

Ector County Independent School District
Carver Early Education Center
2019-2020 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.

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Comprehensive Needs Assessment

Needs Assessment Overview

According to the needs of our student population as discussed in this Needs Assessment, the following support and services will be offered in the 2016-2017 school year:

Fund Description:	Services Provided
Fund 161: State Special Education	Speech Pathology Stipends
Fund 161: State Special Education	Special Education Teachers
Fund 161: State Special Education	Speech Pathologists
Fund 161: State Special Education	Occupational Therapist
Fund 161: State Special Education	OT/PT Assistants
Fund 161: State Special Education	Special Education Leadership, Director/ Supervisors
Fund 161: State Special Education	Special Education Testing
Fund 161: State Special Education	Special Education Transportation
Fund 161: State Special Education	Special education instructional support staff
Fund 161: State Special Education	Special education instructional support materials
Fund 161: State Special Education	Special Education Professional development
Fund 164: State Comp Ed	Summer Remediation for bilingual pre-k program
Fund 164: State Comp Ed	Frog Street Press
Fund 164: State Comp Ed	Instructional Aides & Bilingual Aides
Fund 164: State Comp Ed	Bilingual Specialist
Fund 164: State Comp Ed	Community Outreach Services
Fund 165: State Bilingual ESL	BE & ESL Stipends
Fund 165: State Bilingual ESL	Teacher Professional Development & Support
Fund 165: State Bilingual ESL	Classroom Materials
Fund 165: State Bilingual ESL	Testing Materials for Student Identification to the Program
Fund 165: State Bilingual ESL	Pre LAS Links
Fund 165: State Bilingual ESL	Training Teacher Materials
Fund 165: State Bilingual ESL	Summer School Materials & Staffing
Fund 211: Title One Schoowide	Class Size Reduction Teachers
Fund 211: Title One Schoowide	Parent Involvement Activities
Fund 211: Title One Schoowide	Supplemental materials, science, social studies and math

Fund Description:
Fund 211: Title One Schoowide

Services Provided
Title One Supplemental Literacy Materials

Fund 429: PreK Expansion Grant

Instructional Materials, Parent Involvement, Professional
Development - In district & Out of district

Demographics

Demographics Summary

Asian: 1% Black/African Amer: 3% Hispanic/Latino: 78% White: 17% Hawaiian/Pac Island: .2% American Indian .2% ESL: .5% Bilingual: 24%

Economically Disadvantaged: 96% Special Education 16% Title I 100% Military .4% Foster .5% McKinley Vento 2%

Attendance 91.7%

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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance has shifted downward in small increments over the past few years. **Root Cause:** Lack of serious consideration of and often times commitment to the value of a PK education by families.

Student Achievement

Student Achievement Summary

Carver students are assessed 3 times per year with CIRCLE Assessment. We saw growth in all areas from 2017-2018; however, remain cognizant there is much room to improve as evidenced by the following information.

50% of Carver students mastered 20 or more letter sounds at the end of 2017-2018

Student Achievement Strengths

Following Directions 99% Vocabulary 91% Name Writing 89%

Counting 91% Measurement 89% Positional Words 88% Cardinality 86% Subitizing 82%

Problem Statements Identifying Student Achievement Needs

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

School Culture and Climate

School Culture and Climate Summary

Carver school culture and climate remains positive as a result of the age student we work with and the stability of the staff within the school and their commitment to work with students and parents to create a positive first educational experience.

School Culture and Climate 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"; Parenting Partner Training; Fun in the Sun Community Fair; Each classroom hosts 1 "show off event" in the Spring and one in the Fall; 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 School Culture and Climate 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: 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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Carver recruits new staff in these ways: 1. engaging substitutes in a positive manner; 2. functioning as a field experience venue for UTPB education students; 3. a Satisfied current staff.

Staff Quality, Recruitment, and Retention Strengths

The factors in the summary are strengths in quality, recruitment and retention.

The age of our students and their natural motivation to learn in their first educational experience is also a strength.

As mentioned in the school culture/climate section high quality professional development with multiple opportunities of growth are provided to all staff. All staff whether certified or classified are provided with equal opportunities.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Carver is experiencing some challenges in recruiting Special Education Teaching staff **Root Cause:** Special education is a challenging to filed to pursue.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment 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 2 times per year and instruction is aligned with the results of the assessments. Carver uses CIRCLE assessment instrument.

Curriculum, Instruction, and Assessment 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.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Carver lacks a competent technology component to our curriculum. **Root Cause:** Source used in the past has proven to be unreliable.

Parent and Community Engagement

Parent and Community Engagement Summary

Carver has a substantial family involvement plan. It is supported by all staff.

