

**Ector County Independent School District**  
**Carver Early Education Center**  
**2023-2024 Campus Improvement Plan**

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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%

Full day PREK 4 was implemented in the 2020-2021 school year.

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

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

### Demographics Strengths

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

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

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

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

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

become classroom teachers.

**Problem Statements Identifying Demographics Needs**

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

# Student Learning

## Student Learning Summary

We saw huge growth in our students during the 2021-2022 school year. At the age of four, our students come to us with various levels of understanding. The BOY Assessment shows what our students have learned at home. There is a wide range of ability levels at the beginning of the year, but we see tremendous growth in all of our students from the beginning of the year. The use of Frog Street Press Curriculum, Conscious Discipline Social Emotional Curriculum, Handwriting Without Tears, and best practice activities from Children's Learning Institute (CLI) are a perfect combination to address all of the Prekindergarten standards. We have also now introduced Istation and Imagine Math which supports student learning through the use of technology.

## Student Learning Strengths

<b>CARVER</b>									
English									
Category	BOY On Track	BOY Needs Support	MOY On Track	MOY Needs Support	BOY-MOY GROWTH (for students on track)	EOY On Track	EOY Needs Support	MOY-EOY GROWTH (for students on track)	BOY-EOY GROWTH (for students on track)
Phonological Awareness/ ELAR- Overall	56%	44%	61%	39%	+5%	63%	37%	+2%	+7%
Math-Overall	67%	33%	69%	30%	+2%	69%	31%	=	+2%
SEL-Overall	96%	4%	81%	19%	-15%	68%	32%	-13%	-28%

<b>Spanish</b>									
Category	BOY On Track	BOY Needs Support	MOY On Track	MOY Needs Support	BOY-MOY GROWTH (for students on track)	EOY On Track	EOY Needs Support	MOY-EOY GROWTH (for students on track)	BOY-EOY GROWTH (for students on track)

Spanish									
Phonological Awareness/ SLAR- Overall	52%	48%	66%	34%	+14%	66%	34%	=	+14%
Math-Overall	71%	29%	78%	22%	+7%	82%	18%	+4%	+11%
SEL-Overall	97%	3%	94%	6%	-3%	93%	7%	-1%	-4%

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Most of our students are new to the school system and have never been away from their families. Social-emotional learning, routines and procedures take at least 6 weeks for full implementation. **Root Cause:** Most students are new to the school system.

**Problem Statement 2:** Pre-K students enter school lacking skills to use technology successfully to advance their academic journey. **Root Cause:** Prekindergarten is a child's first experience with school and families often do not know how to use technology for academic purposes.

## School Processes & Programs

### School Processes & Programs Summary

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

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

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

### School Processes & Programs Strengths

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

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

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

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** There are varying levels of experience and understanding of Conscious Discipline among the Carver staff. **Root Cause:** Not all staff have had the same amount of Conscious Discipline training.

**Problem Statement 2:** Teachers use Frog Street Press curriculum but do not always implement with fidelity **Root Cause:** This is the second year of implementation of Frog Street Press and teachers have not had enough training.

# Perceptions

## Perceptions Summary

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

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

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

## Perceptions Strengths

Students are happy and excited to come to school because the staff embraces their uniqueness and works to create strong connections with each student. Effective procedures are in place to ensure that students arrive in class safely and are entrusted to a teacher and/or teaching assistant daily. Students are greeted warmly and welcomed to school each day when getting off the bus or arriving at the classroom door.

Parents are welcomed to the school and the staff works hard to develop effective working relationships with the parents.

The Carver staff celebrates the accomplishments of one another, as well as supports others when difficulties arise.

Carver is committed to the use of Conscious Discipline to help us create strong connections with others, teach self-regulation skills and assist with student emotional management.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Not all Carver staff has a strong foundation and understanding of developmentally-appropriate practice. **Root Cause:** Not all staff has an education in Early Childhood practices.

**Problem Statement 2:** 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 3:** 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 4 (Prioritized):** Carver staff require updated, high impact, research based training in Conscious Discipline practices in order to adequately serve challenging students from difficult circumstances **Root Cause:** Carver is experiencing a growth in numbers of students who come to school with challenges beyond our training

# Priority Problem Statements

**Problem Statement 1:** Carver staff require updated, high impact, research based training in Conscious Discipline practices in order to adequately serve challenging students from difficult circumstances

**Root Cause 1:** Carver is experiencing a growth in numbers of students who come to school with challenges beyond our training

**Problem Statement 1 Areas:** Perceptions

# Board Goals

**Board Goal 1:** Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

**Performance Objective 1:** 92% of Pre-K 4 students will be able to produce 26 letter sounds by the end of the 2023-2024 school year.





