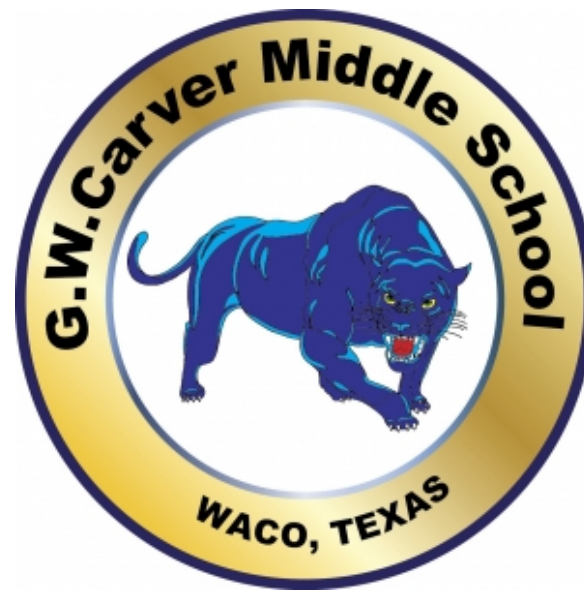


Waco Independent School District

G.W. Carver Middle School

2018-2019 Goals/Performance Objectives/Strategies



Mission Statement

G. W. Carver Middle School, in partnership with families and community, ensures a safe and respectful environment which inspires excellence and challenges all students to develop their talents as life-long learners, achievers, and responsible citizens.

Vision

We are committed to follow the Panther Way with pride because we are responsible, educated students (teachers & staff) preparing for excellence at Carver today & for the world tomorrow.

Value Statement

All In, No Excuses!

Table of Contents

Goals	4
Goal 1: G.W. Carver will meet state standard.	4
Goal 2: G.W. Carver will maintain a learning environment that will develop high performing student-focused teachers.	10
Goal 3: G. W. Carver will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.	14
Goal 4: G. W. Carver will increase family and community engagement.	16
Comprehensive Support Strategies	20

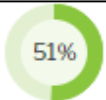

Goals



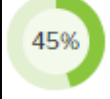
Goal 1: G.W. Carver will meet state standard.






Performance Objective 1: June of 2019, 65% of all students taking the STAAR in all subjects tested will meet or exceed "approaches grade level".

Evaluation Data Source(s) 1: STAAR Results

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 7</p> <p>1) Utilize Professional Learning Communities (PLC) led by Instructional Specialists to review data derived from Lead4ward resources, Benchmark assessments, STAAR results and progress monitoring to create targeted instructional plans.</p>	2.4, 2.6	Principal, Dean of Instructional, Assistant Principals	<p>Teacher will have an understanding of the level of the TEK and deliver aligned instruction.</p> <p>Progress monitoring within the Instructional Leadership Team (ILT) will reflect the results of targeted instruction.</p>				
<p>Problem Statements: Student Achievement 1 - Student Academic Achievement 1 Funding Sources: Title 1 School Improvement - 127914.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>2) The Carver leadership team will provide clear expectations for instruction and interventions to staff, English Language Learners, English as Second Language, at-risk, and Special Education students. The staff will utilize interventions such as: Achieve 3000, Leveled Literacy Intervention (LLI) Kits, STAAR Mastery and Measuring Up in all core content areas.</p>	2.4, 2.5, 2.6	Principal, Dean of Instruction, Assistant Principals, and Instructional Specialist.	<p>Students will demonstrate the ability to work successfully with STAAR formatted material.</p> <p>Instructional Leadership Team (ILT) will review specific work samples of specific students that use these practices.</p>				
<p>Problem Statements: Demographics 1 - Student Achievement 1 - Student Academic Achievement 1 Funding Sources: State Compensatory Education - 50784.00, Title 1 School Improvement - 20000.00</p>							