Parent and Community Engagement Strengths

Carver has a plan that is supported by staff.

Carver currently hosts the following parent engagement opportunities for parents: Parenting Partners (we remain one of the higher quality programs in the district); Family Visits prior to school beginning, Milk and Bookies, Family Outside Work Day, Block Fest, 2 Book Fairs, Individual parent Conferences, Wish You Well Day, 2 Academic Parent Teacher Team Meetings, Block Fest, Camp Read S'More, Cars with Dads; Transportation Parade; Animal Day Parade; various home projects; Fun in the Sun Community Fair

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Carver lacks a parent advisory component at the campus level. **Root Cause:** Lack of staff understanding the power of parents in goal setting and leadership

School Context and Organization

School Context and Organization Summary

Carver's key to organization and context are these factors:

1. PLCs,
2. School committees who are committed to a variety of areas.
3. CIT

School Context and Organization Strengths

Carver PLCs are both "broad" and "narrow" in scope. Staff engages in PLCs organized around team or hallway locations.

Every staff member has ownership in some aspect of our school as each one serves on at least one committee.

CIT is an elected body who are trusted and respected.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: PLCs lacks a strong data analysis component **Root Cause:** PLCs lack recent training in Data analysis processes.

Technology

Technology Summary

Technology is an important part of instruction and productivity at Carver. Teachers are quality users and instructors using technology at a quality amount of time.

Technology Strengths

Each classroom has the following:

2 touch screen student computers; 1 teacher computer; 1 smartboard; 1 digital projector; 1 document camera; and 2 mini iPad.

All Teams have BeeBots and Goggle Expedition components.

All staff including paras are trained in Go Noodle.

The Frog Street Press curriculum has a strong technology component - both teacher and parent.

Paras were surveyed about their technology needs and campus has had one session in order to address them.

We have started the conversation about the use of Twitter and You Tube as valuable avenues of communication.

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers lack the background to use Google Expedition to maximum potential. **Root Cause:** Teachers have received inadequate training and coaching in use of Google Expedition.

Priority Problem Statements

Problem Statement 1: Carver PreK children lack emergent literacy skills

Root Cause 1: Lack of focus in homes related to emergent literacy

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Carver Staff has basic knowledge in leading APTT meetings. There is a need to strengthen expertise in this area.

Root Cause 2: Time and training to acquire a higher level skill set.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: Carver Parents are young and lack basic skills to support students at home.

Root Cause 3: Carver parents are young, first time "school parents."

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Attendance has shifted downward in small increments over the past few years.

Root Cause 4: Lack of serious consideration of and often times commitment to the value of a PK education by families.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Carver is experiencing some challenges in recruiting Special Education Teaching staff

Root Cause 5: Special education is a challenging to filed to pursue.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Carver lacks a competent technology component to our curriculum.

Root Cause 6: Source used in the past has proven to be unreliable.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: Carver lacks a parent advisory component at the campus level.

Root Cause 7: Lack of staff understanding the power of parents in goal setting and leadership

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: PLCs lacks a strong data analysis component

Root Cause 8: PLCs lack recent training in Data analysis processes.

Problem Statement 8 Areas: School Context and Organization

Problem Statement 9: Teachers lack the background to use Google Expedition to maximum potential.

Root Cause 9: Teachers have received inadequate training and coaching in use of Google Expedition.

Problem Statement 9 Areas: Technology

Problem Statement 10: Carver staff require updated, high impact, research based training in order to adequately serve challenging students from challenging circumstances

Root Cause 10: Carver is experiencing a growth in numbers of students who come to school with challenges beyond our training

Problem Statement 10 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- PBMAS data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment 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

Goals

Goal 1: Carver will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: Students recognizing 20 or more letter sounds will increase from 80% to 89% by May 2020.

Evaluation Data Source(s) 1: CLI BOY' and EOY data
 Report Card data
 Teacher data sheets

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS TEA Priorities Build a foundation of reading and math</p> <p>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 4. APTT Meetings will be used to teach Parents strategies to support students</p>	Principal Literacy Committee	Students will show steady improvement throughout the year and reach their individual appropriate goal				
<p>Problem Statements: Student Achievement 1 Funding Sources: Local - 4000.00, Title One School-wide - 15000.00</p>						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Carver PreK children lack emergent literacy skills Root Cause 1: Lack of focus in homes related to emergent literacy

Goal 1: Carver will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

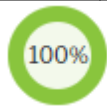

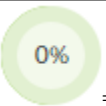

Performance Objective 2: Carver students who struggle will be given prompt support to improve skills and remove barriers.

Evaluation Data Source(s) 2: CLI BOY data

Teacher checklists 1st quarter

Report Card data 2nd & 3rd quarter.

