Teachers work with parents to create an attainable goal and hands on material to help meet this goal.

Demographics Strengths

The demographics of Carver student population remains fairly stable from year to year.

This allows staff the ability to research, study and implement best practice based on this stable demographic.

Cultural factors remain fairly stable and assists staff in best practices when working with Family.

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

Spanish. These students are "At Risk" and the prekindergarten curriculum gives them a good foundation for their education.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: PreK attendance continues to stay behind the district average. **Root Cause:** Lack of serious commitment because parents know PreK is not required in the state of Texas.

Student Learning

Student Learning Summary

Carver students are assessed 3 times per year with CIRCLE Assessment. We saw growth in all areas from 2020-2021; however, remain cognizant there is much room to improve as evidenced by the following information.

Beginning of the Year English Testing

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		35%	62%	2%	1%
Rapid Vocabulary	Rapid Vocabulary 1	34%	62%	4%	0%
	Overall Measure	34%	62%	4%	0%
Phonological Awareness	Syllabication	13%	79%	6%	2%
	Onset-Rime	7%	84%	6%	2%
	Alliteration	2%	89%	7%	2%
	Rhyming I	7%	85%	6%	2%
	Overall Measure	49%	47%	4%	0%
Math	Rote Counting	10%	79%	8%	3%
	Shape Naming	41%	55%	3%	2%
	Number Discrimination	49%	44%	5%	2%
	Number Naming	28%	65%	5%	2%
	Shape Discrimination	47%	47%	4%	2%
	Counting Sets	21%	70%	6%	2%
	Operations	7%	83%	7%	2%
Overall Measure	61%	33%	6%	0%	
Story Retell and Comprehension		43%	53%	3%	0%
Book and Print Knowledge		58%	42%	0%	0%
Early Writing Skills		79%	20%	0%	1%
* Measure has no benchmarks.					

End of the Year English Testing

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Letter Naming		79%	17%	1%	3%
Rapid Vocabulary	Rapid Vocabulary 3	56%	40%	3%	1%
	Overall Measure	56%	40%	3%	1%
	Syllabication	37%	55%	6%	2%
	Onset-Rime	50%	44%	5%	1%

Phonological Awareness	Alliteration	25%	66%	6%	2%
	Rhyming I	38%	55%	5%	1%
	Overall Measure	60%	35%	4%	1%
Math	Rote Counting	56%	38%	3%	3%
	Shape Naming	79%	17%	1%	3%
	Number Discrimination	83%	11%	3%	3%
	Number Naming	75%	19%	3%	3%
	Shape Discrimination	78%	17%	1%	3%
	Counting Sets	65%	31%	2%	3%
	Operations	25%	65%	6%	3%
	Overall Measure	72%	26%	2%	1%
	Social Emotional Behaviors	Positive Social Behaviors	*	*	*
Classroom Community and Safety		*	*	*	*
Emotion and Behavior Regulation		*	*	*	*
Self-Care		*	*	*	*
Approaches to Learning		*	*	*	*
Overall Measure		71%	25%	3%	1%

* Measure has no benchmarks.

Beginning of the Year Spanish Testing

Measure		On Track	Needs Support	Monitor	Out of Range
Letras rápidas		13%	85%	2%	0%
Vocabulario rápido	Vocabulario rápido 1	40%	58%	2%	0%
	Overall Measure	40%	58%	2%	0%
Conciencia fonológica	División silábica	10%	88%	2%	0%
	Aliteración	2%	96%	2%	0%
	Rimas I	20%	80%	0%	0%
	Overall Measure	46%	52%	2%	0%
Matemáticas	Conteo de memoria	2%	96%	2%	0%
	Nombre de las figuras	19%	79%	2%	0%
	Reconocimiento de números	48%	50%	2%	0%
	Nombre de los números	9%	89%	2%	0%
	Reconocimiento de figuras	40%	58%	2%	0%
	Conteo de grupos	11%	87%	2%	0%
	Operaciones	6%	92%	2%	0%
Overall Measure	78%	22%	0%	0%	
Recontar y comprensión		29%	71%	0%	0%

Libros y material impreso	0%	100%	0%	0%
Escritura temprana	87%	13%	0%	0%
* Measure has no benchmarks.				

