

Georgetown Independent School District Strategic Plan

# Carver Elementary

Campus Improvement Plan

2012 - 2013

Campus Mission Statement:

Carver...

Caring about our community,

Creating a passion for learning, and

Committed to the success of every student.

*Nancy Bottlinger*

Principal

Campus Adopted:

September, 2012

*Carver Elementary 2012 - 2013 Campus Improvement Team*

| Teachers                                | Other campus-level professional staff and district-level professional staff | Parent Representatives                  | Business Representatives                | Community Representatives |
|---|---|---|---|---------------------------|
| <a href="#"><u>Donna Brent</u></a>      | <a href="#"><u>Nancy Bottlinger</u></a>                                     | <a href="#"><u>Malinda McMaster</u></a> | <a href="#"><u>Charlotte Watson</u></a> | Edgar Gaddison            |
| <a href="#"><u>Dawn Mitts</u></a>       | <a href="#"><u>Cathy Hord</u></a>   | <a href="#"><u>Anna Cornett</u></a>     |   |                           |
| <a href="#"><u>Tricia Norman</u></a>    | <a href="#"><u>Jack Barber</u></a>  |   |   |                           |
| <a href="#"><u>Emily Fraser</u></a>     | <a href="#"><u>Elizabeth Jackson</u></a>                                    |   |   |                           |
| <a href="#"><u>Allyson Walters</u></a>  | <a href="#"><u>Margaret Vargo</u></a>                                       |   |   |                           |
| <a href="#"><u>Diane Colangelo</u></a>  |   |   |   |                           |
| <a href="#"><u>Laura Montelongo</u></a> |   |   |   |                           |
| <a href="#"><u>Amy Rampy</u></a>        |   |   |   |                           |
|   |   |   |   |                           |
|   |   |   |   |                           |
|   | Liaisons:   |   |   |                           |
|   |   |   |   |                           |
|   |   |   |   |                           |
|   |   |   |   |                           |

\*State statute requires that the campus committee be comprised of 2/3 classroom teachers and 1/3 other campus-level professional staff and district-level professional staff.

\*\* State statute requires that the campus committee also include parents, business, and community representatives

## 2011 - 2013 Carver Elementary Performance Data

District Name: GEORGETOWN ISD  
 Campus Name: CARVER EL  
 Campus #: 246904102

TEXAS EDUCATION AGENCY  
 Academic Excellence Indicator System  
 2010-11 Campus Performance

Section I - Page 1  
 Total Students: 458  
 Grade Span: PK - 02  
 School Type: Elementary

| Indicator:                                      |      | State | District | Campus Group | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disad | LEP   |
|---|------|-------|----------|--------------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|------------|-------|
| <b>TAKS Met 2011 Standard Grade 3 (English)</b> |      |       |          |              |        |                  |          |       |                 |       |                  |                   |            |            |       |
| Reading   | 2011 | 90%   | 93%      | -            | 94%    | 93%              | 92%      | 97%   | *               | *     | *                | *                 | > 99%      | 90%        | 91%   |
|   | 2010 | 92%   | 96%      | -            | 99%    | > 99%            | > 99%    | 98%   | *               | *     | *                | *                 | > 99%      | 98%        | > 99% |
| Mathematics                                     | 2011 | 88%   | 90%      | -            | 87%    | 57%              | 87%      | 93%   | *               | *     | *                | *                 | 86%        | 82%        | 94%   |
|   | 2010 | 87%   | 92%      | -            | 91%    | 67%              | 89%      | 95%   | *               | *     | *                | *                 | 91%        | 91%        | 91%   |
| All Tests                                       | 2011 | 83%   | 87%      | -            | 84%    | 50%              | 84%      | 92%   | *               | *     | *                | *                 | 86%        | 77%        | 88%   |
|   | 2010 | 84%   | 90%      | -            | 90%    | 67%              | 89%      | 93%   | *               | *     | *                | *                 | 91%        | 89%        | 91%   |
| <b>TAKS Met 2011 Standard Grade 3 (Spanish)</b> |      |       |          |              |        |                  |          |       |                 |       |                  |                   |            |            |       |
| Reading   | 2011 | 86%   | 85%      | -            | > 99%  | *                | > 99%    | *     | *               | *     | *                | *                 | *          | > 99%      | > 99% |
|   | 2010 | 85%   | 83%      | -            | > 99%  | *                | > 99%    | *     | *               | *     | *                | *                 | *          | > 99%      | > 99% |
| Mathematics                                     | 2011 | 77%   | 76%      | -            | > 99%  | *                | > 99%    | *     | *               | *     | *                | *                 | *          | > 99%      | > 99% |
|   | 2010 | 74%   | 67%      | -            | 94%    | *                | 94%      | *     | *               | *     | *                | *                 | *          | 93%        | 94%   |
| All Tests                                       | 2011 | 78%   | 79%      | -            | > 99%  | *                | > 99%    | *     | *               | *     | *                | *                 | *          | > 99%      | > 99% |
|   | 2010 | 75%   | 65%      | -            | 94%    | *                | 94%      | *     | *               | *     | *                | *                 | *          | 93%        | 94%   |
| <b>TAKS Met 2011 Standard Grade 4 (English)</b> |      |       |          |              |        |                  |          |       |                 |       |                  |                   |            |            |       |
| Reading   | 2011 | 86%   | 90%      | -            | 90%    | 83%              | 86%      | 96%   | *               | *     | *                | *                 | > 99%      | 88%        | 67%   |
|   | 2010 | 86%   | 92%      | -            | 88%    | *                | 82%      | 96%   | *               | *     | *                | 80%               | 80%        | 83%        | 50%   |
| Mathematics                                     | 2011 | 89%   | 92%      | -            | 92%    | 67%              | 90%      | 98%   | *               | *     | *                | *                 | > 99%      | 90%        | 76%   |
|   | 2010 | 89%   | 93%      | -            | 84%    | *                | 85%      | 86%   | *               | *     | *                | 60%               | 80%        | 80%        | 88%   |
| Writing   | 2011 | 91%   | 91%      | -            | 89%    | 67%              | 88%      | 91%   | *               | *     | *                | *                 | 82%        | 84%        | > 99% |
|   | 2010 | 92%   | 91%      | -            | 93%    | *                | 90%      | > 99% | *               | *     | *                | 80%               | 90%        | 91%        | 78%   |
| All Tests                                       | 2011 | 78%   | 81%      | -            | 79%    | 50%              | 77%      | 87%   | *               | *     | *                | *                 | 82%        | 72%        | 72%   |
|   | 2010 | 78%   | 83%      | -            | 77%    | *                | 72%      | 86%   | *               | *     | *                | 60%               | 70%        | 71%        | 50%   |
| <b>TAKS Met 2011 Standard Grade 4 (Spanish)</b> |      |       |          |              |        |                  |          |       |                 |       |                  |                   |            |            |       |
| Reading   | 2011 | 83%   | 77%      | -            | 75%    | *                | 75%      | *     | *               | *     | *                | *                 | *          | 71%        | 75%   |
|   | 2010 | 83%   | 83%      | -            | 67%    | *                | 67%      | *     | *               | *     | *                | *                 | *          | 67%        | 67%   |
| Mathematics                                     | 2011 | 74%   | *        | -            | *      | *                | *        | *     | *               | *     | *                | *                 | *          | *          | *     |
|   | 2010 | 73%   | 54%      | -            | 44%    | *                | 44%      | *     | *               | *     | *                | *                 | *          | 44%        | 44%   |
| Writing   | 2011 | 93%   | 90%      | -            | 89%    | *                | 89%      | *     | *               | *     | *                | *                 | *          | 88%        | 89%   |
|   | 2010 | 94%   | 98%      | -            | > 99%  | *                | > 99%    | *     | *               | *     | *                | *                 | *          | > 99%      | > 99% |
| All Tests                                       | 2011 | 75%   | 77%      | -            | 78%    | *                | 78%      | *     | *               | *     | *                | *                 | *          | 75%        | 78%   |
|   | 2010 | 73%   | 69%      | -            | 50%    | *                | 50%      | *     | *               | *     | *                | *                 | *          | 50%        | 50%   |

District Name: GEORGETOWN ISD  
 Campus Name: CARVER EL  
 Campus #: 246904102

TEXAS EDUCATION AGENCY  
 Academic Excellence Indicator System  
 2010-11 Campus Performance

