Lockhart Independent School District

George W.Carver Early Education Center

2018-2019 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

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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	237
Hispanic	75.8%
Anglo	18.7%
African American	3.9%
American Ind./Alaskan	0
Asian/Pacific Islander	0
Two or More races	1.52%
ELL/LEP	24.57%
Special Education	12.83%
Early Childhood Education	12
Homeless	11
Low SES	83.2%

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:	**LA: 87 % of the students mastered the PK Language Arts skills**	**Progress Reports** **Report Cards** **End of the year Assessments**
PK Math Focus:	**Math: 93% of the students in PK mastered the PK Math Skills**	

Student Achievement Strengths

One strength is that at Carver Early Education Center we offer a full-day Pre- K program. We had higher than 85 % of pre-k students master the pre-k skills in math and reading last year. We did not meet our goal of 90% in math although there was a 4% increase. The goal was met in math and was exceeded by 8%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We did not meet our goal of 90% mastery in math and 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 Klub

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

PARENT/COMMUNITY SURVEY	excellent	good	average	Below expectation
Friendly Environment	9			
Facilities		5	3	1
Communication	9			
Safety	6	2	1	
Parental Involvement	5	4		

Academic Quality	6	3		

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We have a high retention rate at Carver EEC. Over 97% Pre-k teachers have been here for several years. We had to hire a new special education teacher Due to the growth in our Pre_K program two additional teacher positions were added this school year. At Carver we have worked extremely hard to provide an environment where everyone feels valued 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.

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 Circle Pre-School PD this summer. All teachers meet weekly in PLC to discuss curriculum, instruction and how each skill will be assessed.

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, Field 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.

School Context and Organization

School Context and Organization Summary

Construction for Carver Elementary began in 1950 the same year as LockhartElementary 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.

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 5 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

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

- Federal Report Card Data

Student Data: Assessments

- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio

- Campus leadership data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Communications data
- Study of best practices

Goals

Goal 1: All Pre-K students will be kindergarten ready based on "Ready Set K" standards in emergent literacy.

Performance Objective 1: 85% of Pre-K students will reach 'The set" Standard based on Ready Set K of (75%) 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
1) All Pre-K students will be assessed once per nine-weeks using the Ready Set K skills for emergent literacy. Pre-k students will also be assessed on Istation monthly.		Principal and Curriculum dept.	Students identified as tier 2 or tier 3 and/or in the bottom quartile in reading checkpoints shall receive intervention support in groups with teachers no larger than 7 students. Tier 2 students will be pulled twice per week for RTI with an instructional aide. Tier 3 students will be three times per week for RTI. Twice with the instructional aide and once with the learning strategists.				
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.				
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 Checkpoint Analysis form and turn into the principal.		Lead Teacher, Teachers, and Principal	Principal will monitor weekly lesson plans. Staff will electronically submit Class Checkpoint Analysis forms to principal and Instructional Coach within three days after checkpoints are scanned. Teachers will use data to spiral and reteach skills not mastered.				
4) Students will meet weekly minute requirements on Istation reading.		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 reading 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				

✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◖ = Some Progress ○ = No Progress ✖ = Discontinue

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. Pre-k students will work on their math skills using a software program.		Principal and Curriculum Dept.	Students identified as tier 2 or tier 3 and/or in the bottom quartile in reading checkpoints shall receive intervention support in groups no larger than 7 students. Tier 1 students shall receive targeted supports to maximize student growth. Groups will be evaluated and adjusted a minimum of once per 9 weeks.o meet their progress goal.				
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				
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 Checkpoint Analysis form and turn into the principal.		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 all pre-k students will be kindergarten ready.				
4) Students will meet weekly minute requirements of interventions on software program.		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				

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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 Nov	Jan	Mar	Reviews Summative June
1) Have students with perfect attendance name printed in the local newspaper.		Administration and PEIMS clerk	ADA will rise from 93% to meet or exceed our campus goal of 96%.				
2) Students with perfect attendance will attend a reward attendance field trip		Administration	ADA will rise from 93%% to meet or exceed our campus goal of 96%.				
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.		PEIMS Clerk, Teachers & Admin.	ADA will rise from 93% to meet or exceed our campus goal of 96%.				
5) Establish an Attendance Committee to review attendance data monthly and create an action plan based on results of data.		Review campus and individual attendance at the end of each Nine-Weeks	ADA will rise from 93% 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 93% to meet or exceed our campus goal of 96%.				

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Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

2018-2019 Campus Site-Based Commitee

Committee Role	Name	Position
Administrator	Karen Nixon	
Classroom Teacher	Pamela Pleasant	
Classroom Teacher	Joanna Villarreal	
Parent	Amaya Flora	
LVN	Laura Brast	