

# G. W. Carver Elementary School

## Campus Improvement Plan

### 2010-2011

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Date of School Board Approval

## Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. ( Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

### **Mission Statement**

*Our mission is to provide an enjoyable learning environment conducive to cultivating every student's intellectual, physical, social and cultural potential, and to ignite an unwavering passion for cognitive development.*

### **Vision Statement**

*Our vision is that every student will maximize his ability to become a fervent, enduring learner who is committed to academic excellence, integrity, citizenship and service to others.*

### Planning and Decision Making Committee

Name	Position	Signature
Kathleen Abraham	Principal	
Dr. Donna Lubcker	Community Representative	
Bill Abraham	Business Representative	
Karen Whatley	Assistant Principal	
Vania Baez	Parent Representative	
Nina Herigon	Teacher (Grade 1)	
Tiffany Wilson	Teacher (Grade 2)	
Nelía Moreno	Teacher (Grade 2)	
Aaryenne Strickland	Teacher (Grade 3)	
Tonya Jordan	Teacher (Grade 4)	
Sylvia Brown	Teacher (Grade 4)	
Tiffany Calloway	ESL	
Linda Purnell	Reading Intervention	

# Comprehensive Needs Assessment

**A Comprehensive Needs Assessment was conducted with the Committee on July 7, 2010**

Participants in Attendance	Data Sources Examined
<i>Kathleen Abraham</i>	<div style="border: 1px solid black; padding: 5px;"> <p><b>AEIS</b>  <b>TAKS Data--disaggregated</b>  <b>Benchmark testing data</b>  <b>TPRI data</b>  <b>Campus retention rates</b>  <b>Student attendance data</b>  <b>Truancy data</b>  <b>Federal Accountability Data for AYP</b></p> </div>
<i>Nelia Moreno</i>	
<i>Landra Johnson</i>	
<i>Linda Purnell</i>	
<i>Tiffany Wilson</i>	
<i>Aaryenne Strickland</i>	

**Comprehensive Needs Assessment:  
Summary of Findings**

<b>Prioritized Areas of Concern</b>	
<b>Areas of Concern</b>	<b>Data Source</b>
<i>Math Scores for all students</i>	<i>TAKS Data, district benchmark assessment data</i>
<i>Reading Scores for all students</i>	<i>TAKS Data, district benchmark assessment data</i>
<i>Student Attendance</i>	<i>Campus Attendance Reports, AEIS Reports</i>
<i>Behavior and Discipline</i>	<i>Referral log</i>

**In this plan, the term “student groups” refers to students who are  
H, W, AA, ED, Migrant, LEP, G/T, and Special Education (modify as necessary)**

# State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District/Campus \$84,944.11

The process we use to identify students at risk is: State criteria (see page 8)

The process we use to exit students from the SCE program who no longer qualify is: Successful student performance on TPR1 data, district benchmark assessment data, TAKS tests; LPAC determinations, and during the past year was not placed in our DEAP campus.

*Optional for Title I Schoolwide schools:  
At G.W. Carver Elementary School State Compensatory Funds are used to support Title I initiatives.*

**State Compensatory Education Program  
Program Evaluation/Needs Assessment  
Grades 3-4**

TAKS	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2008	2009	2010 (TPM)	2008	2009	2010 (TPM)	2008	2009	2010 (TPM)	2008	2009	2010	2008	2009	2010
<b>Students At-Risk</b>	86%	43%	40%	73%	66%	43%	94%	84%	97%	N/A	N/A	N/A	N/A	N/A	N/A
<b>Students Not At-Risk</b>	86%	43%	40%	73%	66%	43%	94%	84%	97%	N/A	N/A	N/A	N/A	N/A	N/A

	Drop Out Data		Completion Data	
	2009	2010	2009	2010
<b>Students At-Risk</b>	N/A	N/A	N/A	N/A
<b>Students Not At-Risk</b>	N/A	N/A	N/A	N/A

The comprehensive, intensive, accelerated instruction program at this district/campus consists of before and after-school tutorials for students at-risk, Reading Interventionist and Dyslexia teacher to work with small groups of students, in class small group Reading Interventions, campus mentors, ETBU interns, the ESC 7 Teacher Leadership Grant which provides for teacher coaching, partnership with Michelson Museum of Art and the Caddo Wildlife Refuge.