Section I - Page 2  
 Total Students: 458  
 Grade Span: PK - 02  
 School Type: Elementary

| Indicator:   | State | District | Campus Group | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disad | LBP |
|--|-------|----------|--------------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|------------|-----|
| <b>TAKS Met 2011 Standard Grade 5 (English) First Administration Only</b>                      |       |          |              |        |                  |          |       |                 |       |                  |                   |            |            |     |
| Reading  | 2011  | 87%      | 92%          | -      | 88%              | *        | 85%   | 92%             | *     | *                | *                 | 85%        | 81%        | 30% |
|  | 2010  | 86%      | 91%          | -      | 84%              | 67%      | 71%   | 95%             | *     | *                | *                 | 83%        | > 99%      | 44% |
| Mathematics  | 2011  | 86%      | 93%          | -      | 88%              | *        | 82%   | 96%             | *     | *                | *                 | 77%        | 81%        | 50% |
|  | 2010  | 86%      | 95%          | -      | 94%              | > 99%    | 92%   | 97%             | *     | *                | *                 | 83%        | 88%        | 78% |
| Science  | 2011  | 86%      | 90%          | -      | 81%              | *        | 69%   | 96%             | *     | *                | *                 | 77%        | 72%        | 20% |
|  | 2010  | 87%      | 93%          | -      | 92%              | > 99%    | 88%   | 94%             | *     | *                | *                 | > 99%      | 81%        | 78% |
| All Tests  | 2011  | 76%      | 83%          | -      | 75%              | *        | 64%   | 88%             | *     | *                | *                 | 54%        | 62%        | 20% |
|  | 2010  | 75%      | 86%          | -      | 80%              | 67%      | 69%   | 89%             | *     | *                | *                 | 83%        | 69%        | 33% |
| <b>TAKS Met 2011 Standard Grade 5 (Spanish) First Administration Only</b>                      |       |          |              |        |                  |          |       |                 |       |                  |                   |            |            |     |
| Reading  | 2011  | 77%      | *            | -      | *                | *        | *     | *               | *     | *                | *                 | *          | *          | *   |
|  | 2010  | 74%      | 73%          | -      | *                | *        | *     | *               | *     | *                | *                 | *          | *          | *   |
| Mathematics  | 2011  | 50%      | *            | -      | *                | *        | *     | *               | *     | *                | *                 | *          | *          | *   |
|  | 2010  | 45%      | *            | -      | *                | *        | *     | *               | *     | *                | *                 | *          | *          | *   |
| Science  | 2011  | 58%      | *            | -      | *                | *        | *     | *               | *     | *                | *                 | *          | *          | *   |
|  | 2010  | 52%      | *            | -      | *                | *        | *     | *               | *     | *                | *                 | *          | *          | *   |
| All Tests  | 2011  | 63%      | *            | -      | *                | *        | *     | *               | *     | *                | *                 | *          | *          | *   |
|  | 2010  | 55%      | 67%          | -      | *                | *        | *     | *               | *     | *                | *                 | *          | *          | *   |
| <b>TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator #)</b> |       |          |              |        |                  |          |       |                 |       |                  |                   |            |            |     |
| Reading/ELA  | 2011  | 90%      | 93%          | -      | 93%              | 91%      | 90%   | 97%             | *     | *                | *                 | 78%        | > 99%      | 81% |
|  | 2010  | 90%      | 93%          | -      | 93%              | 92%      | 90%   | 97%             | *     | n/a              | n/a               | n/a        | 95%        | 88% |
| Mathematics  | 2011  | 84%      | 90%          | -      | 91%              | 64%      | 90%   | 97%             | *     | *                | *                 | 89%        | 95%        | 87% |
|  | 2010  | 84%      | 91%          | -      | 90%              | 80%      | 88%   | 93%             | *     | n/a              | n/a               | n/a        | 92%        | 82% |
| Writing  | 2011  | 92%      | 93%          | -      | 89%              | 67%      | 88%   | 91%             | *     | *                | *                 | 82%        | 84%        | 94% |
|  | 2010  | 93%      | 92%          | -      | 94%              | 86%      | 91%   | 98%             | *     | n/a              | n/a               | n/a        | 90%        | 88% |
| Science  | 2011  | 83%      | 87%          | -      | 81%              | *        | 68%   | 96%             | *     | *                | *                 | 77%        | 71%        | 18% |
|  | 2010  | 82%      | 89%          | -      | 91%              | > 99%    | 84%   | 94%             | *     | n/a              | n/a               | n/a        | 81%        | 67% |
| All Tests  | 2011  | 76%      | 83%          | -      | 81%              | 55%      | 76%   | 91%             | *     | *                | *                 | 78%        | 82%        | 72% |
|  | 2010  | 76%      | 84%          | -      | 84%              | 72%      | 79%   | 90%             | *     | n/a              | n/a               | n/a        | 81%        | 73% |

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 Academic Excellence Indicator System  
 2010-11 Campus Performance

Section I - Page 3  
 Total Students: 458  
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 School Type: Elementary

| Indicator:  |      | State | District | Campus Group | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disad | LFP   |
|---|------|-------|----------|--------------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|------------|-------|
| <b>TAKS Commended Performance (Sum of All Grades Tested)</b>              |      |       |          |              |        |                  |          |       |                 |       |                  |                   |            |            |       |
| Reading/ELA   | 2011 | 33%   | 41%      | -            | 42%    | 9%               | 35%      | 55%   | *               | *     | *                | 56%               | 18%        | 32%        | 36%   |
|   | 2010 | 32%   | 40%      | -            | 36%    | 25%              | 23%      | 53%   | *               | *     | *                | 23%               | 16%        | 24%        | 24%   |
| Mathematics   | 2011 | 29%   | 40%      | -            | 40%    | 18%              | 36%      | 47%   | *               | *     | *                | 56%               | 8%         | 32%        | 37%   |
|   | 2010 | 28%   | 40%      | -            | 40%    | 31%              | 32%      | 48%   | *               | *     | *                | 54%               | 27%        | 30%        | 28%   |
| Writing   | 2011 | 31%   | 39%      | -            | 19%    | 17%              | 12%      | 26%   | *               | *     | *                | *                 | 9%         | 13%        | 11%   |
|   | 2010 | 32%   | 35%      | -            | 26%    | *                | 20%      | 37%   | *               | *     | *                | 20%               | 10%        | 15%        | 12%   |
| Science   | 2011 | 30%   | 39%      | -            | 47%    | *                | 37%      | 62%   | *               | *     | *                | *                 | 23%        | 29%        | < 1%  |
|   | 2010 | 28%   | 38%      | -            | 40%    | 17%              | 23%      | 54%   | *               | *     | *                | 67%               | 25%        | 23%        | 8%    |
| All Tests   | 2011 | 16%   | 23%      | -            | 23%    | 5%               | 18%      | 29%   | *               | *     | *                | 44%               | < 1%       | 18%        | 27%   |
|   | 2010 | 15%   | 22%      | -            | 21%    | 6%               | 12%      | 32%   | *               | *     | *                | 23%               | 11%        | 11%        | 15%   |
| <b>TAKS-M Met 2011 Standard (Sum of All Grades Tested)</b>                |      |       |          |              |        |                  |          |       |                 |       |                  |                   |            |            |       |
| Reading/ELA   | 2011 | 86%   | 93%      | -            | > 99%  | *                | > 99%    | > 99% | *               | *     | *                | *                 | > 99%      | > 99%      | *     |
|   | 2010 | 85%   | 86%      | -            | *      | *                | *        | *     | *               | *     | *                | *                 | *          | *          | *     |
| Mathematics   | 2011 | 77%   | 80%      | -            | 87%    | *                | 88%      | 86%   | *               | *     | *                | *                 | 87%        | 82%        | *     |
|   | 2010 | 75%   | 77%      | -            | *      | *                | *        | *     | *               | *     | *                | *                 | *          | *          | *     |
| Writing   | 2011 | 80%   | 80%      | -            | 83%    | *                | *        | *     | *               | *     | *                | *                 | 83%        | 80%        | *     |
|   | 2010 | 80%   | 79%      | -            | *      | *                | *        | *     | *               | *     | *                | *                 | *          | *          | *     |
| Science   | 2011 | 60%   | 54%      | -            | *      | *                | *        | *     | *               | *     | *                | *                 | *          | *          | *     |
|   | 2010 | 58%   | 49%      | -            | *      | *                | *        | *     | *               | *     | *                | *                 | *          | *          | *     |
| All Tests   | 2011 | 66%   | 66%      | -            | 75%    | *                | 73%      | 78%   | *               | *     | *                | *                 | 75%        | 69%        | *     |
|   | 2010 | 64%   | 69%      | -            | *      | *                | *        | *     | *               | *     | *                | *                 | *          | *          | *     |
| <b>TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)</b> |      |       |          |              |        |                  |          |       |                 |       |                  |                   |            |            |       |
| All Tests   | 2011 | 97%   | > 99%    | -            | > 99%  | *                | > 99%    | > 99% | *               | *     | *                | *                 | > 99%      | > 99%      | > 99% |
| All Tests   | 2010 | 93%   | > 99%    | -            | *      | *                | *        | *     | *               | *     | *                | *                 | *          | *          | *     |

## Carver Elementary NARRATIVE 2012 - 2013

George Washington Carver Elementary was opened as Westside School in 1964. In 1993 the name of the school was changed to George Washington Carver Elementary which has students in grades Pre-kindergarten through second grade. As a school-wide Title I campus, a variety of programs and services are provided by 57 staff members comprised of 3 males, 53 females, 22 Hispanic staff members, and 25 White staff members. In addition to a general education program of 17 classrooms, the campus includes six bilingual classes (one or more at each grade level), special education resource classes, Title I intervention services, dyslexia services, gifted and talented program, Art, Music, Physical Education and one computer lab.

