

Lancaster Independent School District
Lancaster 6th Grade Center
2017-2018 Campus Improvement Plan



Mission Statement

The mission of Lancaster ISD, in collaboration with parents and communities, is to ignite learning that translates into sustainable success for all students in an ever-changing society.

Vision

In Lancaster ISD, all students achieve self-sustaining success and leave a lasting legacy.

THE LISD GRADUATE will:

transition from one work environment to another seamlessly.

execute every task and action with fidelity and excellence.

know themselves and how they fit into the world at large.

be knowledgeable of STEM and the opportunities available from STEM.

know how to apply what they have learned.

identify and utilize the technological tools to achieve a positive end result.

acquire the foundational skills of literacy and numeracy that are necessary to arrive at an end result without relying on technology.

persevere and achieve success despite barriers in life.

recognize and embrace diversity.

make socially responsible, personal, and professional decisions to support their future goals.

apply the ability and responsibility to positively improve their lives and impact others.

have the autonomy (free will) to channel their passions and strengths.

possess the confidence and curiosity to lead them into becoming responsible researchers.

use their creative thinking skills to generate innovative ideas.

demonstrate effective leadership skills and know when to lead and when to follow.

be able to communicate in multiple languages and will be proficient in all forms of communication.

understand how all parts of a system influence one another in order to stimulate critical thinking and problem solving.

Core Beliefs

In Lancaster ISD, we believe that:

Equity in education is a human right.

Educators, parents and students share in the responsibility of developing well-rounded individuals.

Engaged, relevant learning experiences provide for a quality education leading to quality of life.

Learning is a life-long process that is enhanced by taking risks.

A person has the capacity to learn from past experiences.

Purposeful planning to meet individual student needs leads to intentional outcomes for student success.

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
1. We will assimilate the use of technology to produce creative and innovative learners.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS
2. We will provide collaborative, relevant training to all stakeholders that is interfaced with all instructional initiatives, including STEM, PBL, and CScope.	GOAL 1: INSTRUCTION GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT
3. We will utilize 21st century practices to design a recruitment, retention, and development system for personnel that capitalizes on strengths and talents.	GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS
4. We will empower, educate, and encourage families to embrace involvement in education.	GOAL 3: COMMUNICATION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 5: CHARACTER DEVELOPMENT
5. We will create new experiences that will result in an overall positive perception of the community.	GOAL 3: COMMUNICATION GOAL 5: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT
6. We will collaborate with businesses and community leaders to invest in the vision and mission of LISD.	GOAL 3: COMMUNICATION GOAL 6: SAFE ENVIRONMENT GOAL 7: FISCAL OPPORTUNITIES GOAL 2: TEACHER RETENTION
7. We will provide customized learning environments to ensure that all learners reach self-sustaining learning potential.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT

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Comprehensive Needs Assessment

Demographics

Demographics Summary

George Washington Carver 6th Grade STEM Learning Center is beginning its 7th year as a stand-alone campus in Lancaster ISD. At the end of the 2016-2017 school year, the campus enrollment was 540 students.

Carver currently serves 539 sixth grade students. The student demographics area as follows:

- African-American-76% (407)
- Hispanic-18% (98)
- White-2% (13)
- American Indian-1% (4)
- Asian-1% (3)
- Two or more races-2% (7)

Currently, our special populations are 37 ESL students, 52 students receiving special education services with 9 in the Transition classroom, and 63 identified gifted and talented students. We also serve 27 504 students and 267 At-Risk students.

Approximately 83% (440) of the students are identified as economically disadvantaged. This data was compiled from the TEAMS Prologic System as well as other disaggregated district data. While our overall attendance for the 2016-2017 school year was 96%, the attendance rate goal for the 2017-2018 school year is 98%.

Carver Learning Center has a total of 49 professional and support staff members. The staff includes 14 core classroom teachers, 4 special education teachers, 2 intervention lab teachers, 1 ESL teacher, 1 Math Interventionist, 10 Elective teachers, 2 Master Teachers, 10 paraprofessionals, 1 counselor and 2 administrators with one Assistant Principal Intern. 86% of the staff members have bachelor degrees, with 30% holding an advanced degrees. The teacher turnover rate in 16-17 was 10%. Our goal is to have less than 10% teacher turnover rate between the end of the 2017-2018 and the start of the 2018-2019 school years. All teaching staff meet the criteria for Highly Qualified as required.