# State Compensatory Education

## State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in pre-kindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

## Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

<b>Program/Funding Source</b>
<b>Federal Programs</b>
<i>Title I, Part A</i>
<i>Title I, Part C (Migrant)</i>
<i>Title II, Part A (TPTR)</i>
<i>Title II, Part D (Technology)</i>
<i>Title IV, Part A (Innovative)</i>
<i>ESEA Title VI (Innovative)</i>
<i>Carl Perkins</i>
<i>Title V, Part A (Innovative)</i>
<b>State Programs/Funding Source</b>
<i>Accelerated Reading Instruction Funds</i>
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Bilingual/ESL Program</i>
<b>Local Programs/Funding Source</b>

**Goal 1:** GW Carver Elementary will have a Recognized rating by 2012 and be on track for 100% student proficiency by 2014 (NCLB).

**Objective 1:** By May 2011, 85% (TPM) of all students and each student group, including Special Education students tested, will pass the Math portion of TAKS. This Campus will meet AYP in every area measured.

**Summative Evaluation:** 85% of all students pass the Math portion of the TAKS, meet ARD expectations, and the Campus/District will meet AYP.

Math Data 2009-10	All Students	H	W	AA	ED
% Met Standard (TPM)	40%	75%	*	32%	40%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide interventions for at-risk students, including extended day and extended year services	Principal Asst. Principal Teachers Counselor	Every 3 weeks	OEY funds ARI / AMI funds	Improved six weeks grades Reduced failure rate District Assessment Data
Utilize research-based Math Problem Solving strategies (Stasny method)	Principal Asst. Principal Teachers	Ongoing	District Campus	Disaggregated data sheets Intervention plans Lesson plans District assessment data
Implement supplemental math resources for students in K-4th to supplement IFD's in CSCOPE	Principal  Asst. Principal  Teachers in Grades K-1	Ongoing	District	Increased availability resources for teaching  Observations District assessment data

CSCOPE Curriculum Components	Principal Teachers in Grades K-4	Ongoing	District Campus CSCOPE on-line Curriculum	Observations District assessment data TAKS data Lesson plans
Utilize TARGET math boards in Grades 2-4 and train new teachers to implement the program	Principal Teachers in Gr. 1-4	Ongoing	Campus	District assessment data TAKS Math data Report card grades
Continue to utilize timed computations in Grades K-4	Teachers	Ongoing	Campus	District assessment data TAKS Math Report card grades
Utilize Motivational Math in Grades 2-4	Teachers	Ongoing	ARI / AMI funds	District assessment data TAKS Math data Report Card Grades
Disaggregate and study test data for creating small groups of students	Core subject teachers Principal	First 6 weeks of school	State funds Local funds Test scores	Improved student group test scores
Weekly meetings to plan and coordinate curriculum, discuss and evaluate teaching strategies	Principal All Grade Level Teachers	Weekly	State funds Local funds Classroom data	Improved teaching strategies Improved discipline
Implement CSCOPE planning time for full-curriculum planning and data analysis	Teachers	On going	Local funds Classroom data  CSCOPE curriculum documents	Improved teaching strategies  Increased amount of effective student interventions
Implement Larry Bell teaching strategies to help struggling learners	Core subject teachers Counselor  Librarian	Ongoing	Title I funds SCE funds	Improved six weeks grades Reduced failure rate

Provide early intervention to struggling students in small groups within the instructional day	Teachers in Grades K-4	Daily	Title I Funds Local Funds SCE Funds ARI / AMI Funds	Reduce referral rate to special education
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**Goal 1:** GW Carver Elementary will have a Recognized rating by 2012 and be on track for 100% student proficiency by 2014 (NCLB).

**Objective 2:** By May 2011, 85% of all students and each student group, including Special Education students tested, will pass the Reading portion of TAKS. This Campus will meet AYP in every area measured.

**Summative Evaluation:** 85% of all students pass the Reading portion of the TAKS, meet ARD expectations, and the Campus/District will meet AYP.

