

**Ector County Independent School District**

**Carver Early Education Center**

**Improvement Plan**

**2020-2021**

# 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

## 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%

### 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 (Prioritized):** 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 (Prioritized):** 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 (Prioritized):** 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 (Prioritized):** 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

# **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.

# 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 (Prioritized):** 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 Cookies, 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 (Prioritized):** 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

**Problem Statement 2 (Prioritized):** Face to face interactions with parents during COVID 19 require changes in our practice. **Root Cause:** Current COVID19 challenges school's traditional face to face practice of engaging parents.

# 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 (Prioritized):** PLCs lacks a strong data analysis component **Root Cause:** PLCs lack recent training in Data analysis processes.

# Technology

## Technology Summary

As of March, 2020, technology became a vital part of the instructional media for Carver. While "in class" technology components are secure, there is a lack of quality technology for teachers to use in providing virtual instruction from either their classroom or their homes. The lack of broadband in some places where our students reside coupled with the lack of devices create special challenges for Pk students and teachers.

## Technology Strengths

Teacher desire to learn and grow in providing virtual instruction continues. 2019-2020 Title I funds were used to purchase each teacher a quality laptop without the barrier of District required training attached to acquiring a District Laptop.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** Teacher skill and knowledge of providing virtual instruction overall is lacking. **Root Cause:** Teachers have not had the opportunity for quality professional development in this area.

**Problem Statement 2 (Prioritized):** PK virtual engagement is lagging behind. **Root Cause:** Lack of broadband and device availability for many Carver students exists.

**Problem Statement 3 (Prioritized):** PK virtual engagement is lagging behind. **Root Cause:** These students have not had quality virtual teaching/learning experiences. they know nothing more than using a device to play games or view videos for entertainment purposes.

**Problem Statement 4 (Prioritized):** PK virtual engagement is lagging behind. **Root Cause:** Parents do have not had the opportunity to engage in quality virtual learning/teaching experiences with their children.

**Problem Statement 5 (Prioritized):** Carver use of a consistent virtual platform across the school. **Root Cause:** No school acquired platform for all classroom to utilize.

# Priority Problem Statements

**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.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Carver PreK children lack emergent literacy skills

**Root Cause 2:** Lack of focus in homes related to emergent literacy

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Carver Staff has basic knowledge in leading APTT meetings. There is a need to strengthen expertise in this area.

**Root Cause 3:** Time and training to acquire a higher level skill set.

**Problem Statement 3 Areas:** School Culture and Climate

**Problem Statement 4:** Carver Parents are young and lack basic skills to support students at home.

**Root Cause 4:** Carver parents are young, first time "school parents."

**Problem Statement 4 Areas:** School Culture and Climate

**Problem Statement 5:** Carver staff require updated, high impact, research based training in order to adequately serve challenging students from challenging circumstances

**Root Cause 5:** Carver is experiencing a growth in numbers of students who come to school with challenges beyond our training

**Problem Statement 5 Areas:** School Culture and Climate

**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:** Face to face interactions with parents during COVID 19 require changes in our practice.

**Root Cause 8:** Current COVID19 challenges school's traditional face to face practice of engaging parents.

**Problem Statement 8 Areas:** Parent and Community Engagement

**Problem Statement 9:** PLCs lacks a strong data analysis component

**Root Cause 9:** PLCs lack recent training in Data analysis processes.

**Problem Statement 9 Areas:** School Context and Organization

**Problem Statement 10:** Teacher skill and knowledge of providing virtual instruction overall is lacking.

**Root Cause 10:** Teachers have not had the opportunity for quality professional development in this area.

**Problem Statement 10 Areas:** Technology

**Problem Statement 11:** PK virtual engagement is lagging behind.

**Root Cause 11:** Lack of broadband and device availability for many Carver students exists.

**Problem Statement 11 Areas:** Technology

**Problem Statement 12:** PK virtual engagement is lagging behind.

**Root Cause 12:** These students have not had quality virtual teaching/learning experiences. they know nothing more than using a device to play games or view videos for entertainment purposes.

**Problem Statement 12 Areas:** Technology

**Problem Statement 13:** PK virtual engagement is lagging behind.

**Root Cause 13:** Parents do have not had the opportunity to engage in quality virtual learning/teaching experiences with their children.