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) English Language Arts (ELAR) teachers will assist the staff in creating writing prompts for Science, Social Studies, Math, and extra-curricular classes to reinforce concepts defined in the writing rubric.</p>	2.4, 2.6	Principal, Dean of Instruction, Assistant Principal responsible for ELAR, ELAR Instructional Specialist.	<p>Students' writing will improve because of the practice of cross- curriculum integration by implementing the following strategies.</p> <p>1) Professional Learning Communities (PLC) will evaluate students' products to ensure that writing is integrated into all subject areas.</p> <p>2) Instructional Specialist (IS) will work with the team to identify the product for review.</p> <p>3) Instructional Leadership Team (ILT) will review students' work at each ILT meeting to check for implementation.</p>				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1							
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>4) All English as Second Language (ESL) students will improve reading language skills through bilingual interventions provided by the District Bilingual Department.</p>	2.4, 2.5, 2.6	Principal, Dean of Instruction, Assistant Principal responsible for English Language Arts (ELAR) and Instructional Specialist over ELAR.	<p>Reading will improve for ESL students. ESL students demonstrate improvement in Leveled Literacy Intervention (LLI) reading levels. A District Bilingual Department member will monitor progress weekly and report to the Instructional Leadership Team (ILT).</p>				
Problem Statements: Demographics 1 - Student Achievement 1 - Student Academic Achievement 1							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>5) Tutorials will be offered during the week and on Saturdays with the assistance of Communities in Schools (CIS), District Bilingual support, Advancement via Individual Determination (AVID) tutors, and Afterschool Centers on Education (ACE) 21 Century. These tutorials will focus on STAAR standards, and TEKS in all core areas.</p>	2.4, 2.5, 2.6	Principal, Dean of Instruction, Tutors, WISD Bilingual Support, CIS, ACE	<p>Tutorials and remediation strategies in core-areas will decrease the retention rate and improve student achievement.</p> <p>Principal will meet monthly with key stakeholders to review the following documents:</p> <p>Tutorial Schedule Tutorial Teachers Attendance Report Lesson Plans Student Progress Reports</p>				
Problem Statements: Student Achievement 1 - Student Academic Achievement 1							
Funding Sources: State Compensatory Education - 46000.00, Title 1 School Improvement - 7299.00							

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 6) Upgrade or replace campus technology including projectors, document cameras, projector screens, computer carts, calculators and printers.	2.4, 2.6	Principal, Dean of Instruction, Assistant Principals, Instructional Specialist, and Teacher Leaders	Lessons will be highly visual and interactive. Students will show increased academic performance and increased engagement.				
	Problem Statements: Curriculum, Instruction, and Assessment 1 - Technology 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:


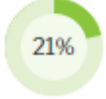

Demographics
Problem Statement 1: SPED student data show that 54% met their progress measure for All Tests and 53% of ELL students met their progress measure for All Tests. Root Cause 1: There was not a system in place to monitor the progress of ELL and SPED students.
Student Achievement
Problem Statement 1: The campus had 54% of students did not meet approaches grade level standard for all subjects. Root Cause 1: The majority of the instructional staff do not have the skills to address the learning needs of students, which impacts the ability to consistently deliver effective instruction that is aligned to the state standards and taught at the level of the state assessment.
Curriculum, Instruction, and Assessment
Problem Statement 1: 40% of the walkthrough data reveal that the level of classroom instructions remained at the knowledge and comprehension level. Root Cause 1: The roles and responsibilities and a process whereby the instructional coaches and principals align their instructional improvements efforts were not in place.
Technology
Problem Statement 1: Outdated technology causes difficulty for students in accessing certain programs. This lack of technology also gave us difficulty during online testing. Root Cause 1: Carver has a lack of current or updated technology, proving it difficult for students to access the digital world.
Student Academic Achievement
Problem Statement 1: Close to 82% of the student population at G. W. Carver Middle School is considered "at-risk". Root Cause 1: Students are the product of situation factors beyond their control such as single parent homes, poverty, language barriers and significant learning gaps with poverty being the biggest factor.






Goal 1: G.W. Carver will meet state standard.

Performance Objective 2: G.W. Carver will eliminate barriers to academic achievement by planning and partnering with local, state and federal resources such as: ACE, AVID, Bear Project, Region 12 services, KLARAS services and CIS.

Evaluation Data Source(s) 2: Program evaluation reports, STAAR results, Student services report, and Benchmark results.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 1) Carver staff will identify At-Risk students by criteria to provide appropriate intervention strategies.	2.5, 2.6	Principal, Counselors, At-Risk Interventionist, Assistant Principals	Instruction will be tailored to the needs of the students.				
	Problem Statements: Demographics 1 - Student Achievement 1 - Student Academic Achievement 1 - School Processes & Programs 1						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 2) Carver teachers and staff will identify approximately 50 additional students for the Advancement via Individual Determination (AVID) program to increase college readiness.	2.4, 2.5	Site-team coordinator, AVID Site Team, and AVID District director.	AVID students will demonstrate academic success by applying WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies that increase success in Pre-Advanced Placement course work. Administrators will participate in walkthroughs to ensure that AVID strategies are being implemented. AVID students will participate in college visits to receive a well-rounded educational experience.				
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1 Funding Sources: State Compensatory Education - 8000.00						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 3) Carver will utilize the Afterschool Centers on Education (ACE) program to provide academic enrichment activities that are aligned to the District Pacing Guides and reinforce learning through innovative practices.	2.4, 2.5, 2.6, 3.2	Principal, 21st Century Grant Coordinator	Principal will meet monthly with key stakeholders to review the following documents: Tutorial Schedule Tutorial Teachers Attendance Report Lesson Plans Student Progress Reports				
	Problem Statements: Demographics 1 - Student Achievement 1 - Parent and Community Engagement 1 - School Context and Organization 1 - Student Academic Achievement 1 - School Processes & Programs 1						