Reading Data 2009-10	All Students	H	W	AA	ED
% Met Standard (TPM)	43%	67%	*	36%	42%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Review statistical data from district assessment data, TAKS Reading and TPRI to determine the instructional targets with the highest percentage of incorrect responses	Principal Asst. Principal  Teachers in Gr. K-4	Ongoing	District Campus Reading test results	District assessment data TPRI TAKS Reading data Lesson plans Student growth charts
Implement effective reading practices in Grades K-4, as trained under the Reading First Principles	Principal  Teachers	Ongoing	District Campus	District assessment data TAKS Reading data
Implement the MTA program for students identified with having Dyslexia	MTA Teacher	Ongoing	District	District assessment data TPRI STAR reports
CSCOPE Curriculum Components	Teachers  Principal	Ongoing	District Campus	Observations District assessment data TAKS Reading data

Implement the AR program to motivate students to read self selected books	Teachers AR committee	Ongoing	Campus PTA funds	AR reports
Tutorials will be provided to students in Grades K-4 in small groups or one on one groups	Teachers ETBU interns	Ongoing	District	Lesson plans Teacher observations District assessment data TPRI TAKS Reading data
Increase reading materials	Principal Librarian Teachers	Ongoing	Campus Library  Classroom Libraries  PTA	Purchase orders Book inventories
Early identification to inform instruction and provide interventions to at-risk students based on data from previous year or campus assessment (1 <sup>st</sup> grade) to meet FF criteria placement	Principal Asst. Principal  Teachers	Ongoing	District Campus TPRI	CSCOPE Planning Day Data disaggregation Lesson plans District assessment data Fast ForWord

Disaggregate and study test scores for each student	Core subject teachers Principal	Weekly	State Funds Local Funds Test Scores	Improved student group test scores
Weekly meetings to plan and coordinate curriculum, discuss and evaluate teaching strategies.	All Grade Level Teachers	Weekly	State Funds Local Funds Classroom Data	Improve teaching strategies Improved discipline

Implement the core reading program, with fidelity, in whole and small group format	Teachers	Daily	Local funds	Improved teaching strategies Improved reading proficiency Increased amount of effective student interventions
Implement Larry Bell strategies to help struggling learners	Core subject teachers  Librarian	Every day	Title I Funds SCE Funds	Improved six weeks grades  Reduced failure rate

**Goal 1:** GW Carver Elementary will have a Recognized rating by 2012 and be on track for 100% student proficiency by 2014 (NCLB).

**Objective 2:** By May 2011, 95% (TPM) of all students and each student group, including Special Education students tested, will pass the Writing portion of TAKS. This Campus will meet AYP in every area measured.

**Summative Evaluation:** 95% (TPM) of all students pass the Writing portion of the TAKS, meet ARD expectations, and the Campus/District will meet AYP.

Writing Data 2009-2010	All Students	H	W	AA	ED
% Met Standard (TPM)	97%	100%	*	97%	97%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue to incorporate 6+1 Writing Traits and provide training to teachers to implement the program effectively	Principal  Teachers in Grades 1-4	2009-2010	District Region VII	Lesson plans Student portfolios Observations District assessment data Portfolio checks
Engage students in activities for generating ideas, exploring reactions to and interpretations of their writing	Teachers	Ongoing	Campus District	Lesson plans Student portfolios Observations District assessment data
Integrate language arts skills through process writing throughout the curriculum	Teachers	Ongoing	Campus	Lesson plans Student work Observations
CSCOPE Curriculum Components	Principal  Teachers in Grades K-4	Ongoing	Campus SCE funds	Observations District assessment data TAKS Writing data
Review statistical data from TAKS Writing Tests and district assessment data to determine	Principal Asst. Principal	2009-2010	Campus	Lesson plans Student portfolios TAKS Writing data