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 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	Principal Counselor Speech Pathologist D'on Paquette Stephanie Johnson Clarissa Funk Tatum Roe Christina Sotelo Anita Ibarra	Progress will be evident on final progress reports				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 1: Carver will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: 100% of Carver migrant students will be identified, referred to appropriate resources and supported on campus

Evaluation Data Source(s) 3: Number of Migrant students referred to and served by District services.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
Comprehensive Support Strategy PBMAS TEA Priorities Build a foundation of reading and math 1) 1. Clerk will notify Principal when a migrant students enrolls 2. Principal will notify appropriate departments and support mechanisms within ECISD	Principal Rocio Leon	Migrant students will receive all services in order to become successful students				
Problem Statements: Student Achievement 1						
						

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Carver PreK children lack emergent literacy skills Root Cause 1: Lack of focus in homes related to emergent literacy


Goal 1: Carver will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 4: 100% of Carver teachers will use CIRCLE assessment tools to analyze data

Evaluation Data Source(s) 4: PLC agenda & notes; data sheets, Student data records

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
PBMAS TEA Priorities Improve low-performing schools Build a foundation of reading and math 1) 1. CIRCLE BOY & EOY FSP Assessments 2. Analyze data individually 3. Analyze data with PLC	Principal Imelda Loya Lorena Cabrera Tatum Roe Gina Ontiveroz	EOY data will show growth for all students as compared to BOY data				
	Problem Statements: Student Achievement 1 - School Context and Organization 1 Funding Sources: Title One School-wide - 5000.00					
2) 1CIRCLE BOY & EOY FSP Assessments 2. Analyze data individually 3. Analyze data with PLC	Principal Imelda Loya Lorena Cabrera Stephanie Johnson Gina Ontiveroz	EOY data will show growth for all students as compared to BOY data.				



Performance Objective 4 Problem Statements:





Student Achievement
Problem Statement 1: Carver PreK children lack emergent literacy skills Root Cause 1: Lack of focus in homes related to emergent literacy
School Context and Organization
Problem Statement 1: PLCs lacks a strong data analysis component Root Cause 1: PLCs lack recent training in Data analysis processes.

Goal 1: Carver will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 5: 100% of Carver teachers will support the identification of GT students as appropriate for PK students.

Evaluation Data Source(s) 5: Teacher notes on Transition Forms.

Summative Evaluation 5:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 1.Review PreK signs of GT & Kinder GT assessment tool in PLCs 2.Observe students with PreK signs of GT in mind 3.Compile a list of students who exhibit GT qualities 4.Plan with PLC strategies to address their needs 5.Conference parents of students with evidence of GT characteristics with regard to educational options for Kindergarten	Counselor Rebecca Plymell Celina Butler	Numbers of Carver students who enroll in Hays or Reagan				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Goal 1: Carver will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 6: 100% of Carver instructional staff will implement research based best practice in literacy.

Evaluation Data Source(s) 6: 2020 State Accountability

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Implement the following:</p> <ol style="list-style-type: none"> 1.Frog Street Press 2.Read Alouds 3.Parent Library Checkout 4.Daily Literacy Small Groups 5.Learning Centers with literacy as an emphasis 6.Balanced Literacy as appropriate in Dual Language classrooms 7.SIOP Strategies 8.CIRCLE Strategies in all CIRCLE trained classrooms 9.Daily lesson plans posted in Eduphoria 10.Weekly PLC meetings 11.Daily shared, modeled, guided morning message 12. Share Shelves will be implemented 13. Each classroom will have an up to date Classroom Library in the primary language of instruction 	<p>Principal Mabel Boafo Marsha Bridges Celina Butler Claudia Santiago Stephanie Johnson</p>	<p>Teacher Lesson Plans PLC Agendas and Notes Science Lab Plans & Weekly check list Administrator Walk Throughs SIOP Check Lists Weekly Library Lesson Plans Parent check Out data</p>				
<p>Problem Statements: Student Achievement 1 Funding Sources: Title One School-wide - 14000.00</p>						
						

Performance Objective 6 Problem Statements:

Student Achievement

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

Goal 1: Carver will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 7: 100% of Carver classrooms will utilize Higher Order thinking in lesson delivery and learning center execution

Evaluation Data Source(s) 7: 2020 State Accountability.

Summative Evaluation 7:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 1. Teachers will add HOT questions to lesson plans where appropriate. 2. Teachers will discuss HOT in PLCs 3. Principal will purchase HOT questioning wheel for all classrooms.	Principal Tatum Roe Cris Armenta Lorena Cabrera	Carver Students will demonstrate higher order thinking when solving problems, asking questions, or in conversations with teachers and peers.				