Demographics Strengths

G.W. Carver is the melting pot of Lancaster ISD in the regard that all seven elementary campuses feed into the school. This affords us the unique task of uniting students from diverse backgrounds, academically and socially, into a Carver Scholar with the following criteria as a foundation.

- Students are all in the same grade and age range.
- Students create and build a bonding relationship as a class.
- Despite a high mobility rate, the enrollment continues to increase from year to year.
- Eighty percent of the teaching staff has more than 5 years of experience.

Student Achievement

Student Achievement Summary

For the 2016-2017 STAAR results, G.W. Carver received the state accountability rating of Met Standard with one distinction in Index 3--Closing Performance Gaps. This is the same rating as the 15-16 school year, although we received two distinctions in Mathematics and Closing Performance Gaps.

The campus STAAR Math remained the same at 74%. The STAAR Reading scores declined from 69% to 65%. The tables below gives the breakdown of the campus's 2016-2017 STAAR data.

READING

Sub-population	Students Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	Tested	# %	# %	# %	# %	
All Students	490	317 65%	139 28%	50 10%		
Native American	4	4 100%	3 75%	2 50%		
Asian	1	1 100%	1 100%	0 0%		
African American	367	236 64%	98 27%	34 9%		
Hispanic	105	66 63%	31 30%	12 11%		
White	8	6 75%	3 38%	0 0%		
Two or More Races	5	4 80%	3 60%	2 40%		
ECD	447	280 63%	118 26%	38 9%		
Special Education	37	4 11%	0 0%	0 0%		
LEP/ELL	54	26 48%	10 19%	6 11%		

MATH

Sub-population	Students Approaches Grade Level		Meets Grade Level		Masters Grade Level	
	Tested	# %	# %	# %	# %	
All Students	488	360 74%	167 34%	60 12%		
Native American	4	3 75%	3 75%	1 25%		
Asian	1	1 100%	1 100%	1 100%		

African American	365	264	72%	114	31%	35	10%
Hispanic	105	82	78%	44	42%	19	18%
White	8	6	75%	2	25%	2	25%
Two or More Races	5	4	80%	3	60%	2	40%
ECD	445	327	73%	145	33%	48	11%
Special Education	37	17	46%	2	5%	0	0%
LEP/ELL	53	41	77%	21	40%	9	17%

Student Achievement Strengths

G.W. Carver's student achievement strengths, as shown by the 2016-2017 STAAR data, were the campus's ability to meet and/or exceed the requirements set by the Texas Education Agency for 3 indices: Index 1 (Student Achievement), Index 3 (Closing Performance Gaps) and Index 4 (Postsecondary Readiness) as shown in the chart below. G.W. Carver also received a distinction in Index 3--Closing Performance Gaps.

2016-2017 Index Scores

	<u>Index 1</u>	<u>Index 2</u>	<u>Index 3</u>	<u>Index 4</u>
<u>Rating</u>	<u>Student Achievement</u>	<u>Student Progress</u>	<u>Closing Performance Gap</u>	<u>Postsecondary Readiness</u>
	Target=60	Target=30	Target=26	Target=13
Met Standard	70	27	39	21

School Culture and Climate

School Culture and Climate Summary

George Washington Carver 6th Grade STEM Learning Center reflects a school learning community that is focused on increasing student achievement and exposing our 6th grade students to the world of STEM while sparking their interest in the areas of science, technology, engineering, and mathematics. Our campus vision is “Carving Minds...Transforming Lives...Engineering the Future.”

As a STEM campus, we realize that inter-connectivity between the school and home is the key to success for students and teachers. Our goal is to provide an responsive and comprehensive educational experience for all students by building relationships between parents, students and staff as well as embedding the 21st Century skills to instructional best practices in the classroom. We will do so by focusing on what we call the "5 Levers of an Effective School".

- High Quality Data-Driven Instruction
- High Quality Observation & Feedback
- High Quality Planning
- High Quality Student Culture
- High Quality Staff Culture

At G.W. Carver, one of our major objectives is improve parental involvement through the following programs: Carver PTA, Family Connect Nights, Bring a Parent-to-School Day and the various other school related events. These programs advocate for parent/community partnerships and volunteerism with the school in an effort to strength the home and school connection.