the instructional targets with the highest percentage of incorrect responses	Teachers			District assessment data CSCOPE Planning Day
In-school and / or after-school tutorials will be provided to students in Grade 4	Grade 4 Teachers	2009-2010	Campus District OEY funds	Observations TAKS Writing District assessment data Writing samples
Disaggregate and study test scores for each student	Core subject teachers	Every six weeks of school during PLC Planning Days	State Funds Local Funds Test Scores State of the Class	Improved student group test scores
Weekly meetings to plan and coordinate curriculum, discuss and evaluate teaching strategies.	All Grade Level Teachers	Weekly	State Funds Local Funds Classroom Data  CSCOPE Curriculum Documents	Improve teaching strategies Improved discipline
Implement CSCOPE Planning time for full-curriculum planning and data analysis	Teachers	Ongoing/weekly	Local funds Classroom data  CSCOPE curriculum documents	Improved teaching strategies  Increased amount of effective student interventions
Implement Larry Bell strategies to help struggling learners	Core subject teachers  Counselor  Librarian	Ongoing	Title I funds SCE funds ARI / AMI funds	Improved six weeks grades Reduced failure rate

**Goal 2:** At GW Carver Elementary 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

**Objective 1:** 100% of core academic classes will be taught by highly qualified teachers, 100% of paraprofessionals with instructional duties will meet NCLB requirements and 100% Highly Qualified staff will be maintained.

**Summative Evaluation:** 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

Data 2009-2010	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
	100%	100%	100%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Actively recruit highly qualified teachers, professionals, and paraprofessionals	Principal, Human Resources Dept.	Once a semester	State funds Local funds Title II funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Develop and implement HQ strategies/activities to maintain HQ staff	Principal, Human Resources Dept.	Beginning and end of each semester	ESC VII Local funds Title II funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.	Principal, Human Resources Dept.	Beginning of each semester	Local funds State funds Title II funds	Low income and minority students are taught by HQ teachers

**Goal 2:** At GW Carver Elementary 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

**Objective 2:** 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

**Summative Evaluation:** 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide meaningful, scientific, research-based professional development for all teachers and paraprofessionals	Principal, Staff Development Dept.	Ongoing	ESC VII Local funds State funds Title I funds Title II funds	Increased student performance  Higher teacher retention on campus
Identify teachers and paraprofessionals who do not meet NCLB HQ requirements and provide specific professional development	Principal, Human Resources Dept.	Beginning and end of each semester	ESC VII Local funds Title I funds Title II funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements

**Goal 3:** All students GW Carver Elementary will be educated in learning environments that are safe, drug free, and conducive to learning.

**Objective 1:** By May 2011 the number of incidents involving violence, tobacco, alcohol and other drug use (TAOD), will be reduced from 2009 by 80% as measured by PEIMS and number of discipline referrals.

**Summative Evaluation:** There is a reduction in both incidents noted and discipline referrals by the amount stated.

Data 2009-10	All Students
Discipline/Incidents	?

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<i>"Good Morning, Carver Announcements!"</i>	Principal	Every morning	Campus	Relay information promoting safe and orderly campus conduct
<i>Character Development Program</i>	Principal Teachers	Weekly	Campus	Relay information and provide reminders in promoting safe and orderly campus conduct
Provide bully prevention training for staff to implement during the Bully Prevention Week in October	Principal Counselor	October – Bully Prevention Week – Ongoing reinforcement	Bully Prevention Program (Pacer) Region VII	Reduction in the number of bullying incidents and office referrals

Utilize campus discipline plan (Fred Jones' Tools for Teaching) to establish guidelines for student behavior that supports the district code of conduct	Principal Asst. Principal Teachers Counselor	Ongoing	"Stop and Think" Activity  Student Documentation form  Lunch / After-school Detention / Friday Detention ISS	Increased percentage of students exhibiting appropriate behavior
Provide teacher feedback regarding disciplinary consequences	Principal Asst. Principal	Ongoing	Campus	E-mails  Documentation of Office Referrals
Staff, parents and students will join student drop off / pick-up and will contribute to the overall safety of the campus.	Principal Asst. Principal Faculty and Staff Counselor	Ongoing	Campus	Increased percentage of students following campus safety guidelines
Visitor Log	Principal	Reports will be pulled at the end of each semester.	Title I funds  PTA funds	Tracking/monitoring system to insure that all people entering the campus are not convicted of a violent crime.
Practice regular safety drills	Asst. Principal All Faculty and Staff	Local	Legal recommendations of guidelines	Documentation of drills (tornado-4 x per year; fire-1x per month)