**Problem Statement 13 Areas:** Technology

**Problem Statement 14:** Carver use of a consistent virtual platform across the school.

**Root Cause 14:** No school acquired platform for all classroom to utilize.

**Problem Statement 14 Areas:** Technology

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Local Accountability Systems (LAS) data
- Annual Measurable Achievement Objectives (AMAO) data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Homeless data

## Student Data: Behavior and Other Indicators

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

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- TTESS data
- T-PESS data
- TTESS data
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement 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 2020-2021

**Evaluation Data Sources:** District attendance reports

**Summative Evaluation:** None

**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

**Title I Schoolwide Elements:** None

**TEA Priorities:** None

**ESF Levers:** Lever 3: Positive School Culture

**Problem Statements:**  
Demographics 1

**Funding Sources:**  
None

**Formative**





**Oct**

**Jan**

**Mar**

**Summative**

**May**

|   |  |  |  |                  |
|---|--|--|--|------------------|
| <b>Strategy 2:</b> Carver will develop and maintain positive relationships with students and parents by communication: <ol style="list-style-type: none"> <li>1. Conducting Family visits at the beginning of the year</li> <li>2. Conduct a Family visit each time a new student enrolls</li> <li>3. Utilize available means of communication to include SeeSaw, weekly Newsletters, ParentLink,</li> </ol>  |  |  |  |                  |
| <b>Strategy's Expected Result/Impact:</b> Carver school-wide attendance percentage will improve.  |  |  |  | <b>Formative</b> |
| <b>Staff Responsible for Monitoring:</b> Assistant Principal<br>Counselor<br>Attendance Committee   |  |  |  | <b>Oct</b>       |
| <b>Title I Schoolwide Elements:</b> 2.4, 3.1  |  |  |  | <b>Jan</b>       |
| <b>Problem Statements:</b> None   |  |  |  | <b>Mar</b>       |
| <b>TEA Priorities:</b> None   |  |  |  | <b>Summative</b> |
| <b>Funding Sources:</b> None  |  |  |  | <b>May</b>       |
| <b>ESF Levers:</b> Lever 3: Positive School Culture   |  |  |  |                  |
| <b>Strategy 3:</b> Carver will utilize an Attendance Committee to review attendance trends and plan celebrations  |  |  |  |                  |
| <b>Strategy's Expected Result/Impact:</b> Improved attendance   |  |  |  | <b>Formative</b> |
| <b>Staff Responsible for Monitoring:</b> Assistant Principal<br>Counselor<br>Attendance Committee   |  |  |  | <b>Oct</b>       |
| <b>Title I Schoolwide Elements:</b> None  |  |  |  | <b>Jan</b>       |
| <b>Problem Statements:</b> None   |  |  |  | <b>Mar</b>       |
| <b>TEA Priorities:</b> None   |  |  |  | <b>Summative</b> |
| <b>Funding Sources:</b> Incentives Local \$200  |  |  |  | <b>May</b>       |
| <b>ESF Levers:</b> None   |  |  |  |                  |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> |  |  |  |                  |
| <b>Demographics</b>   |  |  |  |                  |
| <b>Problem Statement 1:</b> Attendance has shifted downward in small increments over the past few years. <b>Root Cause:</b> Lack of serious consideration of and often times commitment to the value of a PK education by families.   |  |  |  |                  |

**Performance Objective 2:** Provide the environment conducive to all educational needs in conjunction with the development of a Long-Range Facilities Plan that will move the District forward in the future.

**Evaluation Data Sources:** Classroom Cafeteria checklist

**Summative Evaluation:** None





| Strategy 1: Implement universal free feeding to all elementary students.   |  |                                 |  |
|--|--|---------------------------------|--|
| <b>Strategy's Expected Result/Impact:</b> Student engagement due to hunger will lessen   |  |                                 | <b>Formative</b><br><br><b>Oct</b><br><br><b>Jan</b><br><br><b>Mar</b><br><br><b>Summative</b><br><br><b>May</b> |
| <b>Staff Responsible for Monitoring:</b> Principal<br>All Teachers   |  |                                 |  |
| <b>Title I Schoolwide Elements:</b> None   |  | <b>Problem Statements:</b> None |  |
| <b>TEA Priorities:</b> None  |  | <b>Funding Sources:</b>         |  |
| <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction  |  | None                            |  |
| <div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div> |  |                                 |  |