Goal 1: Carver will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 8: Carver Student Attendance will increase from 92% to 94% by the end of of 2019-2020

Evaluation Data Source(s) 8: District attendance reports

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 1.Conference each parent at registration concerning attendance 2.Conduct attendance conversations at Principal Orientation and school visits 3.Prepare and implement engaging lessons 4.Develop and maintain positive relationships with students and parents 5.Identify Attendance Committee 6.Schedule and conduct Attendance Committee meeting 7.Contact parents of non-attending/excessive absent students 8. Post conference notes, phone notes and any other pertinent documentation in AWARE 9; Conduct Attendance Review Committee Meetings when appropriate for each student	Principal Counselor Rocio Leon Celina Butler Claudia Santiago Ellen Mack Attendance Committee	Carver schoolwide attendance percentage will improve.				
Problem Statements: Demographics 1 Funding Sources: Local - 400.00						
						

Performance Objective 8 Problem Statements:


Demographics
Problem Statement 1: Attendance has shifted downward in small increments over the past few years. Root Cause 1: Lack of serious consideration of and often times commitment to the value of a PK education by families.

Goal 1: Carver will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 9: The percentage of At Risk students that will graduate high school will increase from 81.82% to 87% by May 2020. Accelerated instructional materials & remedial programs will be offered to all At Risk students to help close the achievement gap.

Evaluation Data Source(s) 9: Graduation rates, drop out rates, course credits received

Summative Evaluation 9:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
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	Principal Counselor Speech Pathologist D'on Paquette Stephanie Johnson Clarissa Funk Tatum Roe Christina Sotelo Anita Ibarra	Progress will be evident on final progress reports				
Problem Statements: School Culture and Climate 2 Funding Sources: Title One School-wide - 4000.00, Local - 400.00						
						

Performance Objective 9 Problem Statements:

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

Goal 1: Carver will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 10: Carver will provide Training and support to ensure 100% alignment with the District's linguistic sequence.

Evaluation Data Source(s) 10: Walk throughs and PreLAS English scores

Summative Evaluation 10:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 1.All Carver staff will be trained with SIOP strategies 2.Carver staff will implement SIOP strategies daily. 3.Appropriate children will be assessed using PreLAS 4.LPAC will review PreLAS data and make appropriate recommendations 5.Bilingual Department will conduct a Bilingual parent meeting	Principal K. Garay C. Santiago M Cabrera	Carver Dual Language students will develop oral and written language at the appropriate levels and rates. EOY PreLAS English scores will show a significant increase from BOY scores.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 2: Ector County ISD will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.



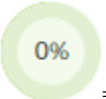

Performance Objective 1: 100% of Carver students will be taught by highly qualified teachers and instructional paraprofessionals

Evaluation Data Source(s) 1: TAPR

System Data

Exit Survey Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) Hire highly qualified staff 2) Offer high quality professional development: such as Behavior Dr. Seminar August 6&7, 2019 3) Continue to create a "grow our own pool" of candidates by: *collaborating with Cheryl Cunningham as a practicum site for Child Guidance Classes. *When hiring Assistants look aggressively for candidates who are pursuing certification in Early Childhood. *Support current Assistants as they pursue certification.	Principal CIT	Teacher retention will continue at a high rate Carver will retain a pool of qualified teacher and assistant candidates.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 2: Ector County ISD will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 2: ECISD will reduce teacher vacancies from an average of 220 in 2018-19 to less than 100 by the start of the 2020-21 school year. ECISD will also reduce vacancies in all other areas from an average of 150 in 2018-19 to less than 50 by the start of the 2020-21 school year.

Evaluation Data Source(s) 2: Entry Survey Data

Exit Survey Data

TAPR Report - Retention

Summative Evaluation 2:

Goal 2: Ector County ISD will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 3: Carver will actively provide researched based, high quality growth experiences in terms of professional development and conference attendance for staff.

Evaluation Data Source(s) 3: Sign In Sheets, Walk Throughs, TTESS data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) 1. Dr. Riffle will engage staff August 6&7 2. CIRCLE training provided by District, Aug 12 3. Selected staff will attend TAYEC 4. Principal will attend TASPYC	Principal I Loya L Evans K Medina	Staff will gain in skill and knowledge to employee in their classrooms. they will network with professionals in like jobs from around the state.				
	Problem Statements: School Culture and Climate 3 Funding Sources: Title One School-wide - 12000.00					
2) 1. Teachers will engage in high quality PLCs by Team 2. Teachers will engage in high quality PLCs by job-alike ie Dual language, Special Ed, Gen Ed.	Principal C Santiago S. Johnson L. Evans	Staff will share ideas, analyze data and employee high quality teaching strategies gained by new learning.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May

Performance Objective 3 Problem Statements:

School Culture and Climate
<p>Problem Statement 3: Carver staff require updated, high impact, research based training in order to adequately serve challenging students from challenging circumstances Root Cause 3: Carver is experiencing a growth in numbers of students who come to school with challenges beyond our training</p>

Goal 3: Carver will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Improve customer service and community perceptions of Carver by ensuring all visitors will be greeted in a welcoming manner by all staff whether they visit by phone or in person.