School Culture and Climate Strengths

While only a one year campus, G.W. Carver has established many practices that create a warm, inviting, and servant-led environment. Our belief is that we meet students where they are and allow our teachers to do what they do best...educate every student. The students and staff work in unity to create a partnership that promotes learning, safety, and respect. The following factors have contributed to a strong and purposeful school culture and climate.

- Respect is given and earned by staff and students
- Student and staff Tiger Stripes Incentive Program
- Various clubs and activities
- Servant-leadership is a requirement

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Improving the quality of instruction is a central component of increasing student achievement at Carver. This can only be fully attained with a low teacher turnover rate. Over the past 5 years, teacher retention has increased dramatically due to targeted and purposeful strategies. Currently, out of the 50 staff members, we had to hire 5 new staff members. Low turnover allows for effective implementation of systems focused on improving teacher quality and student achievement.

Staff Quality, Recruitment, and Retention Strengths

With 100% of the teaching staff being highly qualified, more than 75% of G.W. Carver Learning Center's staff has 5 or more years of teaching experience. Professional development is provided at the campus level in areas of need during the built in PD hour after dismissal. A main focus of professional development is developing highly effective collaborative teams (PLC's) and providing a targeted Rtl program to identify and intervene with struggling students. New staff members are assigned campus mentor teachers to help their transition and orientation to the school. In addition, department and staff meetings foster, facilitate and ensure collegiality and collaborative best practices.

G.W. Carver Learning Center continues to implement TAP, a systematic approach for Teacher Advancement. The campus benefits from the presence of TAP Master Teachers and administrators that provide the following:

- Weekly cluster meetings focused on pedagogy
- Weekly PLC meetings focused on content
- Established Campus Leadership Team that coaches and supports in and out of the classroom

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Improving the quality of instruction is a central component of increasing student achievement and ensuring student progress. The TAP Leadership Team is fully committed to enhancing student achievement by providing the teachers with effective staff development that will increase their instructional capacity and foster a shift in mindset towards student driven teaching. As a campus leadership team, we have re-configured our approach on improving the instructional practices of the campus. We have begun the process of modeling our expectations as well as providing opportunities to inspect for the desired outcomes. This plan will allow for every teacher to have a clear understanding of how an effective lesson is planned as well as see the execution of that plan modeled in their classrooms. It will also allow our leadership team to identify our greatest areas of need for instructional improvement.

Curriculum, Instruction, and Assessment Strengths

Currently, we are implementing SACS (Scholars' Accelerated Curriculum School), an after-school tutorial program that will be held weekly for Math and ELAR. Tier 2 students (based on Common Assessments data, screener data, and teacher observation) will receive skill specific intervention on identified academic areas of opportunity. Math and ELAR tutorials are will be on Tuesdays. In accordance, Tier 3 students (determined from by the same criteria as above) will receive daily targeted instruction via Math and Reading intervention labs. Our students identified as at or above level will receive enrichment during small group instruction and/or independent assignments in the classroom.

This school year we have added 6 sections of Pre-Honors courses for Science and Social Studies. The courses will provide fast-paced, rigorous instruction that will require students to be self-directed learners. Students in these courses are expected to cover all of the required student expectations for 6th grade as well as approximately 50% of the 7th grade student expectations.

Below are other areas that has shown to improve overall instruction and student performance.

- Weekly/Bi-weekly assessments
- Spiraling of identified SEs throughout the scope and sequence of instruction
- Front-loading instructional planning (prior to each 6 weeks)
- Detailed feedback via walk-throughs and observations

Family and Community Involvement

Family and Community Involvement Summary

Research shows that students perform better academically and are more developed socially and emotionally when their parents are involved in their educational experiences. The campus's goal is to foster a stronger relationship and connection between our scholar's home and school lives. Doing so will not only enhance the partnership of school and home, but it will effectively impact the learning of our scholars.

G.W. Carver hosts bi-monthly PTA meetings that focus on STEM, all Core Content Areas, the Arts & STAAR. Many community partners participate in our Carver Career Week which helps students be exposed to all of the many STEM Career paths and College majors. The campus also hosts a STEM showcase in December that highlights the learning process, solutions, and achievements for our students. Content experts, parents, administrative staff members, and community leaders are invited to participate in these showcases to show support for our Carver Scholars.

This year we will also implement parental involvement activities that will focus on bringing the community into the school. GWC will host bi-monthly Carver Connect Nights, alongside PTA, that will focus on engaging our parents with the content their scholars are learning in the 6th grade. These meetings will have an academic focus through the use of simple life activities. The campus will also host a Bring Your Parent to School day in November and in April during the spring semester.