With our relatively heterogeneous school population (57% Hispanic, 34% White, 5% Black, 3% fall into 2 or more Ethnic groups, and 1% Asian), we have experienced outstanding academic success with our students. When our students finish second grade, they go to our sister school, Dell Pickett, for grades three through five. Carver and Pickett are rated as TEA Acceptable schools and met AYP for the 2011-2012 school-year. Our goal is to have an Advanced Academic Performance rating on the STAAR test. One way Carver is working toward this goal is by focusing learning on the Framework for 21<sup>st</sup> Century Learning. Teachers have a common planning time each week during the school day in order to analyze data and group students according to their needs which will focus on critical thinking, problem solving, communication, and collaboration. Carver has adopted "Caring, Creating, Committed...Carver" as our school theme and is looking forward to making exciting educational experiences happen at George Washington Carver Elementary.

Nancy Bottlinger  
Principal  
September, 2012



## COMPREHENSIVE NEEDS ASSESSMENT SUMMARY DOCUMENT

### Demographics

- Carver Elementary has had an increase in enrollment this year. Current enrollment of students is 428.
- The economically disadvantaged student population continues to increase. There has been a 13% increase over the past four years.
- The mobility rate has increased by 5% in the past year.
- The number of Gifted and Talented students and Special Education students has decreased slightly.

### Student Achievement

- There is a need to implement integrated writing throughout all content areas with an emphasis on expository text.
- Master schedule designed to provide enrichment for all students.
- Need to continue the Early Exit Bilingual Program in Pre-K through 2<sup>nd</sup> grade.
- Continue to integrate ELPS in all content areas.

### School Culture and Climate

- In order to maintain the positive climate at Carver, a campus security survey will be devised and distributed.
- Routine campus procedures (parents who walk up and pick up children from school) will be reviewed for any safety risks.
- Staff will continue to focus on making positive changes and procedures to make sure the needs of all students are met.
- There will continue to be a focus on communication techniques in order to keep parents informed and provide positive customer service.

### Staff Quality, Recruitment, and Retention

- All staff at Carver Elementary is highly qualified and serves students in their certified areas.
- Feedback to teachers on their performance is provided through walk-through documentation and the Professional Development and Appraisal System evaluation instrument.
- Our staff has decreased this year due to state funding. We have a part-time Art Teacher, part-time Music Teacher, part-time Counselor and no longer have a Technology Facilitator on campus. We were able to add a Math Interventionist.
- In order to increase rigor and meet the current and future needs of our students, our teachers were and will be involved in professional development that enhances Professional Learning Communities and the RTI process.

### Curriculum, Instruction, and Assessment

- The use of multi-sensory instruction, higher order thinking skills, and best practices to engage students to maximize learning will continue.
- Checkpoint, AimsWeb Universal Screener, Progress Monitoring, and formative assessments reviewed in order to provide differentiated instruction.
- The information in Eduphoria will be used for data analysis to meet the instructional needs of all students.
- Utilizing the District Pacing Calendar within lesson plans provides academic continuity throughout the district.

### Family and Community Involvement

- Provide all communication to parents in English and Spanish.
- Encourage parents to sign up for E-blasts communications throughout the year.
- We encourage positive male role models to participate in the Carver Watch D.O.G.S. Program.
- Encourage family/community involvement by participating in special events.
- Carver staff will continue to partner with the Carver P.T.A.



### **School Organization**

- To provide additional trainings for how to best support the student body especially the lower socioeconomic students.
- Increase family/community involvement through various activities throughout the school year.
- Continue teacher and staff encouragement of parents to participate in the PTA through vocal and written reminders.
- Reaching out to local organizations to encourage more mentoring and reading assistance.

### **Technology**

- Additional technology equipment is needed in the classroom to enhance academic learning and to master the technology TEKS for the 21<sup>st</sup> Century learner.
- Need to increase technology infrastructure and hardware in order to provide Carver students the opportunity to become digital natives.
- Data from 2012-2013 Technology Survey will be used to provide training in order to meet the varied levels of proficiencies of the staff.
- Continue to provide technological resources/subscriptions to support and enhance content area instruction.

## 2012 - 2013 Campus CNA Committee Members

|   |  |
|---|--|
| <p>Demographics<br/> <u>Team Members:</u><br/>           Nancy Bottlinger<br/>           Cathy Hord</p>   | <p>Student Achievement<br/> <u>Team Members:</u><br/>           Brenda Brooks<br/>           Erika Finch<br/>           Emily Fraser<br/>           Nikki Parker<br/>           Amy Rampy<br/>           Carolyn Valadez</p>                             |
| <p>School Culture and Climate<br/> <u>Team Members:</u><br/>           Jack Barber<br/>           Diane Beauchemin<br/>           Norma Castillo<br/>           Kim Giese<br/>           Angie Perez<br/>           Amber Sladacek</p>  | <p>Staff Quality, Recruitment, and Retention<br/> <u>Team Members:</u><br/>           Nancy Bottlinger<br/>           Cathy Hord</p>   |
| <p>Curriculum, Instruction, and Assessment<br/> <u>Team Members:</u><br/>           Rebecca Barnes<br/>           Donna Brent<br/>           Dena Collar<br/>           Rebecca Lauer<br/>           Tricia Norman<br/>           Cynthia Pena<br/>           Kelli Terbush</p> | <p>Family and Community Involvement<br/> <u>Team Members:</u><br/>           Silvia Abundis<br/>           Mary Ellen Burton<br/>           Elizabeth Jackson<br/>           Pat Roddey<br/>           Romelia Serrano<br/>           Margaret Vargo</p> |
| <p>School Organization<br/> <u>Team Members:</u><br/>           Adelle Ayala<br/>           Diane Colangelo<br/>           Renee Hancock<br/>           Laura Montelongo<br/>           Veronica Morris<br/>           Linda Seals</p>  | <p>Technology<br/> <u>Team Members:</u><br/>           Christine Stella<br/>           Allyson Walters<br/>           Andrea Koster<br/>           Leigh Dufeu<br/>           Kendall Olmstead<br/>           Dawn Mitts</p>                             |

## Campus Performance Goals

## Campus: Carver

| CAMPUS GOALS  | CAMPUS PERFORMANCE OBJECTIVES   |
|---|---|
| <p><b>Performance Goal #1</b></p> <p>Ensure that 90% of all students and student groups meet the criteria requirement on grade level assessments.</p>   | <p>1.1 Ensure 100% implementation of non-negotiable district mandates in Think Math and Reading Street programs in Tier I classrooms.</p> <p>1.2 Analyze 100% of the data from GISD assessments to provide targeted instruction in Tier II and Tier III interventions.</p> <p>1.3 K-2 Reading and Math assessment results will indicate that 90-95% of all students in target groups will be on grade level in reading and math with a special emphasis on improving fluency and reading comprehension.</p> |
| <p><b>Performance Goal #2</b></p> <p>Decrease the academic gap between student groups to less than 10% (Special Ed, Economically Disadvantaged, ELL, AT RISK, African American and Hispanic) on all district assessments (EOY Universal Screeners, District Benchmarks, and Checkpoints).</p> | <p>1.1 Provide PLCs (Professional Learning Communities) and common planning time for classroom teachers by grade level to support all student groups.</p> <p>1.2 Implement schedules that allow maximum instruction to meet the needs of all academic levels.</p> <p>1.3 Provide strategic collaboration and planning in order to target Tier II and III student success.</p>   |
| <p><b>Performance Goal #3</b></p> <p>Increase the number of ELL students advancing one level on TELPAS to 100%.</p>   | <p>1.1 Implement the GISD Early Exit Bilingual program 100%.</p> <p>1.2 Provide targeted Language and Content area interventions for 100% of the students.</p> <p>1.3 Implement a specific daily 30 minute ESL block for all ELL students in Bilingual classes.</p> <p>1.4 Provide ESL Training for teachers who serve ELL students.</p>  |
| <p><b>Performance Goal #4</b></p> <p>Increase the performance of Hispanic and Economically Disadvantaged students in Science to ensure 90% meet grade level expectations.</p>   | <p>1.1 Provide experiences in Science for Carver students.</p> <p>1.2 Maintain equipment, materials, resources and organizational of instructional materials.</p> <p>1.3 Lesson plans will reflect TEKS guidelines for 80% hands on Science at Kindergarten and First grade and 60% for Second Grade.</p>   |
| <p><b>Performance Goal #5</b></p> <p>Ensure that 90% of all students and student groups meet the grade level requirements for Writing.</p>  | <p>1.1 Provide a variety of writing experiences for Carver students with a focus on vertical alignment of grade level expectations.</p> <p>1.2 Develop a developmentally appropriate focus for writing covering a variety of genres.</p>  |