Evaluation Data Source(s) 1: Pre and Post Surveys
District/Campus Customer Satisfaction Feedback

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 1. Office staff attend customer service training provided at Leadership University 2. Principal emphasize a respectful protocol at the beginning of the year. 3. Principal model welcoming, respectful interactions to Families.	Principal Maria Ellis Rocio Leon	Families will feel welcome as evidenced by their responses to us, very few phone calls to Elementary operations office and positive survey comments.				

Goal 3: Carver will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 2: 100% of Carver staff will employ Carver communication strategies with Families.

Evaluation Data Source(s) 2: Family responses on surveys, Family attendance rate at Family meetings with a communication emphasis.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 1. Bi-monthly newsletters to all families 2. Carver teachers will employ some technology based group communication means ie ClassDoJo, GroupMe, Remind or SeeSaw 3. APTT (Academic Parent Teacher Team Meetings will be held at least 2 times per year 4. Individual Parent Conferences will be held Teachers will publish and maintain an informative and useful individual website 5. Admin will oversee the maintenance of a useful, informative website.	Principal Rebecca Plymell Marsha Bridges Celina Butler	Families are confident when communicating with any Carver staff member.				
Problem Statements: School Culture and Climate 1, 2 Funding Sources: Title One School-wide - 4700.00						

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Carver Staff has basic knowledge in leading APTT meetings. There is a need to strengthen expertise in this area. Root Cause 1: 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 2: Carver parents are young, first time "school parents."

Goal 3: Carver will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 3: Encourage partnerships with community health-based agencies and individuals as educational resources to improve the wellness of Carver students, faculty, staff, and their families.

Evaluation Data Source(s) 3: Community Organizations and Agencies participating in Carver Events

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 1. Fun N Sun Family Community Fair 2. Community Helper Fair	Principal Clarissa Funk Counselor	Families and community will interface and network for the purpose of health for all.				

Goal 3: Carver will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 4: Carver will foster Family and Community participation in Partners in Schools

Evaluation Data Source(s) 4: Numbers of Partners involved in the Partner in Education Program (VIPS)

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 1. Recruit at Registration 2. Actively recruit community members	Principal Tarin Rodgers					

Goal 3: Carver will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 5: 100% of Carver Families will be provided with leadership and growth opportunities

Evaluation Data Source(s) 5: Sin in sheets, levels of engagement

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 1. Parent Leadership Academy led by a FSP Consultant with 4 sessions covering the topics of: 1. Oct 24 Phonemic Awareness: Strategies I can use at Home 2. Dec 2 Asking questions to be an informed and supportive parents 3. Feb 13 Adverse Childhood Experiences: What they mean to my child and how can I support them? 4. Apr 23 - Kindergarten Transition	Principal Counselor	Families will gain the skills and confidence to become highly engaged in their student's education during the current year. Families will have the skills and confidence to support and lead in their child's next school.				
Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 2 Funding Sources: Title One School-wide - 10800.00						
						

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Attendance has shifted downward in small increments over the past few years. Root Cause 1: Lack of serious consideration of and often times commitment to the value of a PK education by families.
Student Achievement
Problem Statement 1: Carver PreK children lack emergent literacy skills Root Cause 1: Lack of focus in homes related to emergent literacy
School Culture and Climate
Problem Statement 2: Carver Parents are young and lack basic skills to support students at home. Root Cause 2: Carver parents are young, first time "school parents."

Goal 4: Carver will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Special programs will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

Evaluation Data Source(s) 1: Program rosters, attendance data, completion and graduation rates

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 1. Carver staff will receive continuous training in Conscious Discipline 2. Behavior Dr. will coach Carver staff 3. Conscious Discipline staff and Counselor will coach staff 4. Invest in continual training in school personnel in order to maintain and elevate Conscious Discipline practice ie Send Counselor to Conscious Discipline Advanced Institute 5. Provide Parent Training	Principal Counselor	Staff and students will grow and work in a happy, emotionally stable environment.				
Problem Statements: School Culture and Climate 3 Funding Sources: Title One School-wide - 10000.00						

Performance Objective 1 Problem Statements:


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

Goal 4: Carver will provide and promote a safe climate that is conducive to learning.

Performance Objective 2: ECISD will ensure training for 100% of the staff will occur annually to promote the safety of all students.