Family and Community Involvement Strengths

Carver has also instituted Carver P.A.W. (Parents at Work) which seeks to create bonds between parents and the school at a more intimate, hands-on level. Below are the yearly opportunities for parental involvement.

- 6 Week Character Luncheon picnics
- Career Week
- Donuts with Dads/All-Pro Dads
- Grandparents Day
- Muffins with Mom
- All 6th grade Field Trips
- Fall Festival
- Sweetheart Dance
- Field Day
- 6th Grade End of the Year Dance
- Translation Assistance
- Other volunteer opportunities during the school week

School Context and Organization

School Context and Organization Summary

The attitudes, beliefs and actions of the staff members at G.W. Carver shape the school culture and are distributed throughout the organization. The TAP Program emphasizes building strong relationships among administrators, master teachers, and career teachers, which promotes a like-minded belief system for the campus. With this, the campus leadership team has worked to ensure that instructional time is protected, as well as provide little opportunity for disruptions to the learning the environment. Pull-out intervention times have been scheduled specifically not to reduce time on task in core content areas. These strategic schedule decisions and administrative actions supports a school culture of student achievement and teacher effectiveness.

School Context and Organization Strengths

Highly collaborative environment amongst faculty and staff

Two Master Teachers that provide detailed and targeted pedagogy and content

Collaboration is encouraged and required amongst all Carver faculty and staff when making decisions about campus policies and procedures. Teachers meet to discuss and share best practices at least two times per week. Instructional support staff work collectively to implement systems in the cafeteria and hallways to ensure the functions appropriately. This type of collaboration promotes buy-in amongst all stakeholders, and encourages open communication on the campus. These practices also provide a safe, drug-free and nurturing environment where ALL scholars can thrive academically without barriers to student learning.

Technology

Technology Summary

At Carver, we provide students with opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking, communication and collaboration. Technology is used to stimulate and develop writing skills, STEM PBL's, assist students in collaborating with peers, and conducting authentic research/learning opportunities. Increasing technology use aids in creating 21st century learners and the ability for self-directed learning.

Technology Strengths

This year Carver is one of the campuses implementing the district-led 1:1 pilot for 150 students of the campus's students. This program allows for 1 teacher in each core area (Math, Reading/ELAR, Science, Social Studies) to have a continual blended learning classroom setting. Teachers and students were provided laptops and Google classroom privileges as some of the tools for blended learning.

In addition to the 1:1 pilot program, G.W. Carver is the home campus of a 21st Century Learning Lab. This learning environment focuses on a collaborative learning environment that uses technology to support student engagement and learning. Teachers are able to plan inviting and collaborative lessons for students to participate in while experiencing an environment similar to college-style spaces.

Each core content area teacher has been provided an interactive projector and document camera. There are also projectors available for check out to the elective teachers. Each math and reading core teacher has 5 to 10 Kindle Fires in their classrooms to use for blended instruction or intervention/supplemental instruction. Ipads and net books are also available for checkout as well through our Instructional Media Specialist. Teachers are also able to reserve our 21st Learning Lab as an alternate classroom setting.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Community and student engagement rating data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: By May 2018, 85% (458) of all students will meet the Approaches passing level, 45% (243) of all students will meet the Meets passing level, and 25% (135) of all students will meet the Masters passing level for STAAR.


Performance Objective 1: Ensure the staff is using effective instructional practices to engage and motivate high levels of students achievement during daily instruction.

Evaluation Data Source(s) 1: STAAR, Campus/District Common & Benchmark Assessments, Istation Monthly Progress Monitoring data, Attendance percentages

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Consistently implement the Daily 3 framework (ELAR) and 50/50 split (ELAR & Math) for all core classes to create student-centered classroom environments and provide small group instruction.</p>	1, 2, 8, 9	Master Teachers Administrators	<p>Increased performance on district and campus assessments</p> <p>85% or higher passing performance on STAAR (reading and math)</p>				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) Utilize Accelerated Reader and Tumble-books in the ELAR classes to encourage reading participation and success at identified reading levels.</p>	1, 2, 9	Master Teachers Classroom Teachers	<p>Increased performance on district and campus assessments</p> <p>85% or higher passing performance on STAAR (reading and math)</p>				

