

**Lockhart Independent School District**  
**George W.Carver Early Education Center**  
**2019-2020 Campus Improvement Plan**



# Mission Statement

**G.W. Carver in partnership with our parents and the community is to provide a caring environment where students are safe, feel valued, and are challenged to reach their full potential.**

## Vision

**The vision of G.W. Carver Is that our students will be kindergarten ready through learning, playing and exploring.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Demographics Needs To address students in special populations, we will continue to implement on-site and district level staff trainings to support special education students and English Language Learners (ELL). We will continue to monitor student participation in these programs for balanced representation to mirror our overall enrollment by ethnicity.

Source: PEIMS Report

Demographics	
Total Enrollment	393
Hispanic	73.5%
Anglo	22.1%
African American	2.0%
American Ind./Alaskan	0
Asian/Pacific Islander	0
Two or More races	2.3%
ELL/LEP	28.8%
Special Education	12.2%
Early Childhood Education	12
Homeless	5.3%
Low SES	79.1%

### Demographics Strengths

At Carver early education we offer programs for special education, and bilingual. Our bilingual services has grown a great deal and we can provide instruction in their native language with certified bilingual teachers. Due to the growth in our ELL students we were able to add an additional bilingual teacher to the teaching staff. Carver ECC is strongly committed to providing high quality instruction for all students. All staff at Carver EEC are highly qualified.



# Student Achievement

## Student Achievement Summary

I. Student Learning/Achievement		Data Source
PK Language Arts Focus:	<b>LA: 83 % of the students mastered the RSK skills in Language Arts</b>	<b>Progress Reports</b> <b>Report Cards</b> <b>End of the year RSK Data</b>
PK Math Focus:	<b>Math: 93% of the students in PK mastered the PK Math Skills</b>	

## Student Achievement Strengths

One strength is that at Carver Early Education Center we offer a full-day Pre- K program. We did not meet our goal of 85% skill in emergent literacy. We did meet our goal of 90% in math. We exceeded our math goal by 3%. The district goal for Istation Reading is that 70% of Pre-K students will show 1.5 years growth. Carver students exceeded the goal finishing the year at 78%.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** We did meet our goal of 90% mastery in math.

**Problem Statement 2:** We did not meet our goal of 85% mastery in reading. **Root Cause:** Low Attendance Percentage

# School Culture and Climate

## School Culture and Climate Summary

School Culture and Climate Strengths- Surveys demonstrated that parents are pleased with CEEC.

Parent Organizations: PTO

Volunteer Training in both English & Spanish

Student Organizations and Groups: Garden Club and Recycle Club

After-School Camps: Kids Club

Crise Training for all staff

## School Culture and Climate Strengths

Observations and walk-throughs (formal and informal) of the campus indicate that Carver EEC is a physically and emotionally safe place to be and to learn. The campus counselor leads lessons with students each week to teach them character traits; such as honesty, integrity and respect. Guests at the campus feel welcomed at all times. Carver is a small campus and the staff seems more like family. The genuinely care for each other. Annual Events & Activities opportunities for family to visit the campus are as follows: Math/Science Night, Science Fair, Dr. Seuss Reading, Family Breakfast & Feedback, student celebrations (attendance & citizenship) Thanksgiving Lunch, Carver Classroom Celebrations, Field Day, Meet the Teacher, Holiday Caroling, 50's Sock Hop, Veterans Day Celebration, Grandparent's lunch, Born Learning Academy, Connections provides resources for families as well as attend several campus events. Presentations,

**Parents have the opportunity to complete surveys online and through-out the year.**

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Raise awareness to support safety of all students **Root Cause:** Pre-K students do not have classroom restrooms

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

We have a high retention rate at Carver EEC. Over 83% pre-k teachers have been here for several years. At Carver we have worked extremely hard to provide an environment where everyone feels valued, safe and supported.

## Staff Quality, Recruitment, and Retention Strengths

Each new hire is assigned a mentor. All teachers at Carver are certified by the State Board of Education (highly qualified). . In addition to T-TESS observations and conferences, staff are regularly observed during weekly walk-throughs. Teachers collaborate weekly to plan lessons while using student academic performance data to plan for changes in approaches to teaching and intervention. PLCs are also used to help teachers refine their own skills through conversation, modeling, action research, and sharing best practices about teaching strategies and tools. The teachers are able to communicate concerns or suggestions to the principal directly or through the Pre- K team leader.