**Performance Objective 3:** Provide differentiated processes for priority classrooms/students.

**Evaluation Data Sources:** Published Plan

Numbers of visits to counselor office due to transition anxiety

**Summative Evaluation:** None

| Strategy 1: Carver will welcome students at the beginning of the year by creating clean, engaging classrooms  |  |                                 |                  |
|---|--|---------------------------------|------------------|
| <b>Strategy's Expected Result/Impact:</b> Students will feel safe and welcome in new school environment.<br>Students engage quicker at the start of the new school year   |  |                                 | <b>Formative</b> |
|   |  |                                 | <b>Oct</b>       |
|   |  |                                 | <b>Jan</b>       |
| <b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>Custodians   |  |                                 | <b>Mar</b>       |
|   |  |                                 | <b>Summative</b> |
| <b>Title I Schoolwide Elements:</b> None  |  | <b>Problem Statements:</b> None |                  |
| <b>TEA Priorities:</b> Improve low-performing schools   |  | <b>Funding Sources:</b>         |                  |
| <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning,<br>Lever 3: Positive School Culture  |  | None                            |                  |
| <div><div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div></div> |  |                                 |                  |

**Performance Objective 4:** Carver will embed technology for anytime, anywhere teaching and learning.

**Evaluation Data Sources:** Lesson Plans

Walk Through Data

Management System Data Reports

**Summative Evaluation:** None

**Strategy 1:** Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) and Adaptive Technology

|   |  |                  |
|---|--|------------------|
| <b>Strategy's Expected Result/Impact:</b> Students will show educational progress using a technology resource |  | <b>Formative</b> |
| <b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>CIT                              |  | <b>Oct</b>       |
| <b>Title I Schoolwide Elements:</b> None  |  | <b>Jan</b>       |
| <b>TEA Priorities:</b> Build a foundation of reading and math   |  | <b>Mar</b>       |
| <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction                           |  | <b>Summative</b> |
| <b>Problem Statements:</b><br>Technology 5  |  | <b>May</b>       |
| <b>Funding Sources:</b><br>None   |  |                  |

**Strategy 2:** All Carver Teachers will implement SeeSaw

|   |  |                  |
|---|--|------------------|
| <b>Strategy's Expected Result/Impact:</b> A consistent virtual platform for all teachers, students and parents reducing confusion and frustration |  | <b>Formative</b> |
| <b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>Lori Evans<br>Tatum Roe<br>Maria Cabrera                             |  | <b>Oct</b>       |
| <b>Title I Schoolwide Elements:</b> None  |  | <b>Jan</b>       |
| <b>TEA Priorities:</b> None   |  | <b>Mar</b>       |
| <b>ESF Levers:</b> None   |  | <b>Summative</b> |
| <b>Problem Statements:</b><br>Technology 5  |  | <b>May</b>       |
| <b>Funding Sources:</b><br>Fees for School, Platinum version of SeeSaw Title One School-wide \$1,650  |  |                  |



No Progress



Accomplished



Continue/Modify



Discontinue

### Technology

**Problem Statement 5:** Carver use of a consistent virtual platform across the school. **Root Cause:** No school acquired platform for all classroom to utilize.

**Performance Objective 5:** Develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

**Evaluation Data Sources:** Training Documentation  
Counselor reports

**Summative Evaluation:** None

**Strategy 1:** Staff will engage in professional learning about SEL research and practice. Carver staff will continue to become excellent practitioners of Conscious Discipline through ongoing training, study and coaching.

**Strategy's Expected Result/Impact:** Students become self regulators and engage in learning and social emotional activities with ease.  
Students become "coaches" of other students.

**Staff Responsible for Monitoring:** Assistant Principal  
Counselor  
Conscious Discipline Committee

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Recruit, support, retain teachers and principals

**Funding Sources:**

Title One School-wide \$6,000

**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

**Formative**

**Oct**

**Jan**

**Mar**

**Summative**

**May**



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 6:** Carver will provide a safe and supportive learning environment.

**Evaluation Data Sources:** Improved Attendance

Report Card/Data Sheets

Discipline Reports

**Summative Evaluation:** None



**Strategy 1:** \* Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.

\*All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures.

\*The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics.

\* Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.





\* Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work).

\* Carver will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention.