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) Utilize cluster learning to focus on best practices for the following specific indicators: Lesson Structure & Pacing Presenting Instructional Content Standards & Objectives Questioning</p>	1, 2, 4	Classroom Teachers Master Teachers Campus Administration	Increased performance on district and campus assessments 85% or higher passing performance on STAAR (reading and math)				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>4) Participate in 6 week planning sessions to unpack the math and reading standards to improve instructional and content knowledge of state-mandated learning expectations.</p>	1, 2, 8, 9	Classroom Teachers Master Teachers Campus Administration	Increased performance on district and campus assessments 85% or higher passing performance on STAAR (reading and math)				
<p>Critical Success Factors CSF 2</p> <p>5) Facilitate campus data analysis meetings after each common assessment/benchmark that requires teachers and students to document movement towards campus goal, determines instructional strengths and areas of opportunity, and create plans of action for improvement.</p>	1, 2, 8, 9	Classroom teachers Master Teachers Campus Administrators	Increased performance on district and campus assessments 85% or higher passing performance on STAAR (reading and math)				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) STAAR Blitz (April 2018): Implement weekly two hour school-wide intervention for Reading and Mathematics</p>	1, 2, 8, 9	Master Teachers Classroom Teachers Campus Leadership Team	Increased performance on district and campus assessments 85% or higher passing performance on STAAR (reading and math)				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>7) Utilize Achieve 3000 in ELAR, Science and Social Studies to differentiate learning (based on ability level) for all student.</p>	1, 2, 9	Classroom teachers Master Teachers Campus Administrators	Increased performance on district and campus assessments 85% or higher passing performance on STAAR (reading and math)				
<p>8) Require students to profile their individual and classroom performance on common assessments and benchmarks.</p>	1, 2	Classroom teachers Master Teachers Campus Administrators	Increased performance on district and campus assessments 85% or higher passing performance on STAAR (reading and math)				






9) Students will participate in STEM-related activities that support 21st Century skills and College & Career Readiness as preparation for post-secondary readiness.	1, 2, 10	Classroom teachers Master Teachers Campus Administrators	Increased performance on district and campus assessments 85% or higher passing performance on STAAR (reading and math)				
10) Facilitate Carver U professional development opportunities that focus on identified campus needs for all instructional and instructional support staff.	1, 2, 4	Classroom teachers Master Teachers Campus Administrators	Increased performance on district and campus assessments 85% or higher passing performance on STAAR (reading and math)				
							

Goal 1: By May 2018, 85% (458) of all students will meet the Approaches passing level, 45% (243) of all students will meet the Meets passing level, and 25% (135) of all students will meet the Masters passing level for STAAR.

Performance Objective 2: Design and implement a campus RtI intervention model that supports and address student academic needs.

Evaluation Data Source(s) 2: RtI Data, Campus/District Common & Benchmark Assessments, Istation Monthly Progress Monitoring data

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Utilize Math Interventionist as pull-out specialist for Tier 2 students to target specific identified skills based on diagnostic and CFA/BM data.</p>	1, 2, 8, 9	Math Interventionist Math Master Teacher Campus Administrators	Increased performance on district and campus assessments 85% or higher passing performance on STAAR (reading and math)				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Revise Math and Reading Intervention labs as Tier 3 Learning Labs to address student academic gaps and areas of opportunity (Istation, Moby Max, Think Through Math, Accelerated Reader)</p>	1, 2, 8, 9	Intervention Lab Teachers Master Teachers Campus Administrators	Increased performance on district and campus assessments 85% or higher passing performance on STAAR (reading and math)				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Administer the Istation ISIP monthly progress monitoring assessment to evaluate student progress and/or academic need for immediate intervention in ELAR and Mathematics.</p>	1, 2, 8, 9	Classroom Teachers Master Teachers Campus Administrators	Increased performance on district and campus assessments 85% or higher passing performance on STAAR (reading and math)				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: By May 2018, 85% (458) of all students will meet the Approaches passing level, 45% (243) of all students will meet the Meets passing level, and 25% (135) of all students will meet the Masters passing level for STAAR.

Performance Objective 3: At-Risk students will perform at the Approaches passing level or show a minimum of one-year academic growth by May 2018.