End of the Year Spanish Testing

Measure		On Track	Needs Support	Monitor	Out of Range
Letras rápidas		80%	20%	0%	0%
Vocabulario rápido	Vocabulario rápido 3	33%	67%	0%	0%
	Overall Measure	33%	67%	0%	0%
Conciencia fonológica	División silábica	59%	41%	0%	0%
	Aliteración	25%	75%	0%	0%
	Rimas I	69%	31%	0%	0%
	Overall Measure	51%	49%	0%	0%
Matemáticas	Conteo de memoria	51%	49%	0%	0%
	Nombre de las figuras	65%	35%	0%	0%
	Reconocimiento de números	82%	18%	0%	0%
	Nombre de los números	69%	31%	0%	0%
	Reconocimiento de figuras	82%	18%	0%	0%
	Conteo de grupos	80%	20%	0%	0%
	Operaciones	37%	63%	0%	0%
Overall Measure	76%	24%	0%	0%	
Socio-Emocional	Conducta social positiva	*	*	*	*
	Comunidad y seguridad del salón	*	*	*	*
	Regulación de emociones y conducta	*	*	*	*
	Cuidado propio	*	*	*	*
	Enfoques del aprendizaje	*	*	*	*
Overall Measure	82%	18%	0%	0%	
† Measure has no benchmarks.					

Our students continue to grow in all areas of testing, while vocabulary is a need in both English and Spanish. There is a wide range of ability levels at the beginning of the year, but we see tremendous growth in all of our students from the beginning of the year. The use of Frog Street Press curriculum, Conscious Discipline Social Emotional Curriculum, Handwriting Without Tears, and best practice activities from Children's Learning Institute are a perfect combination to address all of the Prekindergarten standards. We have also now introduced Imagine Literacy and Imagine Math which supports student learning.

Student Learning Strengths

CLI Data for the end of 2021 school year

English

Rapid Letter Naming: 79% of students on track, Rapid Vocabulary: 56% of students on track, Overall Measure of Phonological Awareness 60% of students on track

Math: 72% of students on track

Spanish

Rapid Letter Naming: 80% of students on track, Rapid Vocabulary: 33% of students on track, Overall Measure of Phonological Awareness 51% students on track

Math 76% of students on track

The Carver Early Education Center staff work diligently to implement rigorous developmentally appropriate lessons to meet the needs of the whole child. The lessons are hands-on and include Large Group, Small Groups, One-on-One and Independent Practice. Every encounter in their environment is exciting and filled with opportunities for learning. Students at this age learn by doing and this stands as the fundamental method of teaching and learning for our teachers.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Carver PreK children lack emergent literacy skills. **Root Cause:** Lack of focus in homes related to emergent literacy.

Problem Statement 2: CLI data indicates a need for intentional instruction in vocabulary. **Root Cause:** More direct intentional teaching in the area of vocabulary is needed.

School Processes & Programs

School Processes & Programs Summary

Carver utilizes curriculum resources such as Frog Street Press, Conscious Discipline and Handwriting Without Tears to support instruction aligned with the Texas PreK Guidelines. Students are assessed 3 times per year and instruction is aligned with the results of the assessments. Carver uses CIRCLE assessment instrument.

We will be using the new Frog Street Press Curriculum that was recently adopted by the district. The PK3 program will be using the Frog Street PK3 curriculum. We also uses the Handwriting Without Tears program, CLI Engage, Imagine Math, Imagine Language and Literacy, Imagine Espanol, and Estrellita.

Carver is a Prekindergarten only campus. We offer Full-Day Prekindergarten for four-year old children and a half-day program for children who are three-years old. We have classes for students who qualify for Bilingual and Special Education.

School Processes & Programs Strengths

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students do not have foundational skills to be successful in Prekindergarten. **Root Cause:** The population of students we serve lack educational opportunities, background knowledge and resources.

Perceptions

Perceptions Summary

Carver school culture and climate remains positive. Our PreK students learn with the stability of the staff within the school and their commitment to work with students and parents to create a positive first educational experience. Our school climate is centered around the principles of Conscious Discipline-Relationships, Problem-Solving and Safety. Conscious Discipline is implemented on an adult level first and then in the classrooms.

Another important piece of the Carver culture and climate is the strong parent presence in our school. Carver has many activities that encourage parents to be truly engaged with their children. Parents have the opportunity to be a part of Academic Parent Teacher Teams. These conferences build confidence for our parents and teams set goals for students.