**Campus Action Goals**

**Campus: Carver**

| CAMPUS GOALS  | CAMPUS ACTION OBJECTIVES   |
|---|--|
| <p><b>Action Goal #1</b><br/> <b>All parents will be actively involved in their child’s education.</b></p>  | <p>1.1 Carver will provide opportunities for parents to be involved.<br/>                     1.2 Programs will be implemented by all Carver staff members to promote parent involvement.<br/>                     1.3 All communication will be provided in English and Spanish.</p>  |
| <p><b>Action Goal #2</b><br/> <b>All students will be educated in learning environments that are safe, drug free, and conducive to learning.</b></p>                  | <p>1.1 All Carver staff members will contribute to a safe, orderly, and positive environment by following all standards, policies, routines, and program requirements.<br/>                     1.2 Students will participate in curriculum and programs (No Place For Hate) that addresses anti-bullying.<br/>                     1.3 All staff will participate in “Care”acter traits school-wide curriculum.</p>   |
| <p><b>Action Goal #3</b><br/> <b>The level of technology integration will be increased to ensure the best possible teaching and learning for all students.</b></p>    | <p>1.1 100% of teachers will utilize projectors with power points, United Streaming, Brain Pop Jr. and other presentation technology available in all curricular areas.<br/>                     1.2 Implement an Open Computer Lab schedule 1-2 days per week to facilitate technology-content integration.<br/>                     1.3 Within the next two years investigate the feasibility of a second computer lab or Computers on Wheels (COWS).<br/>                     1.4 100% of K-2 teachers will utilize document cameras and technology to enhance lessons in all curriculum areas.<br/>                     1.5 100% of K-2 teachers will utilize Mimios or SMART boards in the next three years.<br/>                     1.6 Within the context of core knowledge instruction, students will be provided with 21<sup>st</sup> Century Learning experiences to learn the essential skills for success in today’s world, such as critical thinking, problem solving, communication, and collaboration through integrated technology lessons.</p> |
| <p><b>Action Goal #4</b><br/> <b>Processes/systems will be developed to enhance and build positive relationships and collaboration among community and staff.</b></p> | <p>1.1 Businesses and community members will be encouraged to consistently volunteer and be an effective partner/member of the school team to promote the education of Carver students.<br/>                     1.2 Increase the number of mentors, PTA members, and Watch D.O.G.S. especially among the bilingual populations by 10%.</p>  |
| <p><b>Action Goal #5</b><br/> <b>Processes/systems will be developed to increase student attendance and wellness.</b></p>   | <p>1.1 Parents will be called by office staff whenever students are absent 4 consecutive days.<br/>                     1.2 Students will be recognized for perfect attendance.<br/>                     1.3 Students will be recognized for participating in wellness initiative.</p>   |

# Performance Goal #1

**Ensure that 90% of all students and student groups meet the criteria requirement on grade level assessments.**

|                           |   |
|---------------------------|---|
| Performance Objective(s): | <p>1.1 Ensure 100% implementation of non-negotiable district mandates in Think Math and Reading Street programs in Tier I classrooms.</p> <p>1.2 Analyze 100% of the data from GISD assessments to provide targeted instruction in Tier II and Tier III interventions.</p> <p>1.3 K-2 Reading and Math assessment results will indicate that 90-95% of all students in target groups will be on grade level in reading and math with a special emphasis on improving fluency and reading comprehension.</p> |
|---------------------------|---|

|  | What STRATEGIES must be initiated to reach this process?  | Who will be RESPONSIBLE for implementing these strategies?              | What MEASURE will we use to assess the effectiveness of these strategies? | What is a realistic TIMELINE for implementing these strategies? | What RESOURCES will be utilized to implement these strategies? |
|--|---|---|---|---|--|
|  | All students will be assessed throughout the year using Formative and Summative Evaluations.                                | Principal<br>Assistant principal<br>Classroom teachers<br>Literacy Team | DRA results<br>AimsWeb<br>Lesson Plans<br>Report cards<br>Benchmarks      | Sept. 2012- May 2013  | Title I funds<br>Carver Budget<br>District Funds               |
|  | Assessment data will be analyzed to provide appropriate intervention or enrichment support during PLC common planning time. | Instructional Staff   | DRA results<br>AimsWeb<br>Lesson Plans<br>Report cards<br>benchmarks      | Sept. 2012- May 2013  | Title I funds<br>Carver Budget<br>District Funds               |

|   |   |   |                             |  |
|---|---|---|-----------------------------|--|
| New staff members will be assigned a mentor to help train and update on AimsWeb for Reading, Math, and on DRAs.   | Instructional Staff<br>Literacy Team                    | AimsWeb<br>Data<br>DRA Results<br>Progress<br>Monitoring<br>results | Sept. 2012- May<br>2013     | DRA Materials<br>AimsWeb website<br>District Funds |
| Data will be used to appropriately match weakness areas on curriculum and district assessments with focus on economically disadvantaged students.                                     | Instructional Staff                                     | AEIS Report   | Sept. 2012- May<br>2013     | Title I funds<br>District funds                    |
| Media Specialist will be trained on iStation to provide academic support in reading.  | Media Specialist  | Reports<br>Progress<br>Monitoring                                   | Sept. 2012                  | Title I funds                                      |
|   |   |   |                             |  |
| Utilize problem solving strategies such as CGI and higher order thinking strategies:<br>Kindergarten-2 times a week after the first 9 weeks<br>First- 3 times a week<br>Second- daily | Carver Teachers<br>Math Interventionist                 | Lesson plans<br>District Scope<br>and Sequence                      | Sept. 2012- May<br>2013     | Campus Funds                                       |
| Provide STAAR training for 100% of the staff.   | Carver Staff  | Agenda  | August 2012                 | Materials  |
| Provide teachers at Carver and Pickett opportunities to collaborate and analyze data to determine student needs.  | Principals<br>Carver and Pickett<br>Instructional Staff | Sign in Sheet<br>Agenda   | August 2012<br>and May 2013 | STAAR results<br>Data                              |

## Program Evaluation Component

Process: Review data identified to measure fidelity of implementation and impact of strategy or initiative on student outcomes.  
Utilize various data sources, both quantitative and qualitative to complete a full evaluation of programs and initiatives.

Formative Evaluation Measures:

Lesson Plans

Language Arts Committee Meeting Notes

PLC Meetings

Monitoring meetings

RtI Meetings

Summative Evaluation Measures:

Report Card Grades

AimsWeb BOY,MOY,EOY results

Language Arts Assessment

Reading benchmarks

AEIS Campus data

***Evaluation Results:***

## Performance Goal #2

**Decrease the academic gap between student groups to less than 10% (Special Ed., Economically Disadvantaged, ELL, At Risk, African American, and Hispanic) on all district assessments (EOY Universal Screeners, District Benchmarks, and Checkpoints).**

|                           |   |
|---------------------------|---|
| Performance Objective(s): | <p>1.1 Provide PLCs (professional Learning Communities) and common planning time for classroom teachers by grade level to support all student groups.</p> <p>1.2 Implement schedules that allow maximum instruction to meet the needs of all academic levels.</p> <p>1.3 Provide strategic collaboration and planning in order to target Tier II and III student success.</p> |
|---------------------------|---|

|  | What STRATEGIES must be initiated to reach this process?   | Who will be RESPONSIBLE for implementing these strategies? | What MEASURE will we use to assess the effectiveness of these strategies? | What is a realistic TIMELINE for implementing these strategies? | What RESOURCES will be utilized to implement these strategies?   |
|--|--|--|---|---|--|
|  | Analyze assessment data to determine or adjust for appropriate interventions.  | Instructional staff<br>PLC<br>Interventionists             | AimsWeb<br>Reading/Math<br>DRA<br>Benchmark<br>Formative<br>Assessments   | Sept. 2012- May 2013  | Assessment Data  |
|  | Grade Level PLC meetings will occur weekly to discuss all students, RtI meetings for specifically targeted students will occur as needed and campus monitoring meetings will occur Fall, Winter, and Spring. | Instructional Staff<br>Administration                      | AimsWeb<br>Reading/Math<br>DRA<br>Benchmark<br>Formative<br>Assessments   | Sept. 2012- May 2013  | STAAR results<br>Assessment Calendars<br>Vertical Alignment<br>TEKS<br>Campus funds<br>Common Planning<br>Time |



|  |   |   |   |                         |   |
|--|---|---|---|-------------------------|---|
|  | Monitor students to ensure targeted instruction is successful through PLC grade level meetings and monitoring meetings.   | Instructional Staff                     | AimsWeb<br>Reading/Math<br>DRA<br>Benchmark<br>Formative<br>Assessments | Sept. 2012- May<br>2013 | Grade level teams<br>Campus funds<br>Common Planning<br>Time                |
|  | Carver Teachers will provide practice of grade level appropriate math facts daily. Students will participate in extra review in areas of addition, subtraction, and multiplication. | Carver Teachers<br>Math Interventionist | Lesson plans<br>Math Journals   | Sept. 2012- May<br>2013 | Marcy Cook<br>Internet Link<br>Manipulatives<br>Flashcards<br>Title I funds |
|  | Targeted students will receive accelerated instruction in Math.   | Classroom Teachers<br>GT teacher        | GT<br>procedures<br>Progress<br>reports                                 | Sept. 2012- May<br>2013 | Campus funds<br>GT notebooks  |
|  |   |   |   |                         |   |

## Program Evaluation Component

Process: Review data identified to measure fidelity of implementation and impact of strategy or initiative on student outcomes.  
Utilize various data sources, both quantitative and qualitative to complete a full evaluation of programs and initiatives.