Evaluation Data Source(s) 3: STAAR, Campus/District Common & Benchmark Assessments, Istation Monthly Progress Monitoring data

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) Require students who did not pass the 5th grade STAAR (Tier 3) to receive an additional 50 minutes of instruction in Math and Reading.	1, 2, 8, 10	Counselor Master Teachers Classroom Teachers Campus Administrators	Increased performance on district and campus assessments 85% or higher passing performance on STAAR (reading and math)				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 2) Continue to implement Math and Reading lab classes (Tier 3) for Special Education students to provide students with daily intervention on targeted foundation skills.	1, 2, 9, 10	Sp-Ed Lab Teachers Master Teachers	Increased performance on district and campus assessments 85% or higher passing performance on STAAR (reading and math)				
System Safeguard Strategy Critical Success Factors CSF 2 CSF 7 3) Utilize ESL elective course to provide ELL students with strategies and skills focused on removing language barriers.	1, 2, 3, 9	ESL Teacher Master Teachers	Increased performance on district and campus assessments 85% or higher passing performance on STAAR (reading and math)				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 7 4) Train core classroom teachers on using specific ELPS accommodations during instruction for ELL students.	1, 2, 4	ESL Teacher Master Teachers Campus Administrators	Increased performance on district and campus assessments 85% or higher passing performance on STAAR (reading and math)				
							







Goal 2: G.W. Carver will attract, retain, and develop high quality teachers to ensure all staff is held accountable and receive the support necessary to achieve our campus goals.

Performance Objective 1: Create a professional environment for the staff that promotes a high attendance rate of at least 97%, low staff turnover (less than 10%), and an increase in student performance by a minimum of 10% from the 2016-2017 school year.

Evaluation Data Source(s) 1: AESOP Report, STAAR, State-mandated Attendance Reports

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>1) Provide high quality campus professional development that focuses on improving teacher quality and increasing student achievement.</p>	1, 2, 4, 5, 10	Campus Administrators TAP Leadership Team	<p>97% yearly Attendance rate</p> <p>less than 4 resigned/transferred staff members</p> <p>85% or higher passing performance on STAAR (reading and math)</p>				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) Conduct a minimum of 10 walkthroughs each week to provide Glows & Grows feedback on instructional strengths and areas of opportunities.</p>	1, 2, 5, 10	Campus Administrators TAP Leadership Team	<p>97% yearly Attendance rate</p> <p>less than 4 resigned/transferred staff members</p> <p>85% or higher passing performance on STAAR (reading and math)</p>				
<p>Critical Success Factors CSF 3 CSF 7</p> <p>3) Create campus Faculty Advisory Committee and sub-committees to provide leadership opportunities and build capacity of staff.</p>	1, 2, 5, 10	Campus Administrators	<p>97% yearly Attendance rate</p> <p>less than 4 resigned/transferred staff members</p> <p>85% or higher passing performance on STAAR (reading and math)</p>				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>4) Acknowledge Teacher of the Month/Year, Paraprofessional of the Month/Year, and staff Perfect Attendance to highlight campus bright spots.</p>	1, 2, 5	Campus Administrators	<p>97% yearly Attendance rate</p> <p>less than 4 resigned/transferred staff members</p> <p>85% or higher passing performance on STAAR (reading and math)</p>				

<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>5) Implement a campus-wide incentive program (Carver Bucks) to acknowledge the ABCs (above and beyond the call of duty actions) of students and staff.</p>	1, 2, 5	Campus Administrators	<p>97% yearly Attendance rate</p> <p>less than 4 resigned/transferred staff members</p> <p>85% or higher passing performance on STAAR (reading and math)</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 3: G.W. Carver will effectively utilize our internal and external communication to connect with our parents and community members in order to improve student achievement.

Performance Objective 1: Utilize digital and print media resources to communicate with students, parents, and community members on a frequent basis.

Evaluation Data Source(s) 1: Campus web-page, Newsletters, School Messenger & Social Media usage

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Upload monthly newsletters & informational fliers to campus website as well as send home via students.</p>	1, 2, 6	Campus Communications Team Campus Administrators	Increased performance on district and campus assessments 85% or higher passing performance on STAAR (reading and math)				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Create a campus communications team to update and monitor all campus communication (written or digital).</p>	1, 2, 6	Campus Communication Team Campus Administrators	Increased performance on district and campus assessments 85% or higher passing performance on STAAR (reading and math)				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Staff websites will include links to teacher websites, educational resources, etc., weekly lesson plans, and advertise important events.</p>	1, 2, 6	Campus Communication Team Campus Administrators	Increased performance on district and campus assessments 85% or higher passing performance on STAAR (reading and math)				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Frequently communicate with parents and community members via School Messenger to share pertinent campus information.</p>	1, 2, 6	Campus Communication Team Campus Administrators	Increased performance on district and campus assessments 85% or higher passing performance on STAAR (reading and math)				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 4: G.W. Carver will consistently implement systematic strategies and opportunities that ensure students achieve personally challenging goals related to academics, interests, and career aspirations.