Guidance lessons for all students in Grades K-4	Asst. Principal Teachers The NED Show	Counseling books, videos, guidance lessons	Ongoing  September, 2010	Decrease in number of discipline referrals  Improved student behavior
Campus, MHS, and Boy Scout Mentors	Principal Counselor  Teachers	Ongoing	MHS Student Mentors Teacher Mentors Boy Scout –Zack Guillory	Reduction in the number of discipline referrals
Red Ribbon Week	PTA Red Ribbon Chairperson  Counselor	October 2010	PTA  Safe and Drug Free funding	Student participation  Community Involvement
Beat the Heat, Inc.	Principal  Assistant Principal	Ongoing		Community Involvement  Student Participation

**Goal 4:** Parents and Community will be partners in the education of students of GW Carver Elementary.

**Objective 1:** By May 2011, at least 75% of all students’ parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

**Summative Evaluation:** School records indicate that at least 70% of students’ parents/family members participated in partnership in education opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide state assessment results to parents in a language they can understand	Principal Asst. Principal Counselor	Within 10 days of receipt of reports	Reports from testing company	Parents receive reports of assessment results
Increase the number of certified district volunteers	PTA Volunteer Chairperson	Ongoing	Campus	Increased percentage of parent and community participation
“Meet the Teacher”	Principal Campus PR Contact	August 2009	Campus	Event sign-in sheets
“Boo Hoo” Breakfast	Principal PTA	August 2009	Campus PTA	Event sign-in sheet Increase of parent participation

PTA Membership Drive Open House—Event to showcase our school	PTA Board  Principal	September 2010	PTA	Event sign-in sheets  Increased percentage of PTA memberships
Student Council	Student Council Sponsors	Organization Fundraisers	2010-2011	Student participation Community involvement Donations collected
Red Ribbon Week	PTA Red Ribbon Chairperson  Counselor	October 2010	PTA Safe and Drug Free funding	Student participation  Community Involvement
PTA Meetings / Campus Events	PTA Board  Principal	November 2010 February 2010 April 2011	PTA	Event sign-in sheets
“Jump Rope for Heart”	P.E. Coach	February 2011	Community Donations	Student participation Community involvement Donations collected
Texas Public School Week Activities, inc. Music / Visual Arts performances (inc. recorders and mallots)	Principal  Campus Leadership Team	March 2011	Campus funds Parental Involvement funds	Student and parent participation
Family Fiesta	PTA Board and members  Teachers	May 2011	PTA	Community attendance  Student / Parent participation

Partnership with Michelson Museum	Principal Teachers	Ongoing	Activity funds	Student participation
Partnership with Caddo Wildlife Refuge	Principal Asst. Principal Teachers	Ongoing	Activity funds	Student participation

**Goal 5 :** The needs of students will be addressed through the integration of carefully designed programs which complement the regular education program.

**Objective:** The percentage of students in attendance will meet the district standard of ninety-six percent.

**Summative Evaluation:** Class rolls / Quarterly reports

Data 2009-10	All Students
	95.9%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Academic Pep Rally ( <i>will include recognition for Perfect Attendance</i> )	Principal Asst. Principal Counselor	Every six week period	Activity funds	Increased percentage of students in daily attendance
Academic Assembly – present awards for perfect attendance	Principal  Grade level Team Leaders	Every six weeks	Campus	Increased percentage of students in daily attendance
Monitor attendance by grade level and by homeroom class each six week period	Office Staff Teachers	Every six weeks	Campus	Increased percentage of students in daily attendance

Daily contact with parents regarding student absences	PEIMS Secretary Teachers	Every day	Campus	Log of calls  Log of responses
Utilize the Campus Attendance Committee to make recommendations to promote or retain based on academic progress and attendance	Asst. Principal  Campus Attendance Committee	April / May 2011	Campus	Documentation of committee notes and students' academic progress
Formal letter to parents addressing attendance goals, state / district requirements and attendance incentives	Asst. Principal PEIMS Secretary Counselor	Ongoing	Campus	Copies of mailed letters on file
The NED Show to promote character development	Principal	September	Campus	Student Participation