Formative Evaluation Measures:

Lesson plans

RtI Meetings

Monitoring meetings

Summative Evaluation Measures:

TELPAS Scores

AimsWeb BOY,MOY,EOY Results

Benchmarks

***Evaluation Results:***

# Performance Goal #3

**Increase the number of ELL students advancing one level on TELPAS to 100%.**

|                           |   |
|---------------------------|---|
| Performance Objective(s): | 1.1 Implement the GISD Early Exit Bilingual program 100%<br>1.2 Provide targeted Language and Content area interventions for 100% of the students<br>1.3 Implement a specific daily 30 minute ESL block for all ELL students in Bilingual classes.<br>1.4 Provide ESL training for teachers who serve ELL students. |
|---------------------------|---|

|  | What STRATEGIES must be initiated to reach this process?  | Who will be RESPONSIBLE for implementing these strategies? | What MEASURE will we use to assess the effectiveness of these strategies? | What is a realistic TIMELINE for implementing these strategies? | What RESOURCES will be utilized to implement these strategies?                                   |
|--|---|--|---|---|--|
|  | Grade level instruction provided according to Early Exit program  | Teachers<br>Principal<br>Asst. Principal                   | Lesson Plans<br>Walk-Throughs   | Sept. 2012-May 2013   | Title I funds  |
|  | Bilingual Meetings each nine weeks to address instruction and student monitoring.   | Asst. Principal<br>Bilingual Teachers                      | Meeting Minutes   | Sept. 2012-May 2013   | Campus Budget  |
|  | Thirty minutes of ELL instruction will be provided in the classroom each day.   | Bilingual Teachers   | Lesson Plans<br>Walk-Throughs   | Sept. 2012-May 2013   | Reading Street Curriculum<br>Title I funds   |
|  | Implementation of ELPS and CCRs and ongoing ELPS trainings throughout the year.   | Teachers<br>ELPS Trainers of Trainers                      | Lesson Plans<br>Meeting Agendas   | Sept. 2012-May 2013   | Title I funds  |
|  | Implementation of a consistent ELL Lesson format for each grade level supported through Reading Street.                                       | Teachers   | Lesson Plans<br>Grade level planning                                      | Sept. 2012-May 2013   | Campus Budget<br>Title I funds   |
|  | Provide additional training for ESL staff in order to increase the academic performance of ELL students – 7 Steps for Language Achievement PD | ESL/Bilingual Coordinator<br>Principal                     | Report Cards<br>Test Scores   | November 15, 2012   | Professional development documentation,<br>POs for Title III funds,<br>Walk-throughs<br>ELL Data |

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## Program Evaluation Component

Process: Review data identified to measure fidelity of implementation and impact of strategy or initiative on student outcomes.  
Utilize various data sources, both quantitative and qualitative to complete a full evaluation of programs and initiatives.

### Formative Evaluation Measures:

Lesson plans  
Monitoring Meetings  
RtI Meetings

### Summative Evaluation Measures:

Report Card Grades  
AimsWeb BOY, MOY, EOY results  
Progress Monitoring  
AEIS Campus Data  
TELPAS Results

### ***Evaluation Results:***

## Performance Goal #4

**Increase the performance of Hispanic and Economically Disadvantaged students in Science to ensure 90% meet grade level expectations.**

|                           |  |
|---------------------------|--|
| Performance Objective(s): | 1.1 Provide experiences in Science for Carver students.<br>1.2 Maintain equipment, materials, resources and organizational of instructional materials.<br>1.3 Lesson plans will reflect TEKS guidelines for 80% hands on Science at Kindergarten and First grade and 60% for Second Grade. |
|---------------------------|--|

| What STRATEGIES must be initiated to reach this process?   | Who will be RESPONSIBLE for implementing these strategies? | What MEASURE will we use to assess the effectiveness of these strategies? | What is a realistic TIMELINE for implementing these strategies? | What RESOURCES will be utilized to implement these strategies? |
|--|--|---|---|--|
| Continue to support reading/science vocabulary development through hands on experiences, field trips, and guided reading instruction.                  | Classroom Teachers   | Finished products<br>Mastery of TEKS                                      | Sept. 2012-May 2013   | General funds<br>Title I funds                                 |
| All classrooms will meet the requirements (80% K-1 and 60% 2 <sup>nd</sup> ) for hands on activities.  | Classroom Teachers   | Lesson plans<br>Observation   | Sept. 2012- May 2013  | Science Lab<br>Science Kits                                    |
| All science lab equipment will be organized through a check-out system for easier teacher access.  | Science vertical team                                      | Check-out system Log  | Sept. 2012- May 2013  | Containers<br>Shelves<br>Posters<br>Campus funds               |
| Create a plan for a Carver Garden.   | Science vertical team/<br>garden Committee                 | Pictures  | Sept. 2012- May 2014  | Campus Funds<br>Community Resources<br>Grants                  |
| Implement Mobile Kitchen by training teachers on safety procedures and guidelines on order to use it as a teaching resource along with the curriculum. | Teachers<br>Dawn Mitts                                     | Lesson plans<br>Mastery of TEKS   | Sept. 2012- May 2013  | Grant Money  |

|   |                    |                                     |                      |   |
|---|--------------------|-------------------------------------|----------------------|---|
| Host a school-wide family Math/Science Night in order to promote the integration of Math and Science TEKS at home | Carver Staff       | Evaluations<br>Sign in sheets       | Feb. 28, 2013        | Title I funds<br>Campus funds<br>Think math<br>Science TEKS |
| Continue to implement Science notebooks in classrooms   | Classroom Teachers | Lesson Plans<br>Science<br>Notebook | Sept. 2012- May 2013 | Science Journals<br>Campus funds                            |
|   |                    |                                     |                      |   |

## Program Evaluation Component

Process: Review data identified to measure fidelity of implementation and impact of strategy or initiative on student outcomes.  
Utilize various data sources, both quantitative and qualitative to complete a full evaluation of programs and initiatives.

Formative Evaluation Measures:

Lesson plans  
Surveys  
Evaluations

Summative Evaluation Measures:

Report Card Grades  
AEIS Campus Data

***Evaluation Results:***

# Performance Goal #5

**Ensure that 90% of all students and student groups meet the grade level requirements for Writing.**

|                           |   |
|---------------------------|---|
| Performance Objective(s): | 1.1 Provide a variety of writing experiences for Carver students with a focus on vertical alignment of grade level expectations.<br>1.2 Develop a developmentally appropriate focus for writing covering a variety of genres. |
|---------------------------|---|

|  | What STRATEGIES must be initiated to reach this process?   | Who will be RESPONSIBLE for implementing these strategies? | What MEASURE will we use to assess the effectiveness of these strategies? | What is a realistic TIMELINE for implementing these strategies? | What RESOURCES will be utilized to implement these strategies? |
|--|--|--|---|---|--|
|  | Staff development for strengthening writing strategies.  | Librarian  | Report Cards<br>Lesson Plans  | Oct. 2012   | Title I funds<br>Carver funds<br>District Writing Materials    |
|  | Social Studies and Science will be incorporated into writing through the Language Arts curriculum when applicable. | Classroom Teachers   | Lesson plans<br>Curriculum Documents                                      | Sept. 2012- May 2013  | Social Studies TEKS<br>Science TEKS                            |
|  | Encourage students to participate in PTA Reflections Contest.  | Instructional Staff<br>P.T.A.                              | Report Cards<br>Entries   | Fall 2012   | PTA Funds  |
|  | Campus wide fall and spring writing benchmark  | Classroom Teachers   | Rubric  | November 2012<br>April 2013                                     | Title funds  |
|  | Showcase student writing in Carver Monthly Newsletter  | Instructional Staff<br>Lang. Arts Committee                | Newsletter  | Oct. 2012- May 2013   | PTA funds  |
|  |  |  |   |   |  |
|  |  |  |   |   |  |
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# Program Evaluation Component

Process: Review data identified to measure fidelity of implementation and impact of strategy or initiative on student outcomes.  
Utilize various data sources, both quantitative and qualitative to complete a full evaluation of programs and initiatives.