Performance Objective 1: Enable all students to master high quality rigorous learning standards while experiencing age-appropriate tasks that support meeting academic and future college & career goals.

Evaluation Data Source(s) 1: STAAR, Student Participation in extra-curricular activities, AVID participation

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 6 1) Continue to implement AVID program to teach/expose students to life-long studying strategies and organizational skills that will assist with a successful post-secondary experience.	1, 2, 9	AVID Instructor	Increased performance on district and campus assessments 85% or higher passing performance on STAAR (reading and math)				
Critical Success Factors CSF 1 CSF 6 CSF 7 2) Implement Cornell Notes campus-wide to teach students how to effectively take notes and organize their thinking.	1, 2, 9	Classroom Teachers AVID site-based team Campus Administrators	Increased performance on district and campus assessments 85% or higher passing performance on STAAR (reading and math)				
Critical Success Factors CSF 3 CSF 5 CSF 6 3) Participate in district and campus initiatives that will expose students to the importance of post secondary readiness as well as various college opportunities.	1, 2, 6	Faculty Advisory Committee Classroom Teachers Campus Administrators	Increased performance on district and campus assessments 85% or higher passing performance on STAAR (reading and math)				

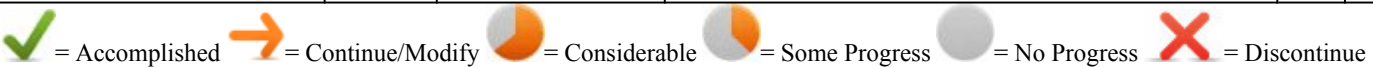
Goal 5: We will identify, integrate and model the principles of character, as well as develop means of assessing student demonstration of these principles.

Performance Objective 1: Implement social and character building program that focuses on the principles of character, leadership and personal development for students.

Evaluation Data Source(s) 1: Discipline referrals, Student participation sign-in sheets

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Provide frequent and on-going guidance lessons to all students on character education.</p>	1, 2	Counselor	Reduction in discipline referrals by at least 10%				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Implement daily character building quotes and expectations into the morning announcements and newsletters.</p>	1, 2	Counselor Campus Administrator	Reduction in discipline referrals by at least 10%				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Facilitate and sponsor a campus Student Council committee to teach leadership and communication skills</p>	1, 2	Counselor Campus committee co-sponsors	Reduction in discipline referrals by at least 10%				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Facilitate and sponsor Student Ambassadors to act as Campus Leaders and Conflict Resolution Facilitators.</p>	1, 2	Counselor Campus Committee Co-Sponsors Campus Administration	Reduction in discipline referrals by at least 10%				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>5) Implement a Parent & Student Character Luncheon to encourage parental involvement and recognition of students making good choices on a daily basis</p>	1, 2, 6	Counselor Campus Leadership Team	Reduction in discipline referrals by at least 10% Increased parent participation by at least 10%				

Critical Success Factors CSF 3 CSF 5 CSF 6 6) Implement Happy Hour with Hurd parent meetings twice a semester to promote a strong, effective school, home and community relationship (4 meetings- 2 Fall & 2 Spring)	1, 2, 6	Faculty Advisory Committee Campus Administration	Reduction in discipline referrals by at least 10% Increased parent participation by at least 10%				
Critical Success Factors CSF 3 CSF 5 CSF 6 7) Host monthly/bi-monthly PTA meetings	1, 2, 6	Faculty Advisory Committee Campus Administration	Increased parent participation by at least 10%				
Critical Success Factors CSF 3 CSF 5 CSF 6 8) Implement Serve to Learn project for students to focus on giving to those who are less fortunate	1, 2, 10	Faculty Advisory Committee Campus Administration	Reduction in discipline referrals by at least 10% Increased parent participation by at least 10%				
Critical Success Factors CSF 3 CSF 5 CSF 6 9) Donuts with Dad Muffins with Mom Grandparents Day Luncheon	1, 2, 6	Faculty Advisory Committee Campus Administration	Reduction in discipline referrals by at least 10% Increased parent participation by at least 10%				
							







Goal 6: G.W. Carver will develop and/or refine strategies to maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 1: G.W. Carver will implement a discipline management and crisis plan to provide safety and security for all students and staff members.