**High Priority**

**Indicators of Success:**

Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Planning during PLC's to teach letters and alphabet principle daily through Morning Message, Istation Data, Interactive Letter Walls, Small Groups, and Independent Learning Centers.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom structures will provide learning expectations for all PreK4 students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Instructional Coach and Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Istation Data will be used to drive instructional focus for differentiation in Workstations and Small Groups.  <b>Strategy's Expected Result/Impact:</b> Monthly testing will provide on-going PreK Data.  <b>Staff Responsible for Monitoring:</b> Classroom teachers and administrator</p> <p><b>Title I:</b>            2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus Administrator and Instructional Coach will conduct weekly walkthrough observations/coaching sessions and provide actionable feedback to increase student performance.  <b>Strategy's Expected Result/Impact:</b> Instruction in classroom will remain focused and rigorous.  <b>Staff Responsible for Monitoring:</b> Campus Administrator and Instructional Coach.</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Board Goal 1:** Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

**Performance Objective 2:** Carver will provide specific, differentiated processes, procedures and routines for all classrooms and students to remain successful 100% of the time.





**High Priority**

**Indicators of Success:**

Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** Classroom Observations, Walk-throughs, Lesson Plans, PLC walk through feedback, CLI data, Coaching peer and administrative

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PLC Learning walks conducted for Classroom Teachers 3 times a month.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will see classroom strategies in action to improve their teaching styles.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Feedback and support on Whole School Conscious Discipline Routines or similar emotional trainings.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and Instructional Aides will feel supported with training opportunities through out the school year. Students will be successful with routines and procedures.</p> <p><b>Staff Responsible for Monitoring:</b> Conscious Discipline Action Team, Administrators</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Conscious Discipline or other trainings - Title One Instructional Continuity - \$15,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Instructional Aides will participate in monthly PLC to develop strategies to plan, practice, and model effective small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional Aides will support the Classroom Teacher in achieving student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teacher and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Carver will utilize Title One money to hire a highly qualified PreK Instructional Coach.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional Coach will provide best practices to ensure students are provided with individualized instruction based on data collected.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Instructional Coach - Title One School-wide - \$70,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Board Goal 1:** Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.





**Performance Objective 3:** 92% of Pre-K 4 students will be able to rote count to 50 by the end of the 2023-2024 school year.

**High Priority**

**Indicators of Success:**

Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Planning during PLC's to teach number principles daily through Morning Message, Small Groups, and Independent Learning Centers.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom structures will provide learning expectations for all PreK4 students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator and Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Report Card Data will be used to drive instructional focus for differentiation in Workstations and Small Groups.</p> <p><b>Strategy's Expected Result/Impact:</b> 9 week Report Card will provide on-going PreK Data.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator and Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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**Board Goal 2:** Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

**Performance Objective 1:** 92% of Pre-K 4 students will identify 26 upper case and lower case letters by the end of the 2023-2024 school year.

**High Priority**





**Indicators of Success:**

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weekly lesson plans showing strategies to intentionally teach letters and alphabet principles done daily through Morning Message, Interactive Letter Walls, Literacy Small Groups, and Independent Learning Centers.</p> <p><b>Strategy's Expected Result/Impact:</b> Pre K 4 students will leave Carver with a strong emerging reader foundation.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Classroom Teachers, Instructional Aides</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Building a strong Academic Parent Teacher Team to provide strategies, activities, and an explanation of data to help the success of each student.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and Classroom Teachers will work together to build a strong foundation for emerging readers by creating activities to support learning at home.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, and Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> ex. Magnetic Letters, supplies for teacher created routine books - Title One Instructional Continuity - \$8,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus Administrators and Instructional Coach will conduct walkthroughs, observations/coaching sessions and provide actionable feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom Instruction will improve to meet the needs of students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Mar	May
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**Board Goal 2:** Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

**Performance Objective 2:** Increase Phonological Awareness performance to 95% between the CLI BOY and EOY.





**High Priority**

**Indicators of Success:**

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2024 Goal: 65%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** CLI Data, Istation Data, Report Card Data and observation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create rhyming activities to recognize, identify, and distinguish during PLCs for small groups and RTI (response to Intervention).</p> <p><b>Strategy's Expected Result/Impact:</b> Students will engage in activities that involve identifying and generating rhyming words. Ex. rhyming books, poems, and word play</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Instructional Aides</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will add specific strategies for segmenting and blending sounds in Lesson Plans for workstations and small groups to support all learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be taught during small group instruction to break words into individual sounds. All students will have pictorial support and increase rigor without pictorial support.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Instructional Aides</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Using singing and chanting with songs in the Frog Street Curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Incorporate songs, chants, and nursery rhymes that emphasize different sounds and phonemic patterns.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Instructional Aides</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Introduce new vocabulary that students will need to understand for comprehension within a new curriculum unit.</p> <p><b>Strategy's Expected Result/Impact:</b> Introduce new vocabulary that students will need to understand for comprehension within a new curriculum unit.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Teachers and Instructional Aides</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Board Goal 3:** Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