## Formative Evaluation Measures:

Lesson plans

Monitoring Meetings

RtI Meetings

## Summative Evaluation Measures:

Report Card Grades

AimsWeb BOY, MOY, EOY results

Progress Monitoring

AEIS Campus Data

TELPAS Results

## ***Evaluation Results:***



# Action Goal #1

**All parents will be actively involved in their child's education.**

|                           |  |
|---------------------------|--|
| Performance Objective(s): | 1.1 Carver will provide opportunities for parents to be involved.<br>1.2 Programs will be implemented by all Carver staff members to promote parent involvement.<br>1.3 All communication will be provided in English and Spanish. |
|---------------------------|--|

|  | What STRATEGIES must be initiated to reach this process?  | Who will be RESPONSIBLE for implementing these strategies? | What MEASURE will we use to assess the effectiveness of these strategies? | What is a realistic TIMELINE for implementing these strategies? | What RESOURCES will be utilized to implement these strategies? |
|--|---|--|---|---|--|
|  | Encourage parent/PTA volunteers for workroom; specifically to do die cuts, laminating, etc.   | PTA Volunteer Coordinator<br>Positive Parent Committee     | Sign in sheet   | September 2012-May 2013   | Carver funds<br>Handout for parent information night(9/18)     |
|  | Encourage family involvement in Carver programs and activities including, but not limited to, At Home Reading (B.E.A.R), multi-cultural nights or events, Literacy Night, Family Friday Lunch, Watch DOGS, Texas Public School Week, etc. | Carver Staff<br>Parents                                    | Sign in Sheets<br>Reading Logs<br>Surveys                                 | September 2012-May 2013   | Carver funds<br>Title I funds                                  |
|  | Acknowledge the efforts of parents with end-of- year recognition certificate and luncheon.  | Carver staff   | Sign in sheets  | April 2013  | Campus funds<br>Staff donations<br>Title I funds               |
|  | Have ELL Family Night and include a Spanish speaker to guide bilingual parents on how they can help their child at home.  | Carver Staff   | Sign in sheets<br>Parent Survey   | January 15, 2013  | Title I funds<br>Campus Budget                                 |
|  | Meet with parents to inform them about the curriculum and expectations for their student.   | Carver Staff<br>Principal                                  | Sign in sheets  | September 18, 2012  | Title I funds<br>Campus Budget                                 |

|  |  |  |  |  |
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|--|--|--|--|--|

## Program Evaluation Component

Process: Review data identified to measure fidelity of implementation and impact of strategy or initiative on student outcomes.  
Utilize various data sources, both quantitative and qualitative to complete a full evaluation of programs and initiatives.

Formative Evaluation Measures:

- Sign in sheets
- Reading logs
- Enrollment sheets

Summative Evaluation Measures:

- Survey Results

***Evaluation Results:***

## Action Goal #2

**All students will be educated in learning environments that are safe, drug free, and conducive to learning.**

|                           |  |
|---------------------------|--|
| Performance Objective(s): | <p>1.1 All Carver staff members will contribute to a safe, orderly, and positive environment by following all standards, policies, routines, and program requirements.</p> <p>1.2 Students will participate in curriculum programs (No Place for Hate) that addresses anti-bullying.</p> <p>1.3 All staff will participate in “Care”acter traits school-wide curriculum.</p> |
|                           |  |

| What STRATEGIES must be initiated to reach this process?   | Who will be RESPONSIBLE for implementing these strategies?               | What MEASURE will we use to assess the effectiveness of these strategies? | What is a realistic TIMELINE for implementing these strategies? | What RESOURCES will be utilized to implement these strategies? |
|--|--|---|---|--|
| Train staff on all emergency and crisis plan procedures.   | Carver staff<br>Asst. Principal<br>Positive Student Committee            | Trainings<br>Drills   | Sept. 2012-<br>May 2013   | Carver Budget  |
| A core team of personnel, including one teacher per grade level, will be trained in the use of CPI techniques and follow TBSI guidelines including time out and positive behavior supports.. | Principal and core team<br>Carver Teachers<br>Positive Student Committee | Staff Development<br>Documentation<br>Discipline<br>Data review           | Sept. 2012-<br>May 2013   | TBSI program<br>CPI training                                   |
| The Positive Student Committee (PSC) will promote and reinforce that all students and teachers use car and bus lanes appropriately   | PSC<br>Principal<br>Carver Staff   | Feedback from staff members on car and bus duty                           | Sept. 2012-<br>May 2013   | Carver Budget<br>Carver Staff                                  |
| Students will be rewarded for making good choices with “Thumbs UP” tickets.  | Positive Student Committee<br>Carver Staff                               | Cafeteria,<br>Thumbs up,<br>coupons, and tables                           | Sept. 2012-<br>May 2013   | Carver budget  |

|  |  |   |                         |                                      |
|--|--|---|-------------------------|--------------------------------------|
| The PSC committee will promote the use of the outdoor classroom via monthly e-mails.   | PSE Committee  | E-mails                                     | Sept. 2012-<br>May 2013 | E-mail System                        |
| Carver will be a No Place for Hate campus and sponsor/participate in at least three anti-bullying events throughout the year | Counselor (Barber)   | Calendar                                    | Sept. 2012-<br>May 2013 | Campus funds<br>PTA<br>Title I funds |
| The PSC committee will promote campus security.  | Carver staff   | Tag Check                                   | May 2013                | Carver Budget<br>Carver staff        |
| Promote and Support “Care”acter Traits School-Wide program.  | Carver Staff<br>Discipline<br>Committee<br>Asst. Principal | Announce-<br>ments<br>Weekly Focus<br>Cubes | Sept. 2012-<br>May 2013 | Carver Budget<br>PTA                 |
| Carver staff will be trained on classroom management practices using CHAMPS.   | Asst. Principal<br>Principal                               | Power Points<br>Discussions                 | Sept. 2012-<br>May 2013 | Campus funds<br>Title funds          |

## Program Evaluation Component

Process: Review data identified to measure fidelity of implementation and impact of strategy or initiative on student outcomes.  
Utilize various data sources, both quantitative and qualitative to complete a full evaluation of programs and initiatives.

Formative Evaluation Measures:

Discipline Plan

Lists of Procedures

Focus Groups (PTA, parents, students, staff)

Safety practices

Summative Evaluation Measures:

Safety drill logs

Discipline reports

***Evaluation Results:***

## Action Goal #3

**The level of technology integration will be increased to ensure the best possible teaching and learning for all students.**

|                           |  |
|---------------------------|--|
| Performance Objective(s): | <p>1.1 100% of teachers will utilize projectors with power points, United Streaming, Brain Pop Jr. and other presentation technology available in all curricular areas.</p> <p>1.2 Implement an Open Computer Lab schedule 1-2 days per week to facilitate technology-content integration.</p> <p>1.3 Within the next two years investigate the feasibility of a second computer lab or Computers on Wheels (COWS).</p> <p>1.4 100% of K-2 teachers will utilize document cameras and technology to enhance lessons in all curriculum areas.</p> <p>1.5 100% of K-2 teachers will utilize Mimios or SMART boards in the next three years.</p> <p>1.6 Within the context of core knowledge instruction, students will be provided 21<sup>st</sup> Century Learning experiences to learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration through integrated technology lessons.</p> |
|---------------------------|--|

| <b>What STRATEGIES must be initiated to reach this process?</b>   | <b>Who will be RESPONSIBLE for implementing these strategies?</b> | <b>What MEASURE will we use to assess the effectiveness of these strategies?</b> | <b>What is a realistic TIMELINE for implementing these strategies?</b> | <b>What RESOURCES will be utilized to implement these strategies?</b> |
|---|---|--|--|---|
| The technology application will be utilized monthly to ensure student mastery.  | Classroom teachers  | Student Data   | Sept. 2012-May 2013  | Technology Applications<br>Learning.com<br>Internet                   |
| Implement iStation during RtI in the Computer Lab   | Media Specialist  | Student Data   | Sept. 2012- May 2013   | Computers<br>District funds   |
| Continue subscriptions to United Streaming, Brainpop Jr., Easy Tech, and Learning.com, etc.   | Media Specialist  | Lesson Plans<br>Progress monitoring<br>Mastery of TEKS                           | Sept. 2012-May 2013  | Title I<br>Carver funds   |
| Teachers will be responsible for implementing the technology applications and TEKS for their grade level by collaborating with District Technology Facilitator. | Classroom teachers<br>District Technology Facilitator             | Lesson Plans<br>Trainings  | Sept. 2012-May 2013  | Computer Lab  |

|  |  |  |                           |            |  |
|--|--|--|---------------------------|------------|--|
|  | Teachers will participate in a technology survey in order to implement campus technology trainings.  | District Technology Facilitator<br>Social Studies/Science/Technology committee | Survey results            | Sept. 2012 | Survey Campus Funds  |
|  | Computer-based instruction is an on-going, prioritized need for our campus. To provide additional support for this need, we will purchase 13 iPads with cases and 2 MimioTeach Interactive Whiteboard modules. | Classroom teachers<br>Media specialist   | Report Cards<br>Test Data | Sept 2012  | Title I<br>Apple \$4927 9/10/12<br>MimioTeach \$1598 9/10/12 |

## Program Evaluation Component

Process: Review data identified to measure fidelity of implementation and impact of strategy or initiative on student outcomes.  
Utilize various data sources, both quantitative and qualitative to complete a full evaluation of programs and initiatives.