Staff have received on-going professional development on Fundamental 5, Ready Set K and Ready Rosie. At Carver we have 8 para-professionals who are able to provide additional support to students and staff. Carver EEC provides several socials outside of the school day voluntarily for staff to attend. Luncheons and snacks are provided to the staff several times during the school year. Staff are recognized for their accomplishments (runners) during emails, announcements, and staff meetings.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Improve teacher mentor program. **Root Cause:** Most mentors did not fully understand their role as a mentor.

# **Curriculum, Instruction, and Assessment**

## **Curriculum, Instruction, and Assessment Summary**

Data analysis are conducted after each ISIP assessment. All Pre-K teacher follow the same scope & sequence. Walk- throughs by admin are conducted in every classroom each week. All Pre-K teachers attended the Matt Glove Essentials of Teaching Writing PK-2 PD this summer. All teachers meet weekly in PLC to discuss curriculum, instruction and how each skill will be assessed. Instructional coaches collaborate with teachers to make sure they understand curriculum expectations and to ensure that implementation is happening correctly. Most importantly, the coaches serve as additional support for teachers.

## **Curriculum, Instruction, and Assessment Strengths**

1. Students exceeded the district goal by 8% of students who showed 1.5 years growth in reading
2. All teachers follow the same scope & sequence
3. Students who need extra support receive small group intervention with no more than 5 students.
4. All Pre-K teachers were able to attend a writing PD during inservice to learn better ways to implement writing in the Pre-K classroom.
5. The district provides PD based on the needs of the campus and/or teacher.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parents feel welcome at Carver ECC according to parent survey data. Parents are always welcome to have lunch with their children. We have several lunch visitors on a daily basis. Activities that encourage parent involvement during the school year are: Meet the Teacher Night, Parent Conferences, Thanksgiving Luncheon, Math Night, Splash Day, PTO meetings and activities. Pre-Kindergarten Graduation, Campus Tours (for potential Pre-K students) Science Night, Polar Express Day, and Pre- K Musical performance. Parents are kept informed of school events through teacher newsletters sent home in English and/or Spanish. Teachers also keep parents informed about what's going on by maintaining daily communication through daily take home folders. An event calendar is sent home in first day packet. Information is sent out by the principal via Facebook, twitter, website and through principal newsletter.

## Parent and Community Engagement Strengths

Family engagement attendance is usually high when we host events for Carver families.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** PTO involvement is low. **Root Cause:** Finding a time that works for every one's schedule is challenging.

# School Context and Organization

## School Context and Organization Summary

Construction for Carver Elementary began in 1950 the same year as Lockhart Elementary School (now Clear Fork). Both were hailed as the “most modern and nearly alike” according to an article in the Lockhart Post Register dated August 30, 1951. Carver Elementary was built to provide African-American students with “separate but equal facilities” since they were not allowed to attend school with Anglo students. This practice was then overturned in 1954 in Brown vs. Board of Education.

The “little school was built on a hill” across the road from Carver High School. Students in grades first through sixth grade attended Carver Elementary. The naming of the school and dedication ceremony was held on September 2, 1951.

Carver served as a Kindergarten and PPCD campus since the early 1960’s and later served up to 550 PPCD-Kindergarten students. In August 2016 Carver's name changed to Carver Early Education Center and became a pre-kindergarten and PPCD campus.

We are a little school with high expectations so that every child “rich or poor regardless of race or color, throughout the length and breadth of Lockhart Independent School District might have equal opportunities to prepare himself for the future”. (Quote from M. L. Glosserman, LISD Board President, August 30, 1951 as printed by the Lockhart Post Register)

## School Context and Organization Strengths

Student safety, academic, and social needs are the top priority of the Carver faculty and staff. The school context and organization of Carver are designed to promote these three major components. The campus master schedule and school calendar drive instruction each day. Each core content area is taught for an appropriate amount of time each day to meet state and district requirements. Students attend PE each day. Students visit the motor lab and STEAM lab twice a month. Master schedule is designed based off of student need. Evacuation maps are posted in each classroom and other work spaces.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** The building is old and is in need of upgrades **Root Cause:** Most funding goes to upper grades.