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 4) Staff will connect students with Communities in Schools (CIS) and the BEAR project to address issues interfering with learning, such as, but not limited to emotional distress, family problems, or absent parents. Intervention strategies will be created for At-Risk students who meet state criteria.	2.4, 2.5, 2.6	Principal, Assistant Principal, BEAR Project Coordinator	Principal will meet monthly with key stakeholders to review the following documents: Tutorial Schedule Tutorial Teachers Attendance Report Lesson Plans Student Progress Reports				
	Problem Statements: Demographics 1 - Student Achievement 1 - Parent and Community Engagement 1 - Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: State Compensatory Education - 54000.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: SPED student data show that 54% met their progress measure for All Tests and 53% of ELL students met their progress measure for All Tests. Root Cause 1: There was not a system in place to monitor the progress of ELL and SPED students.
Student Achievement
Problem Statement 1: The campus had 54% of students did not meet approaches grade level standard for all subjects. Root Cause 1: The majority of the instructional staff do not have the skills to address the learning needs of students, which impacts the ability to consistently deliver effective instruction that is aligned to the state standards and taught at the level of the state assessment.
Curriculum, Instruction, and Assessment
Problem Statement 1: 40% of the walkthrough data reveal that the level of classroom instructions remained at the knowledge and comprehension level. Root Cause 1: The roles and responsibilities and a process whereby the instructional coaches and principals align their instructional improvements efforts were not in place.
Parent and Community Engagement
Problem Statement 1: Parent attendance for school events during or after school, have remained low. Root Cause 1: Nonexistent master calendar has allowed for the last minute assembly of events, causing inefficient communication to all stakeholders.
School Context and Organization
Problem Statement 1: Communication has faltered at times when it comes to the daily/monthly events that go on at CMS. Staff, students, and/or parents have received information late, or not at all. Root Cause 1: A Master Calendar was not established at the beginning of the year, causing confusion or last minute preparations for school events, systems, or new initiatives.
Student Academic Achievement
Problem Statement 1: Close to 82% of the student population at G. W. Carver Middle School is considered "at-risk". Root Cause 1: Students are the product of situation factors beyond their control such as single parent homes, poverty, language barriers and significant learning gaps with poverty being the biggest factor.
School Processes & Programs

Problem Statement 1: Although we have implemented programs to enhance school wide processes and practices additional support is needed to redirect students' attitude towards learning and cultivate an environment that is conducive to learning. **Root Cause 1:** A vast amount of our student population suffer from issues that inhibit them and others from learning, and our support systems are limited to the needs of our students.

Goal 2: G.W. Carver will maintain a learning environment that will develop high performing student-focused teachers.

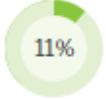


Performance Objective 1: Ensure that the teachers of Carver receive beneficial professional development through the use of Professional Learning Communities (PLC) that promote the overall effectiveness of teaching strategies through researched best practices.






Evaluation Data Source(s) 1: Walk through data

Lesson Plans

PLC Structure

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide instructional support horizontally and vertically by department in Professional Learning Communities (PLC).</p>	2.4, 2.6	Instructional Leadership Team (ILT)	ILT review of lessons and walk-through data will demonstrate curriculum alignment that will maximize classroom instruction with rigorous lessons and assessments.				
Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) Provide coaching and support in Professional Learning Communities (PLC) to implement differentiation with provided supplemental materials and resources.</p>	2.4, 2.5, 2.6	Principal, Dean of Instruction, Assistant Principals, Instructional Specialist, District Content Specialist and Coaches	PLC time will reflect the implementation of research based educational techniques by using effective teaching strategies to improve the focus on student outcomes.				
Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1							
Funding Sources: Title II, Part A (TPTR) - 18000.00							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) The Instructional Leadership Team (ILT) meets weekly, reviews data and identifies an action plan to improve student learning.</p>	2.4, 2.5, 2.6	Principal, ILT	Consistent expectations for the leadership team in ongoing monitoring and adjusting instructional support to the campus.				
Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1							
Funding Sources: State Compensatory Education - 11455.00							