Formative Evaluation Measures:

Mid-year evaluation of the target areas above

Summative Evaluation Measures:

Yearly evaluation reports by the District technology facilitator to the site based team.

***Evaluation Result:***

# Action Goal #4

**Processes/systems will be developed to enhance and build positive relationships and collaboration among community and staff.**

|                           |   |
|---------------------------|---|
| Performance Objective(s): | <p>1.1 Businesses and community members will be encouraged to consistently volunteer and be an effective partner/member of the school team to promote the education of Carver students.</p> <p>1.2 Increase the number of mentors, PTA members, and Watch D.O.G.S. especially among the bilingual populations by 10%.</p> |
|---------------------------|---|

|  | What STRATEGIES must be initiated to reach this process?   | Who will be RESPONSIBLE for implementing these strategies?       | What MEASURE will we use to assess the effectiveness of these strategies? | What is a realistic TIMELINE for implementing these strategies?               | What RESOURCES will be utilized to implement these strategies? |
|--|--|--|---|---|--|
|  | Increase awareness of campus needs in the community and participate in community events such as Relay for Life, Heart Chase, Alex’s Lemonade Stand, Health and Wellness Fair, etc. | Business/Community committee<br>Carver Staff                     | Sign in Sheets<br>Staff Survey  | April 11, 2013  | Notes home<br>Title I funds<br>Campus Website<br>Carver budget |
|  | The efforts of the school and PTA will continue to be coordinated to develop a strong volunteer program, including a volunteer luncheon.   | PTA Board<br>Business/Community Committee                        | PTA Minutes<br>Sign in sheets<br>Staff Survey                             | April 30, 2013  | Campus Funds<br>Title I funds<br>PTA funds                     |
|  | Active recruitment of new mentors and volunteers at Carver including Watch DOGS, PTA, First Baptist Church, with special emphasis on bilingual parents.                            | Business/Community Committee<br>Bilingual Teachers<br>Watch DOGS | Sign in sheets<br>Volunteer/<br>Mentor Lists                              | Sept. 2012-May 2013   | Carver website<br>Campus funds<br>Title I funds                |
|  | Bring community members into the school: i.e., Smile Mobile Dentist, mentors to read and work with students, Health and Wellness Fair, Book Fair, etc.                             | Business/Community Committee<br>Carver Staff                     | Sign in sheets<br>Staff survey  | 1 <sup>st</sup> week in Jan.,<br>April 11, 2013<br>Nov. 5-9 and<br>April 8-12 | Website<br>Notes home<br>Title I funds<br>Campus budget        |



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## Program Evaluation Component

Process: Review data identified to measure fidelity of implementation and impact of strategy or initiative on student outcomes.  
Utilize various data sources, both quantitative and qualitative to complete a full evaluation of programs and initiatives.

### Formative Evaluation Measures:

Sign in sheets

Enrollment sheets

### Summative Evaluation Measures:

Survey results

### ***Evaluation Results:***

# Action Goal #5

**Processes/systems will be developed to increase student attendance and wellness.**

|                           |  |
|---------------------------|--|
| Performance Objective(s): | 1.1 Parents will be called by office staff whenever students are absent 4 consecutive days.<br>1.2 Students will be recognized for perfect attendance<br>1.3 Students will be recognized for participating in wellness initiative. |
|---------------------------|--|

|  | What STRATEGIES must be initiated to reach this process?   | Who will be RESPONSIBLE for implementing these strategies? | What MEASURE will we use to assess the effectiveness of these strategies? | What is a realistic TIMELINE for implementing these strategies? | What RESOURCES will be utilized to implement these strategies? |
|--|--|--|---|---|--|
|  | Enforce a Zero Tolerance Policy for Level A behavior which follows our “Care”acter Traits behavior system. | All campus employees                                       | Discipline referrals<br>Behavior logs                                     | Sept. 2012-May 2013   | Training   |
|  | Implement consistent, firm, and meaningful consequences for negative, hostile, and aggressive behavior.    | All campus employees                                       | Discipline Plan<br>Cathy Hord   | Sept. 2012- May 2013  | Consistent Teacher and administrative enforcement              |
|  | Participate in district wide health initiatives (Marathon Kids, Walk across Texas).                        | PE coaches<br>Classroom Teachers                           | Participation rates   | Sept. 2012-May 2013   | PTA<br>State programs<br>Donations<br>Marathon Kids            |
|  | Parents will be notified when students have missed 4 or more days.   | Office   | Attendance<br>PIEMS<br>Reports  | Sept. 2012-May 2013   | Carver budget  |
|  | Increase attendance by giving attendance incentives (bikes).   | Office   | Attendance<br>PIEMS   | Sept. 2012-May 2013   | Horace Mann Ins.<br>Carver Budget                              |
|  | Promote Positive Students Bulletin Board.  | Positive Student Committee                                 | Results on Bulletin Board   | Sept. 2012-May 2013   | Carver Budget  |
|  |  |  |   |   |  |

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## Program Evaluation Component

Process: Review data identified to measure fidelity of implementation and impact of strategy or initiative on student outcomes.  
Utilize various data sources, both quantitative and qualitative to complete a full evaluation of programs and initiatives.

Formative Evaluation Measures:

Discipline Referrals

Summative Evaluation Measures:

Discipline reports

Attendance report

Tardy Report

***Evaluation Result:***

# Appendix

## **GEORGETOWN ISD'S MISSION STATEMENT**

Following a rich tradition of community involvement, the mission of GISD is to empower students to become life-long learners and productive citizens in a dynamic, global society, by providing quality learning experiences that develop the knowledge, skills, abilities, and attitudes for continued success.

| STATEMENT OF BELIEFS  | GEORGETOWN ISD'S GOALS   | GEORGETOWN ISD'S STRATEGIES   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Life-long learning is essential for citizens of our community, nation, and world.</li> <li>• The family, school, and community share the responsibility for the positive development of youth.</li> <li>• Given opportunities, all individuals can reach their potential to learn.</li> <li>• Every individual has a right to a safe, nurturing environment.</li> <li>• Knowledge empowers.</li> <li>• Individuals are responsible for their actions.</li> <li>• Working toward a vision promotes success.</li> <li>• Every person is unique, has value, and deserves the opportunity to earn respect.</li> </ul> <p>PARAMETERS</p> <ul style="list-style-type: none"> <li>• We will not tolerate prejudicial discrimination of any kind.</li> <li>• We will provide a safe and secure environment in all school facilities.</li> <li>• We will hold each individual responsible for his/her actions.</li> <li>• We will not compromise our efforts to provide a quality education.</li> </ul> | <p><b><u>Goal 1: Exemplary Performance</u></b><br/>All GISD students will demonstrate exemplary academic performance.</p> <p><b><u>Goal 2: Prepared Graduates</u></b><br/>All students will graduate prepared to transition into post-secondary education or careers.</p> <p><b><u>Goal 3: Quality Staff</u></b><br/>All positions will be filled by highly qualified candidates/professionals.</p> <p><b><u>Goal 4: Quality Learning Environments &amp; Facilities</u></b><br/>GISD will promote nurturing, safe, and orderly environments and quality facilities for all students.</p> <p><b><u>Goal 5: Positive Perceptions, Relationships, and Collaboration</u></b><br/>Enhance and build positive perceptions, relationships and collaboration among community and staff.</p> <p><b><u>Goal 6: Fiscal Accountability &amp; Responsibility</u></b><br/>Ensure fiscal accountability and responsibility through strategic alignment and sound stewardship of the district's financial resources.</p> <p><b><u>Goal 7: Organizational and Operational Effectiveness</u></b><br/>Improve organizational and operational effectiveness to better support the district's mission and support for the student-teacher relationship.</p> | <p><u>Curriculum</u></p> <ul style="list-style-type: none"> <li>• We will continually evaluate and refine the curriculum that enables students to become productive, life-long learners.</li> </ul> <p><u>Instruction</u></p> <ul style="list-style-type: none"> <li>• We will develop and implement learning experiences that link curriculum with real world applications to meet the needs of each student.</li> </ul> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>• We will establish and strengthen the network of instructional services (computer labs, libraries, class rooms, as well as other curriculum resources) to fully develop the technology skills of students and staff.</li> </ul> <p><u>Intra-District Communications</u></p> <ul style="list-style-type: none"> <li>• We will develop and implement a system-wide, internal communication process that assures timely, multidirectional information flow.</li> </ul> <p><u>External Communications</u></p> <ul style="list-style-type: none"> <li>• We will develop reciprocal teams of parents, community advocates, and school personnel to communicate and enhance both school and community projects and programs.</li> <li>• We will provide opportunities for active parental and community involvement in students' learning.</li> </ul> <p><u>Wellness</u></p> <ul style="list-style-type: none"> <li>• We will provide prevention and intervention to promote the health and well-being of all students and staff.</li> <li>• We will provide safe and secure environments in all school facilities</li> </ul> <p><u>Educational and Support Service</u></p> <ul style="list-style-type: none"> <li>• We will provide the appropriate educational services to meet the individual needs of all students.</li> <li>• We will encourage parents to become full partners in the education of their children.</li> </ul> |

## **GISD GRADUATE LEARNER PROFILE**

GISD Graduate Profile was developed by the District Performance Council to represent the attributes that all GISD graduates should possess.