Our staff Panorama Survey Data indicates areas we need to build upon. Our staff rate a sense of belonging to be lower than in past years. Due to Covid 19, our normal year activities looked very different. We hope this school year offers an opportunity to build our moral back up.

Perceptions Strengths

Age of students, parent choice in enrolling student initially, staff stability, training and motivation. Carver increased parental engagement by conducting: Conscious Discipline Events for Parents such as "Wish You Well"; Fun in the Sun Community Fair; Each classroom hosts one "show off event" in the Fall and one in the Spring; Cars with Dads Event.

Over the past year, Carver Staff have been engaged in high quality professional development in relation to Parent Engagement. More specifically leading Academic Parent Teacher team Meetings with our Parents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Carver Staff has basic knowledge in leading APTT meetings. There is a need to strengthen expertise in this area. **Root Cause:** Time and training to acquire a higher level skill set.

Problem Statement 2: Carver Parents are young and lack basic skills to support students at home. **Root Cause:** Carver parents are young, first time "school parents."

Problem Statement 3 (Prioritized): Carver staff require updated, high impact, research based training in order to adequately serve challenging students from challenging circumstances **Root Cause:** Carver is experiencing a growth in numbers of students who come to school with challenges beyond our training

Priority Problem Statements

Problem Statement 9: Carver PreK children lack emergent literacy skills.

Root Cause 9: Lack of focus in homes related to emergent literacy.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Students do not have foundational skills to be successful in Prekindergarten.

Root Cause 10: The population of students we serve lack educational opportunities, background knowledge and resources.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Carver staff require updated, high impact, research based training in order to adequately serve challenging students from challenging circumstances

Root Cause 11: Carver is experiencing a growth in numbers of students who come to school with challenges beyond our training

Problem Statement 11 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Student Data: Assessments

- Observation Survey results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Homeless 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data





- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Carver Student Attendance will increase from 92% to 94% by the end of of 2021-2022





Evaluation Data Sources: District attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct conferences in several forums: 1. Conference each Parent at Registration 2. Conversation at Principal Orientation and Family Visits Strategy's Expected Result/Impact: Carver school-wide attendance percentage will improve. Staff Responsible for Monitoring: Assistant Principal Counselor Attendance Committee ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Carver will develop and maintain positive relationships with students and parents by communication: 1. Conducting Family visits at the beginning of the year 2. Conduct a Family visit each time a new student enrolls Strategy's Expected Result/Impact: Carver school-wide attendance percentage will improve. Staff Responsible for Monitoring: Assistant Principal Counselor Attendance Committee ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize available means of communication to include SeeSaw, weekly Newsletters, ParentLink,</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: 100% of Carver students will be taught by highly qualified teachers and instructional paraprofessionals.

Evaluation Data Sources: System Data
Exit Survey Data





Strategy 1 Details	Reviews			
<p>Strategy 1: 1.Hire highly qualified staff 2.Offer high quality professional development: Strategy's Expected Result/Impact: Teacher retention will continue at a high rate Carver will retain a pool of qualified teacher and assistant candidates. Staff Responsible for Monitoring: Principal CIT Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a "grow our own pool" of candidates by: * Collaborating with Cheryl Cunningham as a practicum site for Child Guidance Classes. Hire Assistants who are quality candidates and are pursuing certification in Early Childhood. Strategy's Expected Result/Impact: Teacher retention at Carver will continue to be high Staff Responsible for Monitoring: Principal CIT TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: Carver will actively provide researched based, high quality growth experiences in terms of professional development and conference attendance for staff.