# Technology

## Technology Summary

Technology is very important to both the school district and the Carver EEC campus. There is a significant amount of technology available at Carver EEC for the students to use for academic growth. Desktop computers, Smart Boards, and I-Pads are effectively used on a regular basis for instructional purposes. Nearly all teachers are proficient at using a variety of technology tools.

District expectations are integrated at all levels of learning whenever possible. Teachers use the following technology: iPad technology including the purchase of learning apps. District funded programs such as Ready Set K, Istation, and Ready Rosie. Campus websites are utilized as well.

Technology is serves as a major component of intervention for students. Students practice their skills on Istation based on their monthly Tier.

Technology support is available for teachers through frequently offered professional development throughout the district.

Technology proficiencies are evaluated as a piece of T- TESS – observation in the classroom.

Technology PD is integrated in all learning aspects. Teachers plan instruction an evaluate date through aware and forethought.

Technology upgrades are a consistently a part of the Learning Commons and campus budget. Carver has a computer lab with 26 desktop computers.

Our district technology staff assist teachers and students with new ideas and give them a greater comfort level of technology integration.

Teachers are aware of the importance in students learning through curriculum that has embedded technology.

## Technology Strengths

We have a computer lab with over 20 desktop computers. We have laptops and desktops in every classroom. We have projectors, hovercams and smart board pens in all classroom. Each classroom has at least 10 IPADS. Through skylert we can send messages to parents via email, text and phone in just a few minutes. This is great communication to parents for upcoming events as well as in emergency school closure or cancellations

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

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

## **Accountability Data**

- Federal Report Card Data

## **Student Data: Assessments**

- Observation Survey results

## **Student Data: Student Groups**

- STEM/STEAM data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

## **Employee Data**

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

## **Parent/Community Data**

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

## **Support Systems and Other Data**

- Communications data
- Study of best practices

# Goals

Revised/Approved: August 21, 2019

## Goal 1: 85% of Pre-K students will be kindergarten ready based on "Ready Set K" .

**Performance Objective 1:** 85% of Pre-K students will reach 'The Set' Standard based on Ready Set K or beyond in emergent literacy.

**Evaluation Data Source(s) 1:** Ready Set K Reports

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) All Pre-K students will be assessed once per nine-weeks using the Ready Set K skills for emergent literacy.		Teacher, Principal, and Curriculum dept.	Each student will reach "Set" based on RSK standards. As a result students will leave RSK with the skills to be kindergarten ready in literacy.				
	<b>Funding Sources:</b> 211 - Title I-A - 0.00						
2) All teachers will receive weekly walk-throughs to ensure the areas of Fundamental 5 and quality instruction are implemented.		Curriculum Department , Principal	The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critically. Teachers and Principal will implement coaching cycles to discuss walk-through data.				
	<b>Funding Sources:</b> 211 - Title I-A - 0.00						
3) Teachers will meet weekly in PLCs for planning and to discuss data after every assessment of the focus skill and work through the five PLC questions as a team.		Lead Teacher, Teachers, and Principal	Teachers will complete the class analysis form and turn into the principal after each assessment of the focus skill. Students data should increase monthly by at least 10%.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Carver teachers and principal attended The Essential of teaching writing in Pre-K workshop in August.		Teachers, and principal	Administration will conduct walk throughs during writing blocks, centers, and monitor weekly lesson plans to ensure classroom teachers are using Matt Glover writing strategies. Student work displayed and writing journals will show students daily writing.				
<b>Funding Sources:</b> 211 - Title I-A - 4000.00							
5) Incorporate pre-writing and writing strategies by using morning message, journal writing, critical writing from Fundamental Five. Students will write in all subject areas.		Principal and C&I Team	Student growth in writing samples. Students will create a variety of books based on their own interests. Student work displayed and writing journals will show students daily writing.				
<p><b>TEA Priorities</b></p> <p>Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>6) Provide opportunities for teacher's who students are not meeting the academic expectations time observe a master teacher. The master teacher will also observe in the classroom of the teacher who is need of support providing collaboration/coaching.</p>		Principal, coaches and C & I Team.	Teachers who receive the additional support will be more effective in meeting the academic needs of their students, and a s result the teacher will feel supported which can increase teacher retention rate. Student academic rate will increase on RSK skills and on Istation. Behavior will increase as well.				
7) Provide a Literacy Night and a Bilingual Night during the fall semester.		Library Aide, K. Martin, Bilingual Teachers and Karen Nixon, Principal	Student success rate in literacy will increase. Provide opportunities for a positive partnership between school and home based on survey data. Families and students can engage in hands-on learning. Parents will leave with information and resources that they can use in the home to help their child academics.				
<b>Funding Sources:</b> 211 - Title I-A - 1500.00							
8) Pre-K students will also be assessed on Istation Reading and Math monthly.		Teacher, Principal, and Curriculum Dept.	Each student will show 1.5 years growth in Math and Reading for the school year. Teachers will monitor Istation reports and running records. Students will receive targeted interventions during small group. Intervention/Enrichment time by classroom teachers and teacher aides to increase student success in reading and on ISIP. Teachers will enter monthly ISIP data into monitoring forms to track growth.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