\* Campus-level systems and structures will be developed to monitor/improve dis aggregated discipline data regularly to inequities.

|  |  |                  |
|--|--|------------------|
| <b>Strategy's Expected Result/Impact:</b> Improved Attendance<br>Improved Academic Growth<br>Decrease in Counselor Office Visits<br><br><b>Staff Responsible for Monitoring:</b> Principal<br>Counselor<br><br><b>Title I Schoolwide Elements:</b> None<br><br><b>TEA Priorities:</b> None<br><br><b>ESF Levers:</b> 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 |  | <b>Formative</b> |
|  |  | <b>Oct</b>       |
|  |  | <b>Jan</b>       |
|  |  | <b>Mar</b>       |
|  |  | <b>Summative</b> |
| <b>Problem Statements:</b> None<br><br><b>Funding Sources:</b><br>None   |  | <b>May</b>       |

|   |  |                  |
|---|--|------------------|
| <b>Strategy 2:</b> . Strategy: Carver Counselor will provide weekly SE lessons to classrooms using Conscious Discipline resources |  |                  |
| <b>Strategy's Expected Result/Impact:</b> Improved academic growth<br>Improved attendance<br>Improved self regulations skills     |  | <b>Formative</b> |
| <b>Staff Responsible for Monitoring:</b> Principal<br>Counselor   |  | <b>Oct</b>       |
|   |  | <b>Jan</b>       |
|   |  | <b>Mar</b>       |
| <b>Title I Schoolwide Elements:</b> None  | <b>Problem Statements:</b> None                              | <b>Summative</b> |
| <b>TEA Priorities:</b> None   | <b>Funding Sources:</b>                                      | <b>May</b>       |
| <b>ESF Levers:</b> None   | None   |                  |
| <b>Strategy 3:</b> Provide equity training for all staff by contracting with Hearn and Hearn.                                     |  |                  |
| <b>Strategy's Expected Result/Impact:</b> Staff will interact with all equitably  |  | <b>Formative</b> |
| <b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>Counselor  |  | <b>Oct</b>       |
|   |  | <b>Jan</b>       |
|   |  | <b>Mar</b>       |
| <b>Title I Schoolwide Elements:</b> None  | <b>Problem Statements:</b>                                   | <b>Summative</b> |
| <b>TEA Priorities:</b> None   | School Culture and Climate 3                                 |                  |
| <b>ESF Levers:</b> None   | <b>Funding Sources:</b>                                      | <b>May</b>       |
|   | Consultant fees and materials Title One School-wide \$17,000 |                  |
| <b>Strategy 4:</b> All staff will complete District Unbiased Training   |  |                  |
| <b>Strategy's Expected Result/Impact:</b> Any Visitor, Parent or Student at Carver Campus will be treated with respect            |  | <b>Formative</b> |
| <b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>Counselor  |  | <b>Oct</b>       |
|   |  | <b>Jan</b>       |
|   |  | <b>Mar</b>       |
| <b>Title I Schoolwide Elements:</b> None  | <b>Problem Statements:</b> None                              | <b>Summative</b> |
| <b>TEA Priorities:</b> None   | <b>Funding Sources:</b>                                      |                  |
| <b>ESF Levers:</b> None   | None   | <b>May</b>       |

| Strategy 5: Teacher discipline management programs will be evaluated for alignment to Conscious Discipline  |                  |
|---|------------------|
| <b>Strategy's Expected Result/Impact:</b> Reduced visits to Counselor Office<br>Reduced "management visits" by Campus Administrators to classrooms<br>Increased in self regulation skills in students<br><hr/> <b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>Counselor<br><hr/> <b>Title I Schoolwide Elements:</b> None<br><b>TEA Priorities:</b> None<br><b>ESF Levers:</b> None   | <b>Formative</b> |
|   | <b>Oct</b>       |
|   | <b>Jan</b>       |
|   | <b>Mar</b>       |
| <b>Problem Statements:</b><br>School Culture and Climate 3<br><hr/> <b>Funding Sources:</b><br>Conscience Discipline Coaching fees Title One School-wide \$6,000  | <b>Summative</b> |
|   | <b>May</b>       |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> |                  |
| School Culture and Climate  |                  |
| <b>Problem Statement 3:</b> Carver staff require updated, high impact, research based training in order to adequately serve challenging students from challenging circumstances <b>Root Cause:</b> Carver is experiencing a growth in numbers of students who come to school with challenges beyond our training  |                  |