Evaluation Data Source(s) 2: Staff sign-in, archived training documents

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 1. Carver staff will complete all required training ie Safe Schools, Sexual Harassment, Ethics Modules, Trauma Informed Classrooms, Parent Utility	Principal Counselor	Carver staff will be in compliance with all required training which will lead to a well informed community.				
						

Goal 5: Carver will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Equitable and data driven budgeting will be utilized to determine priority for "options" submitted by departments and approved by the Board no later than June 18, 2019. (Options are funding above department allotments for additional identified needs.)

Evaluation Data Source(s) 1: Budgets, 5 year trends, Needs as requested by options list provided by departments, and district approved staff ratios

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 1. Carver will follow District policy with regard with fiscal allocations, documentations	Principal Maria Ellis	Carver fiscal actions and decision will enhance student learning at all levels.				

Goal 5: Carver will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 2: All 2019-2020 requests for professional development will include an implementation plan that reflects the financial impact from the initial training to follow up training for years 2 and 3 and include planning for new employees.

Evaluation Data Source(s) 2: Professional Development Plans

Summative Evaluation 2:


Goal 5: Carver will utilize financial resources in a responsible and data-driven manner to support student learning.


Performance Objective 3: 100% of migrant funds will be used to meet the identified needs of migratory children, that result from their migratory lifestyle and permit these children to participate effectively in school through entering into a share services arrangement with Region 18 Educational Service Center in the 2019-2020 school year.


Evaluation Data Source(s) 3:


Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 1. Clerk will notify Principal when a migrant students enrolls 2. Principal will notify appropriate departments and support mechanisms within ECISD	Principal Rocio Leon	Migrant students will receive all services in order to become successful students				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 6: Carver will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: Reduce the number of student transfer code errors from 30% to 15% in ITCCS by May 2020.

Evaluation Data Source(s) 1: ITCCS reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 1.. Clerk will enter all codes correctly 2. Principal will review any reports related to coding 3. Any mistakes will be corrected immediately	Principal Rocio Leon	Carver codes in ITCCS will be 100% correct by May 2020				

Goal 6: Carver will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 2: Carver campus improvement plans will be aligned to the district improvement plan by August 2019.

Evaluation Data Source(s) 2: 2019-2020 Campus improvement Plans

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 1. Careful Review of District Plan will be conducted by Principal and CIT 2. As CIP is written, CIT and Principal will intentionally review the alignment of plan together and individually.	Principal CIT	Carver plan will support and align with District Plan				


Goal 6: Carver will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 3: Increase the use of parent portal activity from 37% to 60% by 2020.

Evaluation Data Source(s) 3: txConnect administrator reports.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 1. Parents will be provided ongoing information concerning the use of Parent Portal throughout the year. 2. Early Spring - Parents will be offered a training session where ID and other relevant information is provided	Principal Maria Ellis Rocio Leon	Decreased Parent request for students Ids, summer 2020.				
2) 1. Parents will be provided on going information concerning the use of Parent Portal during 2019-2020 2. Parents will be offered a training session Spring 2020 in use of the Parent Portal where they will receive all information they might need ie ID number	Principal Rocio Leon	Increase in Carver Parents using Portal to register in 2020-2021 Decrease in Parent requests for ID summer 2020.				




100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

Goal 6: Carver will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 4: Carver students will be provided the opportunity to use high quality innovative technology learning tools.

Evaluation Data Source(s) 4: Lesson Plans, Walk Throughs TTESS

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Mar	May
1) 1. Teachers will receive updated training in: BeeBot, Google Expedition, appropriate Apps for computers and iPads to enhance literacy success 2. Purchase appropriate license for ABC Mouse and Starfall	Principal Ellen Mack Marsh Bridges Christina Sotelo Mandy Hinojos	Teachers use of available technology resources will increase as evidence by lesson plans, TTESS and walkthroughs.				
Problem Statements: Student Achievement 1 - Technology 1		Funding Sources: Title One School-wide - 8000.00				
						

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Carver PreK children lack emergent literacy skills Root Cause 1: Lack of focus in homes related to emergent literacy
Technology
Problem Statement 1: Teachers lack the background to use Google Expedition to maximum potential. Root Cause 1: Teachers have received inadequate training and coaching in use of Google Expedition.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	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 4. APTT Meetings will be used to teach Parents strategies to support students
1	3	1	1. Clerk will notify Principal when a migrant students enrolls 2. Principal will notify appropriate departments and support mechanisms within ECISD

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	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 4. APTT Meetings will be used to teach Parents strategies to support students
1	3	1	1. Clerk will notify Principal when a migrant students enrolls 2. Principal will notify appropriate departments and support mechanisms within ECISD
1	4	1	1. CIRCLE BOY & EOY FSP Assessments 2. Analyze data individually 3. Analyze data with PLC

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment was completed by CIT (Campus Improvement Team) and approved in June, 2018. This assessment takes the following into consideration:

demographics of Carver student body; the strength of the instructional team, recruitment and retention strategies for staff, parent engagement and the academic and social emotional achievements of our students.