## Goal 2: 90% Pre-K students will be kindergarten ready based on "Ready Set K" standards in math

**Performance Objective 1:** 90% of Pre-K students will reach 'The set' Standard based on Ready Set K of (75%) or beyond in math

**Evaluation Data Source(s) 1:** Ready Set K Reports

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All Pre-K students will be assessed once per nine-weeks using the Ready Set K skills for math.		Principal and Curriculum Dept.	Teachers will monitor Istation reports and running records. Students will receive targeted interventions during small group. Intervention/Enrichment time by classroom teachers and teacher aides to increase student success in math. Teachers will enter monthly ISIP and RSK data into monitoring forms to track growth.				
<b>Funding Sources:</b> 211 - Title I-A - 0.00							
2) All teachers will receive weekly walk-throughs to ensure the areas of Fundamental 5 and quality instruction are implemented.		Principal and Curriculum Dept.	The quality of tier one instruction will improve and lead to more students making progress than compared to last year. Further, Fundamental 5 walkthrough data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small groups purposeful talk, 40% usage of recognize and reinforce, and 15% usage of writing critical. Coaching cycles will be conducted after 15 walk throughs (approximately every 6-9 weeks). Effective and Intentional evidence-based decisions/strategies to support learner achievement will be discussed.				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>3) Teachers will meet weekly in PLCs for planning and to discuss data after every checkpoint to improve instruction and student success. Teachers will complete the class analysis form and turn into the principal.</p>		Lead Teacher, Teachers, and Principal	By monitoring data, teachers can make adjustments in instruction. As a result individual student Istation goals will be met and pre-k students will be kindergarten ready.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Students will meet weekly minute requirements on interventions required on Istation.		Teachers, and administration	Teachers will review weekly Istation reports to ensure students are meeting their required weekly minutes. Teachers will pull small groups/individuals for lessons for reteach. Students will practice math skills on istation based on their Tier level. Tier 1-15 minutes a week. Tier 2-15 minutes twice a week and for Tier 3-15 minutes 3 times a week				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>5) Provide opportunities for teacher's who students are not meeting the academic expectations time to observe a teacher Who has a high success rate.</p>		Principal, coaches and C&I Team	Teachers who receive the additional support will be more effective in meeting the academic needs of their students, and as a result the teacher will feel supported which can increase teacher retention rate. Student academic rate will increase on RSK skills and on Istation. Behavior will increase as well.				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>6) Provide math resources for parents to use at home.</p>		Teacher and Principal	Parents will play an active role in their child's learning while engaging in a partnership with the school. As a result academic success will improve.				
							

### Goal 3: Carver EEC will increase their average daily attendance to meet or exceed 96% for the year.

**Performance Objective 1:** Campus attendance rate will meet or exceed 96% average daily attendance rate for the 2018-2019 school year.