**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:** TAPR

System Data

Exit Survey Data

**Summative Evaluation:** None

|  |                  |
|--|------------------|
| <b>Strategy 1:</b> 1.Hire highly qualified staff<br>2.Offer high quality professional development:   |                  |
| <b>Strategy's Expected Result/Impact:</b> Teacher retention will continue at a high rate<br>Carver will retain a pool of qualified teacher and assistant candidates.   | <b>Formative</b> |
| <b>Staff Responsible for Monitoring:</b> Principal<br>CIT  | <b>Oct</b>       |
| <b>Title I Schoolwide Elements:</b> None <b>Problem Statements:</b> None   | <b>Jan</b>       |
| <b>TEA Priorities:</b> None <b>Funding Sources:</b>  | <b>Mar</b>       |
| <b>ESF Levers:</b> None                 None   | <b>Summative</b> |
|  | <b>May</b>       |
| <b>Strategy 2:</b> Create a "grow our own pool" of candidates by: *<br>Collaborating with Cheryl Cunningham as a practicum site for Child Guidance Classes.<br>Hire Assistants who are quality candidates and are pursuing certification in Early Childhood. |                  |
| <b>Strategy's Expected Result/Impact:</b> Teacher retention at Carver will continue to be high   | <b>Formative</b> |
| <b>Staff Responsible for Monitoring:</b> Principal<br>CIT  | <b>Oct</b>       |
| <b>Title I Schoolwide Elements:</b> None <b>Problem Statements:</b> None   | <b>Jan</b>       |
| <b>TEA Priorities:</b> None <b>Funding Sources:</b>  | <b>Mar</b>       |
| <b>ESF Levers:</b> None                 None   | <b>Summative</b> |
|  | <b>May</b>       |

|  |  |
|--|--|
| <b>Strategy 3:</b> Offer quality growth opportunities by contracting with Hearn and Hearn to conduct 3 sessions during the year.   |  |
| <b>Strategy's Expected Result/Impact:</b> Retain high quality teachers   | <b>Formative</b><br><br><b>Oct</b><br><br><b>Jan</b><br><br><b>Mar</b><br><br><b>Summative</b><br><br><b>May</b> |
| <b>Staff Responsible for Monitoring:</b> Principal CIT   |  |
| <b>Title I Schoolwide Elements:</b> None   |  |
| <b>TEA Priorities:</b> None  |  |
| <b>ESF Levers:</b> None  |  |
| <b>Problem Statements:</b> None  |  |
| <b>Funding Sources:</b><br>Training costs and materials Title One School-wide \$17,750   |  |
| <div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div> |  |

**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

**Summative Evaluation:** None

| Strategy 1: 1.All Staff will engage in Virtual Teaching/Learning Development  |  |  |           |
|---|--|--|-----------|
| <div>Strategy's Expected Result/Impact: Staff will gain in skill and knowledge to employ in their classrooms.</div> <div>Staff Responsible for Monitoring: Principal<br/>Assistant Principal<br/>Lori Evans<br/>Karla Ortiz<br/>Tatum Roe</div> <div>Title I Schoolwide Elements: None</div> <div>TEA Priorities: None</div> <div>ESF Levers: None</div> <div>Problem Statements: None</div> <div>Funding Sources: None</div> |  |  | Formative |
|   |  |  | Oct       |
|   |  |  | Jan       |
|   |  |  | Mar       |
|   |  |  | Summative |
|   |  |  | May       |
| Strategy 2: Staff will attend conferences such as TAYEC and TASPYC  |  |  |           |
| <div>Strategy's Expected Result/Impact: Increased skills and knowledge</div> <div>Staff Responsible for Monitoring: Principal<br/>Assistant Principal</div> <div>Title I Schoolwide Elements: None</div> <div>TEA Priorities: None</div> <div>ESF Levers: None</div> <div>Problem Statements: None</div> <div>Funding Sources: None</div>   |  |  | Formative |
|   |  |  | Oct       |
|   |  |  | Jan       |
|   |  |  | Mar       |
|   |  |  | Summative |
|   |  |  | May       |
| <div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>  |  |  |           |

**Performance Objective 3:** In 2020-21, 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

**Summative Evaluation:** None

**Strategy 1:** Each campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.

**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.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

All Teachers self monitor

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Recruit, support, retain teachers and principals,  
Build a foundation of reading and math