### I. Effective Communicators

- Able to read for a variety of purposes and to apply reading skills to real-life situations.
- Able to use a range of writing styles effectively and appropriately for purpose, situation, and audience.
- Able to listen attentively and critically for a variety of purposes and to respond to speakers appropriately.
- Able to use effective speaking strategies for both formal and informal purposes and settings.

### II. Academically Prepared

- Able to use mathematics, science, and social studies as tools for problem solving, communicating, and reasoning.
- Able to use the literary, visual, and performing arts to enrich their lives.

### III. Responsible Citizens

- Able to incorporate the nature of economics as it applies to everyday living.
- Able to actively contribute to community or school service organizations.
- Able to make and to evaluate decisions based on ethical principles.
- Able to understand world issues, to identify the rights and obligations of citizens, and to participate in the democratic process.

### IV. Productive Learners

- Able to apply the self-management skills of goal setting, time management, and continuous improvement.
- Able to demonstrate skills in resource management (allocate money, materials, space, and people).
- Able to manage information by acquiring and evaluating data, organizing and maintaining records, using technology to process information, and selecting equipment and tools to improve systems and to accomplish goals.
- Able to use critical and creative thinking to solve problems.

### V. Life Skills Oriented

- Able to make wise career decisions based on self-knowledge, educational/occupational explorations, and career planning.
- Able to make informed decisions about physical and mental health.
- Able to demonstrate interpersonal and academic skills needed to be self-supporting citizens, to work effectively in teams, to manage conflict, to lead in community and business, and to be effective parents.

*The District Performance Council has adopted the Effective Schools Correlates as the standards for educational quality.*

## **SUMMARY OF EFFECTIVE SCHOOL CORRELATES**

### **I. HIGH EXPECTATIONS**

- Teachers believe all students can master basic skills in their program.
- Teachers believe that all students' home backgrounds are not the primary factor in determining achievement.
- Teachers' expectations are clearly defined in goals for student achievement.
- Teachers treat students in ways that emphasize success and potential rather than those which focus on failure.
- Teachers encourage all students through rewards, encouragement, and recognition.
- Student achievements are featured in school and community media.

### **II. PARENT AND COMMUNITY SUPPORT**

- Parent/teacher conferences result in specific plans for home/school cooperation to improve student achievement.
- Parents and teachers are aware of the school or district homework policy.
- Many parents visit the school to observe the instructional program.
- Home visits, phone calls, newsletters, regular notes, etc. are frequently utilized to strengthen communication.
- Local businesses and organizations contribute money, time, and other resources.

### **III. MEASUREMENT**

- Staff follows routine procedures for frequent collection, summarization, and reporting of student achievement.
- Assessment methods and instruments are selected to measure learning objectives.
- The teachers and principal thoroughly review and analyze test results to plan instructional program modification.
- Results of assessment reports are tied to learning objectives.

### **IV. INSTRUCTIONAL FOCUS**

- Curriculum is designed so objectives (what should be taught), instruction (what actually is taught), and assessment (what is tested), all align.
- Goals are developed/endorsed by teachers, parents, administrators, and students.
- A written statement of purpose (mission) exists as the driving force behind most important school decisions.
- Instructional strategies and materials are adjusted to individual learning needs.
- Several events (assembly, trips) are planned to enhance the instructional program.
- Results of assessment reports are tied to learning objectives.
- Teachers and principals thoroughly review and analyze test results to plan instructional program modification.

### **V. SCHOOL CLIMATE**

- The physical environment is safe, orderly, clean, and conducive to learning.
- Teachers believe it is their responsibility to teach all students and the professional environment establishes courtesy and respect.
- The staff believes that all children can learn and should be provided the opportunity to learn without negative criticism.
- Clear rules, policies, and expectations are in place and are consistently enforced by all adults.
- Students are recognized for academic efforts and accomplishments.
- Teachers are recognized for academic efforts, professional growth, and teaching accomplishments.
- There is a spirit of collaboration among the staff and between the staff and community in reaching the goals of the school.
- Students are made to feel welcome and wanted in a student-centered environment that maintains rapport to encourage learning.

### **VI. INSTRUCTIONAL LEADERSHIP**

- The principal has frequent informal and formal observations.
- Individual teachers and principal meet to discuss focus of classroom observation.
- Regularly scheduled faculty meetings are held to discuss instructions and student achievement.
- Teachers, administrators, and parents assume responsibility for school discipline.
- School rules are understood, respected, and enforced by administrators, teachers, students, and the board of trustees.
- Most students abide by school/classroom rules.
- The physical condition of the school is generally pleasant and well maintained.
- Teachers treat students fairly and with consistency.
- School improvement priorities and plans are developed cooperatively with principal, teachers, parents, and students.
- The principal leads frequent formal discussion with staff concerning instructional and student achievement.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The district operates in full compliance with the student confidentiality requirements of the federal Family Educational Rights and Privacy Act (FERPA). For a full explanation of district practices and procedures regarding student confidentiality see district policies FL (LEGAL) and FL (LOCAL).

## **EQUAL EDUCATION OPPORTUNITIES**

The Georgetown Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability in providing education or providing access to the benefits of educational services, activities, and programs, including Career and Technology Education programs, in accordance with ACCELLs VI and VII of the Civil Rights Act of 1964, as amended; ACCELL IX of the Education Amendments of 1972; Age Discrimination Act of 1975 (34 CFR Part 110); Section 504 of the Rehabilitation Act of 1973, as amended; ACCELL II of the Americans with Disabilities Act of 1990; and local Board policies.



## 10 COMPONENTS OF A TITLE I SCHOOLWIDE CAMPUS

(The 10 components must be incorporated into Title I School wide Campus plans by statute.  
All GISD campuses will incorporate all 10 components in the Campus Improvement Plan.  
Place a check mark in each space by each component that is incorporated into the plan.)

- \_\_\_ **TS-1.** A **comprehensive needs assessment** of the entire school (including taking into account the needs of migratory children) that is based on information on the performance of children in relation to the state content and state student performance standards.
- \_\_\_ **TS-2.** **School-wide reform strategies that---**
- \_\_\_ **TS-2a.** a. provide opportunities for all children to meet the state's proficient and advanced levels of student performance;
- \_\_\_ **TS-2b.** b. use effective methods and instructional strategies that are based on scientifically based research that-
- strengthen the core academic program in the school;
  - increase the amount and quality of learning time, such as, providing an extended school year, before-and after-school programs summer programs and help to provide an enriched and accelerated curriculum; and
  - include strategies for meeting the educational needs of historically underserved populations.
- \_\_\_ **TS-2c.** c. include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the school-wide program, which may include counseling, pupil services, and mentoring services;
- college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods that may include applied learning and team-teaching strategies; and
  - the integration of vocational and technical education programs; and address how the campus will determine if such needs have been met; and
- \_\_\_ **TS-2d.** d. are consistent with, and are designed to implement, the state and local improvement plans, if any.
- \_\_\_ **TS-3.** Instruction by **highly qualified teachers**.
- \_\_\_ **TS-4.** High quality and ongoing **professional development** for teachers, principals, and paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.
- \_\_\_ **TS-5.** Strategies to attract highly qualified teachers to high need schools.
- \_\_\_ **TS-6.** Strategies to increase **parental involvement** in accordance with Section 1118, such as family literacy services.
- \_\_\_ **TS-7.** Plans for assisting preschool children in **the transition from early childhood programs**, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

- \_\_\_ **TS-8.** Measures to **include teachers in the decisions** regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the performance of individual students and the overall instructional program.
- \_\_\_ **TS-9.** Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with **effective, timely additional assistance**, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
- \_\_\_ **TS-10.** Coordination and integration occurs between federal, state, and local services and programs, including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.