Evaluation Data Source(s) 1: Discipline referrals, Safety drill reports

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Participate as a campus in the Anti-Bully Rally hosted by the Lancaster ISD police department to educate students about bullying and it's ramifications (victim or assailant).</p>	1, 2	LISD Police department Campus staff members	Reduced discipline referrals by at least 10%				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>2) Train and implement campus crisis plan with staff to ensure awareness of all safety procedures expectations.</p>	1, 2, 4	Campus Administrators Campus Crisis Team	Reduced discipline referrals by at least 10%				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>3) Conduct monthly discipline data meetings during faculty meetings to refine and/or revise campus discipline management plan.</p>	1, 2, 4	Campus Discipline Management Team Campus Administrators	Reduced discipline referrals by at least 10%				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>4) Train all staff members on CPI strategies for resolving/de-escalating highly emotional student behaviors.</p>	1, 2, 4, 10	Campus Administration	Reduced discipline referrals by at least 10%				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Consistently implement the Daily 3 framework (ELAR) and 50/50 split (ELAR & Math) for all core classes to create student-centered classroom environments and provide small group instruction.
1	1	2	Utilize Accelerated Reader and Tumble-books in the ELAR classes to encourage reading participation and success at identified reading levels.
1	1	3	Utilize cluster learning to focus on best practices for the following specific indicators: Lesson Structure & Pacing Presenting Instructional Content Standards & Objectives Questioning
1	1	4	Participate in 6 week planning sessions to unpack the math and reading standards to improve instructional and content knowledge of state-mandated learning expectations.
1	1	6	STAAR Blitz (April 2018): Implement weekly two hour school-wide intervention for Reading and Mathematics
1	1	7	Utilize Achieve 3000 in ELAR, Science and Social Studies to differentiate learning (based on ability level) for all student.
1	2	2	Revise Math and Reading Intervention labs as Tier 3 Learning Labs to address student academic gaps and areas of opportunity (Istation, Moby Max, Think Through Math, Accelerated Reader)
1	2	3	Administer the Istation ISIP monthly progress monitoring assessment to evaluate student progress and/or academic need for immediate intervention in ELAR and Mathematics.
1	3	1	Require students who did not pass the 5th grade STAAR (Tier 3) to receive an additional 50 minutes of instruction in Math and Reading.
1	3	2	Continue to implement Math and Reading lab classes (Tier 3) for Special Education students to provide students with daily intervention on targeted foundation skills.
1	3	3	Utilize ESL elective course to provide ELL students with strategies and skills focused on removing language barriers.
1	3	4	Train core classroom teachers on using specific ELPS accommodations during instruction for ELL students.
2	1	1	Provide high quality campus professional development that focuses on improving teacher quality and increasing student achievement.
4	1	1	Continue to implement AVID program to teach/expose students to life-long studying strategies and organizational skills that will assist with a successful post-secondary experience.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Cosheda Hurd	Principal
Classroom Teacher	Brittney Preston	Science Teacher
Classroom Teacher	Enrique Martinez	Special Education Teacher
Non-classroom Professional	Derick Mills	Master Teacher
Non-classroom Professional	LaQuetta Conway	Master Teacher
Administrator	Pamela Nealey	Assistant Principal
Parent	Eleanor Hairston	
Classroom Teacher	DeShawn Parks	Band Teacher
Paraprofessional	Jaemi Rhodes-Peterson	PEIMS Clerk
Classroom Teacher	Kenneth Brown	Math Teacher
Classroom Teacher	Jeremy Johnson	Social Studies Teacher
Classroom Teacher	Valerie Gordon	ESL Teacher
Classroom Teacher	Elizabeth Singleton	ELAR Lab Teacher
Classroom Teacher	Lisa Taylor	Synergistic Lab Teacher
Non-classroom Professional	Arabrian Lewis	Counselor
Classroom Teacher	Lajoy Mwambalaswa	AVID Teacher
District-level Professional	Lisa Hill	Director of Student and Family Services
Business Representative	Shedrick Cole	Owner-Anytime Fitness
Parent	Dewayne Perkins	Parent