**Funding Sources:**  
None

**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

**Formative**

**Oct**

**Jan**

**Mar**

**Summative**

**May**



No Progress



Accomplished



Continue/Modify



Discontinue

**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 80% to 89% by May 2021.

**Evaluation Data Sources:** CLI BOY' and EOY data

Report Card data

Teacher data sheets

**Summative Evaluation:** None

|   |                  |
|---|------------------|
| <b>Strategy 1:</b> 1) 1. Daily emphasis will be placed on letter sounds.<br>2. Classroom Centers will be designed and executed in each classroom to support the acquisition of letter sounds<br>3. Morning Message will be used with fidelity in each classroom |                  |
| <b>Strategy's Expected Result/Impact:</b> Students will show steady improvement throughout the year and reach their individual appropriate goal   | <b>Formative</b> |
| <b>Staff Responsible for Monitoring:</b> Principal<br>Literacy Committee  | <b>Oct</b>       |
| <b>Title I Schoolwide Elements:</b> None<br><b>TEA Priorities:</b> Build a foundation of reading and math   | <b>Jan</b>       |
| <b>Problem Statements:</b><br>Student Achievement 1   | <b>Mar</b>       |
| <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers,<br>Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction   | <b>Summative</b> |
| <b>Funding Sources:</b><br>None   | <b>May</b>       |
| <b>Strategy 2:</b> 4. APTT Meetings will be used to teach Parents strategies to support students  |                  |
| <b>Strategy's Expected Result/Impact:</b> Parents will gain skills in facilitating literacy learning at home  | <b>Formative</b> |
| <b>Staff Responsible for Monitoring:</b> CIT  | <b>Oct</b>       |
| <b>Title I Schoolwide Elements:</b> None<br><b>TEA Priorities:</b> None   | <b>Jan</b>       |
| <b>Problem Statements:</b><br>School Culture and Climate 2  | <b>Mar</b>       |
| <b>Funding Sources:</b><br>Materials Title One School-wide \$3,000  | <b>Summative</b> |
|   | <b>May</b>       |





No Progress



Accomplished



Continue/Modify



Discontinue

### Student Achievement

**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

**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."

**Performance Objective 2:** 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.

**Summative Evaluation:** None

**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

**Strategy's Expected Result/Impact:** Progress will be evident on final progress reports as measured by individual student growth

**Staff Responsible for Monitoring:** Principal

Counselor

Speech Pathologist

D'on Paquette

Stephanie Johnson

Clarissa Funk

Tatum Roe

Jana Mitchell

Anita Ibarra

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math,  
Improve low-performing schools

**Funding Sources:**  
None

**ESF Levers:** Lever 1: Strong School Leadership and Planning,  
Lever 3: Positive School Culture, Lever 4: High-Quality  
Curriculum, Lever 5: Effective Instruction

**Formative**

**Oct**

**Jan**

**Mar**

**Summative**

**May**



No Progress



Accomplished



Continue/Modify







Discontinue

**Performance Objective 3:** 100% of Carver teachers will use CIRCLE assessment tools to analyze data

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

**Summative Evaluation:** None

|   |  |
|---|--|
| <b>Strategy 1:</b> 1) 1. CIRCLE BOY & EOY FSP Assessments<br>2. Analyze data individually<br>3. Analyze data with PLC   |  |
| <b>Strategy's Expected Result/Impact:</b> EOY data will show growth for all students as compared to BOY data  | <b>Formative</b>                               |
| <b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>Kristen Dees<br>Lorena Cabrera<br>Tatum Roe  | <b>Oct</b><br><br><b>Jan</b><br><br><b>Mar</b> |
| <b>Title I Schoolwide Elements:</b> None<br><b>TEA Priorities:</b> None<br><b>ESF Levers:</b> None  | <b>Summative</b>                               |
| <b>Problem Statements:</b><br>School Context and Organization 1<br><br><b>Funding Sources:</b><br>None  | <b>May</b>                                     |
| <div>  No Progress                      Accomplished                      Continue/Modify                      Discontinue                 </div> |  |
| <b>School Context and Organization</b>  |  |
| <b>Problem Statement 1:</b> PLCs lacks a strong data analysis component <b>Root Cause:</b> PLCs lack recent training in Data analysis processes.  |  |