Evaluation Data Sources: Sign In Sheets, Walk Throughs, TTESS data





Strategy 1 Details	Reviews			
Strategy 1: All Staff will engage in Virtual Teaching/Learning Development Strategy's Expected Result/Impact: Staff will gain in skill and knowledge to employ in their classrooms. Staff Responsible for Monitoring: Principal Assistant Principal Lori Evans Tatum Roe	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Staff will attend conferences such as TAYEC and TASPYC Strategy's Expected Result/Impact: Increased skills and knowledge Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Use Conscious Discipline Feeling Buddies to assist students to identify feelings and possible resolutions Strategy's Expected Result/Impact: Children will use the vocabulary taught within the Feeling Buddy concept to express feelings/wants/frustrations Staff Responsible for Monitoring: All Instructional Staff Principal Assistant Principal Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: All classrooms will maintain a viable Safe Place Strategy's Expected Result/Impact: Children will recognize and utilize Safe Place appropriately Staff Responsible for Monitoring: Teachers	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Provide Conscious Discipline Training for Parents Strategy's Expected Result/Impact: Students will begin to use vocabulary more consistently as Parents begin to use at home Staff Responsible for Monitoring: Counselor	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: All staff will have the opportunity for on-site coaching from a Conscious Discipline Coaching Consultant Strategy's Expected Result/Impact: All staff will use strategies effectively with children Staff Responsible for Monitoring: All Instructional Staff Principal Assistant Principal Counselor Conscious Discipline Consultant	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: In 2021-22. Carver will offer a job-embedded, personalized professional learning system for teachers.





Evaluation Data Sources: Beginning of the Year Goals
 Middle of the Year Goal Progress Report
 End of the Year Goal Attainment Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Each campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.</p> <p>Strategy's Expected Result/Impact: Improved Instruction Teachers will request, attend and implement learning gained from PD that directly relate to their personal growth goals.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal All Teachers self monitor</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Students recognizing 20 or more letter sounds will increase from 81% to 90% by May 2022.

Evaluation Data Sources: CLI BOY' and EOY data
Report Card data
Teacher data sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: 1. Daily emphasis will be placed on letter sounds. 2. Classroom Centers will be designed and executed in each classroom to support the acquisition of letter sounds 3. Morning Message will be used with fidelity in each classroom</p> <p>Strategy's Expected Result/Impact: Students will show steady improvement throughout the year and reach their individual appropriate goal</p> <p>Staff Responsible for Monitoring: Principal Literacy Committee</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: APTT Meetings will be used to teach Parents strategies to support students</p> <p>Strategy's Expected Result/Impact: Parents will gain skills in facilitating literacy learning at home</p> <p>Staff Responsible for Monitoring: CIT</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.





Performance Objective 2: 100% of Carver teachers will use CIRCLE assessment tools to analyze data

Evaluation Data Sources: PLC agenda & notes; data sheets, Student data records

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: 100% of Carver classrooms will utilize Higher Order thinking in lesson delivery and learning center execution





Evaluation Data Sources: 2021 State Accountability.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will add HOT questions to all lesson plans</p> <p>Strategy's Expected Result/Impact: Carver Students will demonstrate higher order thinking when solving problems, asking questions, or in conversations with teachers and peers.</p> <p>Staff Responsible for Monitoring: Assistant Principal Tatum Roe Karla Garay Principal</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 4: Performance Objective :Carver students who struggle will be given prompt support to improve skills and remove barriers.





Evaluation Data Sources: CLI BOY data
 Teacher checklists 1st quarter
 Report Card data 2nd & 3rd quarter.

Strategy 1 Details	Reviews			
<p>Strategy 1: 1. Identify struggling students 2.Refer to : RTI, Speech, Special Education as appropriate 3.Notify parents and conference 4.Implement small group interventions in classroom 5.Consult with PLC about intervention strategies 6.Conduct Home visits 7.Ensure each Carver student has access to books in their home through book give away and book checkout for parents 8.Identify students for Food 2 Kids Program and begin distribution</p> <p>Strategy's Expected Result/Impact: Progress will be evident on final progress reports as measured by individual student growth</p> <p>Staff Responsible for Monitoring: Principal Counselor Speech Pathologist D'on Paquette Stephanie Johnson Clarissa Funk Tatum Roe Jana Mitchell</p> <p>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 Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will discuss HOT in PLCs</p> <p>Strategy's Expected Result/Impact: Teacher HOT questioning strategies will increase</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Karla Garay Stephanie Johnson</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 5: Implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: LMS data to include: BOY, routine checks, EOY
 Teacher Data Sheets
 PLC Analysis Spread Sheets
 Know and Show Charts

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: Imagine Math and Literacy Formative Assessments, and Aggressive Monitoring</p> <p>Strategy's Expected Result/Impact: Individual student Growth both incrementally and over time Adjustments to individual student's learning plans occur immediately</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal ALL Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop Texas PK Guideline (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path</p> <p>Strategy's Expected Result/Impact: Engaging Classrooms (school based as well as virtual)</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal All Instructional Staff</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Addendums