The above mentioned addresses strengths and weaknesses of our school and focuses on a well rounded plan engaging all stakeholders in order to ensure Carver students achieve their maximum.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

CIP (Campus Improvement Plan) was developed under the leadership of Carver CIT. This group approved the plan in May, 2018. They will provide quarterly monitoring of this plan throughout the 2018-2019 school year. The CIP was developed based upon multiple points of information including student achievement data and parent and staff feedback.

2.2: Regular monitoring and revision

CIT will monitor the CIP on a quarterly basis. Modifications, deletions and additions will be made based upon multiple points of information including student achievement data, parent feedback as well as staff feedback.

2.3: Available to parents and community in an understandable format and language

Parents will be informed in August, 2018 of the CIP's availability to them. It will be available to any Parent or Community member who wishes to see the plan in its entirety. The main goals of the CIP will be

communicated at Family Meetings, August 2018. The CIP will be available for translation when requested by parents.

2.4: Opportunities for all children to meet State standards

All Carver students will be given the opportunity of a robust curriculum delivered by certified teachers and aligned to Texas State PK Guidelines. Opportunities are monitored weekly via lesson plan checks, walkthroughs, staff evaluation processes, and PLC (Professional Learning Community) meetings. Instructional staff will conduct regular meetings to analyze data, identify students in need of intervention, recommend students for intervention and monitor intervention progress. Students who are recommended for intervention will be served on a weekly basis in order to address achievement gaps.

2.5: Increased learning time and well-rounded education

Teachers will monitor their teaching/instruction time closely on a daily basis. Teachers will hold to their daily schedule with fidelity. Extra activities and interruptions to instruction held within the school day are kept to a minimum. Students who are tardy, leave early or absent will be monitored closely and appropriate intervention taken.

2.6: Address needs of all students, particularly at-risk

At risk students will be aggressively identified through a variety of ways including: teacher information, parent information, Special Education evaluation, data (CIRCLE and Report Card) analysis and any other appropriate means available throughout the year. All students will benefit from Student Success meetings held in community within PLCs and individually with Campus Administrator. Instructional staff will conduct regular meetings to analyze data, identify students in need of intervention, recommend students for intervention and monitor intervention progress. Students who are recommended for intervention will be served on a weekly basis in order to address any gaps. In addition, Instructional Staff will conduct APTT (Academic Parent Teacher Team) Meetings and Individual Parent Conferences with all parents to support families as they partner to ensure student success.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement Policy is posted on Carver homepage and disseminated to families at registration. In addition, Instructional Staff overviews the Policy with Families during Family Visits prior to beginning of school. Further, Carver Administration will conduct the required Policy, Survey and Compact meetings with Families. The Parent and Family engagement Policy will be revised throughout the year based on feedback from the meetings mentioned above.

3.2: Offer flexible number of parent involvement meetings

Carver will conduct meetings at various times to include during school day and in the evenings. Parent Meetings will be available in both English and Spanish and are conducted with alternative meeting times available. Conscious Discipline Meetings will occur throughout the year. Parents will be given the option between a morning, afternoon or evening time.

Plan Notes

Might keep CIT agendas and meeting notes here. Use as PLC documentation Agendas and Notes - post in the plan

Federal/State Required Priority Goals:

Federal State priority goals (SP) are integrated throughout the district improvement plan within the performance objectives identified. The performance objective (PO) will state at the conclusion of the objective which federal & state goals are supported by the objective if applicable.

(SP1.1) All campuses will implement researched and outcome based strategies based on school-wide reform to address gaps in student learning and performance in reading language arts, science, social studies & math to include the following targeted groups: all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner. (Goal 1, PO 1, PO 3, PO5)

(SP1.2) All students will reach high academic standards, at a minimum attaining proficiency or better in reading language arts, writing, math, science and social studies to include the following sub groups: all title one students, all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner. (Goal 1, PO 1, PO 3, PO 5)

(SP1.3) Improved performance for physical education: All students engaged in the state physical education assessment will show improvement. (Goal 1, PO 12)

(SP1.4) All students will be graduate prepared for college or career readiness. (Goal 1, PO 8, PO 9)

(SP1.5) Improved performance for attendance rate: The attendance rate for students in all targeted subgroups will increase to a minimum of 95%. (Goal 1, PO 13)