**Evaluation Data Source(s) 1:** ADA Reports

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Have students with perfect attendance name printed in the local newspaper.		Administration and PEIMS clerk	ADA will rise from 94.6% to meet or exceed our campus goal of 96%.				
2) Students with perfect attendance will be rewarded with an attendance field trip.		Administration	Students will be provided incentives and field trips for meeting attendance goals throughout the year. ADA will rise from 94.63% to meet or exceed our campus goal of 96%.				
<b>Funding Sources:</b> 461 - Campus Activity - 0.00							
3) Classes that meet the weekly attendance goal will receive an attendance flag to hang outside their classroom door.		Administration	ADA will rise from 93% to meet or exceed our campus goal of 96%.				
4) Students with perfect attendance or doctor's documentation will be rewarded at the end of each 20/30 day challenge. And after each nine weeks,		PEIMS Clerk, Teachers & Admin.	Students will be provided attendance incentives. ADA will rise from 94.6% to meet or exceed our campus goal of 96%.				
<b>Funding Sources:</b> 461 - Campus Activity - 4000.00							
5) Attendance Committee to review attendance data monthly and create an action plan based on results of data.		Review campus and individual attendance monthly	ADA will rise from 94.63% to meet or exceed our campus goal of 96%.				
6) Positively communicate enrollment, and attendance procedures to campus staff, students and families throughout the year (post on website, front doors, posters and record informative voicemail messages). Meet with parents of students experiencing chronic attendance issues.	2.6	PEIMS Clerk, Admin, and Attendance Comm.	ADA will rise from 94.63% to meet or exceed our campus goal of 96%.				
							

## Goal 4: Carver will provide a positive, safe, and healthy environment for all stakeholders.

**Performance Objective 1:** During the 2019-2020 school year students and staff will be recognized for taking the initiative toward improved wellness.

**Evaluation Data Source(s) 1:** ADA reports, names on character board, and participation in wellness activities.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Healthy Curriculum will be taught weekly during PE on Wellness Wednesday		PE Teacher and Principal Nixon	ADA will increase and students will understand the importance of taking care of their body.				
<b>Funding Sources:</b> 199 - General Fund - 300.00							
2) Teachers will provide 7 Mindsets lessons weekly to students to address social emotional needs of the students.		Teachers, Counselor and Principal Nixon will monitor lesson plans	ADA will increase to at least 96%. Increased positive behavior on camp. Students and staff will feel safe at school. Teachers will have greater awareness of social/emotional issues that affect students.				
3) Healthy challenges and fitness activities will be provided to staff to maintain balance and reduce stress.		Nurse, and PE Teacher	Students and staff will be better informed about health and as a result student and teacher attendance will improve from last year. Healthy challenges and fitness activities will be provided to staff to maintain balance and reduce stress throughout the year.				
4) Provide SEL and CRASE training for teachers.		Principal Nixon	ADA will improve to at least 96% because teachers feel prepared and students feel safe.				
							

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	All Pre-K students will be assessed once per nine-weeks using the Ready Set K skills for emergent literacy.
1	1	6	Provide opportunities for teacher's who students are not meeting the academic expectations time observe a master teacher. The master teacher will also observe in the classroom of the teacher who is need of support providing collaboration/coaching.

# Campus Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Karen Nixon	
Classroom Teacher	Margaret Sanchez	
Paraprofessional	Gabby Quintero	
Non-classroom Professional	Sherry Hernandez	
District-level Professional	Olga Hernandez	
LVN	Laura Brast	
Classroom Teacher	Carol Longmire	
Classroom Teacher	Siobahn Liles	
Parent	Annette Carter	
Parent	Cecelia Chavez	
Business Representative	Yvonne Maciel	
Community Representative	Alfonso Sifuentes	

# District Funding Summary

<b>199 - General Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$300.00
<b>Sub-Total</b>					<b>\$300.00</b>
<b>211 - Title I-A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	4			\$4,000.00
1	1	7			\$1,500.00
2	1	1			\$0.00
<b>Sub-Total</b>					<b>\$5,500.00</b>
<b>461 - Campus Activity</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$0.00
3	1	4		19 Travel	\$4,000.00
<b>Sub-Total</b>					<b>\$4,000.00</b>
<b>Grand Total</b>					<b>\$9,800.00</b>