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

**High Priority**

**Indicators of Success:**

Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** Students will feel valued every day and will enjoy coming to school ultimately encouraging them to stay in school.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus Training, Coaching, and Opportunities to build on Conscious Discipline Knowledge.  <b>Strategy's Expected Result/Impact:</b> Staff, Parents, and Students will feel supported through Conscious Discipline Strategies.  <b>Staff Responsible for Monitoring:</b> Administrators, Classroom Teachers, Instructional Aides   <b>ESF Levers:</b>                      Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conscious Discipline Team Support System  <b>Strategy's Expected Result/Impact:</b> Staff will feel supported by trained Team Members.  <b>Staff Responsible for Monitoring:</b> Administrators and Conscious Discipline Team   <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Parent Conscious Discipline Training</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will understand how to expand the Conscious Discipline Strategies at home.</p> <p><b>Staff Responsible for Monitoring:</b> Conscious Discipline Team, Classroom Teachers, Instructional Aides</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Classroom teachers, instructional staff, and administrators will participate in Conscious Discipline coaching.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers, Administrators and staff will feel empowered to work with students experiencing big behaviors and trauma by working with a Conscious Discipline coach.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator and Conscious Discipline Team</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Conscious Discipline Coach - Title One School-wide - \$6,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Classroom teachers and Administrator will have opportunities to attend Conscious Discipline Training as well as other Professional Development focused on building Social Emotional capacity in our students.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and Administrator will feel empowered to work with students</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

experiencing big trauma and behaviors.

**Staff Responsible for Monitoring:** Administrator, Secretary

**Title I:**

2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Funding Sources:** Conscious Disciple Trainings or other like professional development to support Social Emotional Health for students. - Title One School-wide - \$25,000



No Progress



Accomplished



Continue/Modify



Discontinue

**Board Goal 3:** Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.





**Performance Objective 2:** 100% of Carver families will participate in Parent and Family Engagement opportunities and projects to increase school and home connections.

**High Priority**

**Indicators of Success:**

Attendance - % of student daily attendance - 2024 Goal: 95%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

**Evaluation Data Sources:** Parent surveys, Sign in sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Carver will conduct Academic Parent Teacher Team meetings with families in both the Fall and Spring semesters.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will feel supported and empowered to work with their children at home. Teacher will work with families based on students individual needs. Resources will be purchased and sent home for continued practice.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrator</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> ex magnetic letters, numbers, data folders - Title One Instructional Continuity - \$1,700</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Carver will foster a collaborative parent/school team by creating opportunities to bring parents into the school such as: Meet the Teacher, Parent Conferences, Academic Parent Teacher Team Meetings, and Transportation Parade.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive image of Carver Early Education Center and higher level of parent engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Board Goal 3:** Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.





**Performance Objective 3:** Carver student attendance will increase from 90% to 95% by the end of the 2023-2024 school year.

**Indicators of Success:**

Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 9 Week Perfect Attendance Recognition.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive recognition, a token for our Book Vending Machine, a college T-shirt of their choosing, and parents will be entered to win a \$50 gas card.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator will provide T-shirts and gas card.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 100% communication between school and home, when students have been out more than 3 consecutive days.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will feel supported and know their child has been missed.</p> <p><b>Staff Responsible for Monitoring:</b> Office Staff, Administrator, Classroom Teacher and School Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Using Conscious Discipline, Teachers and Instructional Aides will create routine books, visuals, and curriculum to increase success for all students by creating a Safe Place within our school.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff and students will create routines.</p> <p><b>Staff Responsible for Monitoring:</b> Conscious Discipline Team, Administrator, and Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# Campus Funding Summary

Title One Instructional Continuity					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Conscious Discipline or other trainings		\$15,000.00
2	1	2	ex. Magnetic Letters, supplies for teacher created routine books		\$8,000.00
3	2	1	ex magnetic letters, numbers, data folders		\$1,700.00
<b>Sub-Total</b>					<b>\$24,700.00</b>
Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Instructional Coach		\$70,000.00
3	1	4	Conscious Discipline Coach		\$6,000.00
3	1	5	Conscious Disciple Trainings or other like professional development to support Social Emotional Health for students.		\$25,000.00
<b>Sub-Total</b>					<b>\$101,000.00</b>