**Performance Objective 4:** 100% of Carver classrooms will utilize Higher Order thinking in lesson delivery and learning center execution

**Evaluation Data Sources:** 2021 State Accountability.

**Summative Evaluation:** None

| Strategy 1: Teachers will add HOT questions to all lesson plans  |  |  |                  |
|--|--|--|------------------|
| <b>Strategy's Expected Result/Impact:</b> Carver Students will demonstrate higher order thinking when solving problems, asking questions, or in conversations with teachers and peers.<br><br><b>Staff Responsible for Monitoring:</b> Assistant Principal<br>Tatum Roe<br>Karla Garay<br>Elaine Wiltsey<br><br><b>Title I Schoolwide Elements:</b> None<br><b>TEA Priorities:</b> None<br><b>ESF Levers:</b> None |  |  | <b>Formative</b> |
|  |  |  | <b>Oct</b>       |
|  |  |  | <b>Jan</b>       |
|  |  |  | <b>Mar</b>       |
|  |  |  | <b>Summative</b> |
| <b>Problem Statements:</b> None  |  |  | <b>May</b>       |
| <b>Funding Sources:</b><br>None  |  |  |                  |
| Strategy 2: Teachers will discuss HOT in PLCs  |  |  |                  |
| <b>Strategy's Expected Result/Impact:</b> Teacher HOT questioning strategies will increase<br><br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>Elaine Wiltsey<br>Karla Garay<br>Stephanie Johnson<br><br><b>Title I Schoolwide Elements:</b> None<br><b>TEA Priorities:</b> None<br><b>ESF Levers:</b> None  |  |  | <b>Formative</b> |
|  |  |  | <b>Oct</b>       |
|  |  |  | <b>Jan</b>       |
|  |  |  | <b>Mar</b>       |
|  |  |  | <b>Summative</b> |
| <b>Problem Statements:</b> None  |  |  | <b>May</b>       |
| <b>Funding Sources:</b><br>None  |  |  |                  |
| <div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>   |  |  |                  |

**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

**Summative Evaluation:** None

**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

**Strategy's Expected Result/Impact:** Individual student Growth both incrementally and over time  
Adjustments to individual student's learning plans occur immediately

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
ALL Teachers

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math

**Funding Sources:**  
None

**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

**Formative**

**Oct**





**Jan**

**Mar**

**Summative**

**May**

**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

|   |  |                  |
|---|--|------------------|
| <b>Strategy's Expected Result/Impact:</b> Engaging Classrooms (school based as well as virtual)   |  | <b>Formative</b> |
| <b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>Claudia Santiago<br>Anita Ibarra<br>Celina Butler  |  | <b>Oct</b>       |
|   |  | <b>Jan</b>       |
|   |  | <b>Mar</b>       |
| <b>Title I Schoolwide Elements:</b> None<br><b>TEA Priorities:</b> None<br><b>ESF Levers:</b> None  |  | <b>Summative</b> |
| <b>Problem Statements:</b> None<br><b>Funding Sources:</b> None   |  | <b>May</b>       |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> |  |                  |

# Campus Funding Summary

| Local                 |           |          |   |              |             |
|-----------------------|-----------|----------|---|--------------|-------------|
| Goal                  | Objective | Strategy | Resources Needed                            | Account Code | Amount      |
| 1                     | 1         | 3        | Incentives                                  |              | \$200.00    |
| Sub-Total             |           |          |   |              | \$200.00    |
| Title One School-wide |           |          |   |              |             |
| Goal                  | Objective | Strategy | Resources Needed                            | Account Code | Amount      |
| 1                     | 4         | 2        | Fees for School, Platinum version of SeeSaw |              | \$1,650.00  |
| 1                     | 5         | 1        |   |              | \$6,000.00  |
| 1                     | 6         | 3        | Consultant fees and materials               |              | \$17,000.00 |
| 1                     | 6         | 5        | Conscience Discipline Coaching fees         |              | \$6,000.00  |
| 2                     | 1         | 3        | Training costs and materials                |              | \$17,750.00 |
| 3                     | 1         | 2        | Materials                                   |              | \$3,000.00  |
| Sub-Total             |           |          |   |              | \$51,400.00 |
| Grand Total           |           |          |   |              | \$51,600.00 |



# Addendums