(SP1.6) Early childhood intervention for migrant students/ improved identification and recruitment of migrant students, improved graduation enhancement for migrant students and improved services coordination for migrant students will occur. (Goal 1, PO 1, PO 6)

(SP1.7) Improved performance for participation: TAKS/STAAR: All campuses will meet or exceed 95% participation for every subgroup and TAKS/STAAR subject tested. (Goal 1, PO 13)

(SP1.8) All students will graduate from high school to include all student subgroups. (Goal 1, PO 10, PO11)

(SP1.9) Campuses will provide graduation enhancement opportunities and secondary credit exchange and accrual for migrant students. (Goal 1, PO 1)

- (SP2.1) Improved reporting for NGS & secondary credit exchange and accrual for migrant students will occur. (Goal 1, PO 1)
- (SP2.2) Campuses will reduce drop outs through drop out recovery efforts. (Goal 1, PO 1, PO 9, PO 11)
- (SP2.3) Transition planning will be addressed at each campus as appropriate to ensure minimal student interruption. (Goal 1, PO 3, PO 4, PO 5 & PO 6)
- (SP2.4) Improved coordination of federal, state, and local funds by all stakeholders will occur to include migrant services coordination. (Goal 5, PO1)
- (SP2.5) Pregnant students and student parents will be supported through a learning environment that is unique to their individual needs in order for them to graduate from high school. (Goal 1, PO 1, PO 3, PO5)
- (SP2.6) District and campuses will ensure that discipline management practices are in place to provide learning environments that are safe, drug free, and conducive to learning. (Goal 2, PO 1, PO 3, PO5; Goal 3, PO 4)
- (SP2.7) Campuses will provide student support for suicide prevention, violence prevention and intervention and harassment and dating violence. (Goal 2, PO 9)
- (SP2.8) District and campuses will ensure that every campus has trained teams in the procedures for Texas Behavior Support Initiative (TBSI). (Goal 2, PO 9)
- (SP2.9) Conflict resolution will be addressed to ensure a safe, orderly learning environment that promotes academic achievement, increased attendance and reduction in the number of discipline referrals and drop outs. (Goal 2, PO 9)
- (SP2.10) Campuses will provide career education to assist students in developing the knowledge, skills and competencies necessary for a broad range of career opportunities and accelerated education. (Goal ?)
- (SP3.1) All campuses will maintain a professional development plan for teachers, principals and paraprofessionals that will be high quality and ongoing. (Goal ?)
- (SP3.2)All campuses will ensure that teachers are given the opportunity to give input in the development of academic assessments. (Goal ?)
- (SP 3.3) All campuses will provide professional development in utilizing technology. (Goal ?)
- (SP 3.4) All students will be taught by highly qualified teachers and highly qualified instructional paraprofessionals. (Goal 1, PO 1, PO 3, PO5)
- (SP 3.5)All campuses will recruit, hire and retain highly qualified teachers and instructional paraprofessionals. (Goal 3, PO 1, PO 4, PO 7, PO 8)
- (SP 3.6) Campuses will utilize instructional technology as a teaching tool for student success. (Goal ?)
- (SP4.1) All campuses will work to improve parent participation to include targeted subgroups: title one, bilingual ESL, and migrant. (Goal ?)

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Cris Armenta	Member
Classroom Teacher	Claudia Santiago	Member
Paraprofessional	Rocio Leon	Member
Classroom Teacher	D'on Paquette	Member
Classroom Teacher	Celina Butler	Member
Classroom Teacher	Stephanie Johnson	Member
Classroom Teacher	Anita Ibarra	Member

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teaching Materials as related to Literacy		\$4,000.00
1	8	1	Attendance incentives for each quarter as well as end of year		\$400.00
1	9	1	Materials for Family Visits		\$400.00
Sub-Total					\$4,800.00
Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Build Leveled Library for each classroom		\$10,000.00
1	1	1	Materials for APTT Meetings		\$5,000.00
1	4	1	Training in Data Analysis		\$5,000.00
1	6	1	Materials for Learning Centers with literacy emphasis & leveled libraries in each classroom		\$14,000.00
1	9	1	Professional Development for staff in the area of high impact intervention strategies		\$4,000.00
2	3	1	Training		\$12,000.00
3	2	1	Additional Training in conducting APTT Meetings		\$2,700.00
3	2	1	Materials needed for APTT Meetings		\$2,000.00
3	5	1	Consultant to lead Parent Leadership Academies		\$10,800.00
4	1	1	Training materials ; Travel and Registration for Advanced Conscious Discipline Institute for Counselor		\$10,000.00
6	4	1	Purchase of ABC Mouse for school		\$8,000.00
Sub-Total					\$83,500.00
Grand Total					\$88,300.00