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 7 4) Professional development that targets teachers and student needs will be provided through various support services and third agencies.	2.4, 2.5, 2.6	Principal, Dean of Instruction, Assistant Principals, and Instructional Specialists.	Teaching practices will improve as evidenced by incorporating tools and strategies acquired during professional development.				
	Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 Funding Sources: Title 1 School Improvement - 3500.00, Title II, Part A (TPTR) - 3284.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:







Student Achievement
Problem Statement 1: The campus had 54% of students did not meet approaches grade level standard for all subjects. Root Cause 1: The majority of the instructional staff do not have the skills to address the learning needs of students, which impacts the ability to consistently deliver effective instruction that is aligned to the state standards and taught at the level of the state assessment.
School Culture and Climate
Problem Statement 1: Carver teachers have maintained a low attendance percentage through out the year. Root Cause 1: Much effort is given to collecting data on and responding to negative behavior of students, with disciplinary decisions that are reactive. This causes a temporary solution to the problem; continued misbehavior from students persists, causing learning and instruction to be impacted negatively.
Staff Quality, Recruitment, and Retention
Problem Statement 1: 45% of Teachers at Carver went through alternative certification which often leads to a lack of proficiency. Root Cause 1: Many of these teachers have received minimal training in teaching best practices, pedagogy, classroom management, etc.
Problem Statement 2: 39% of teachers at Carver have less than three years of teaching experience. Root Cause 2: Staff retention has proven to be difficult to maintain from year to year. Teachers work for 1-3 years before moving to a new school.
Curriculum, Instruction, and Assessment
Problem Statement 1: 40% of the walkthrough data reveal that the level of classroom instructions remained at the knowledge and comprehension level. Root Cause 1: The roles and responsibilities and a process whereby the instructional coaches and principals align their instructional improvements efforts were not in place.

Goal 2: G.W. Carver will maintain a learning environment that will develop high performing student-focused teachers.

Performance Objective 2: Carver staff will utilize the domains of the T-TESS to provide constructive feedback to teachers that will promote continuous growth in best practices for teacher performance.

Evaluation Data Source(s) 2: T-TESS formal and informal evaluations

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 1) Provide teachers with ongoing professional development of the T-TESS dimension.	2.5	Campus Administrators	Ensure that teachers are knowledgeable of the different levels of teacher effectiveness.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 2) Calibrate walk-through data collected by Instructional Leadership Team, including administrators and instructional specialists, to ensure expectations of classroom instruction are met.	2.5	Campus Administrators, Instructional Specialists	Teachers will implement instructional techniques that are meeting the needs of their students.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: 45% of Teachers at Carver went through alternative certification which often leads to a lack of proficiency. Root Cause 1: Many of these teachers have received minimal training in teaching best practices, pedagogy, classroom management, etc.
Problem Statement 2: 39% of teachers at Carver have less than three years of teaching experience. Root Cause 2: Staff retention has proven to be difficult to maintain from year to year. Teachers work for 1-3 years before moving to a new school.

Curriculum, Instruction, and Assessment

Problem Statement 1: 40% of the walkthrough data reveal that the level of classroom instructions remained at the knowledge and comprehension level. **Root Cause 1:** The roles and responsibilities and a process whereby the instructional coaches and principals align their instructional improvements efforts were not in place.

Goal 3: G. W. Carver will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 1: Discipline referrals will decrease by 5%

Evaluation Data Source(s) 1: Attendance and Discipline Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Use the Panther Way (campus behavior system) process to manage behaviors by providing strategies and teacher documentation within the classroom.</p>	2.4, 2.5, 2.6	Administrative Team, Counselors, Behavior Specialist	Consistent documentation to improve Response to Intervention (RTI) behavioral needs.				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: State Compensatory Education - 64427.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 2 CSF 4 CSF 6</p> <p>2) Behavioral aides will be assigned designated hallways to assist teachers with the Panther Way process while implementing Restorative Practices.</p>	2.5, 2.6	Administrative Team, Behavior Team, Behavior Specialists	Students will remain in attendance, improving grades and preventing early dropouts.				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>3) Career Technical Education (CTE) will implement a Methodologies for Academic and Personal Success (MAPS) class that will provide students with information on high school and post-secondary educational opportunities.</p>	2.4, 2.5	Counselors, AVID, Principal, MAPS, Assistant Principal, Dean of Instruction	MAPS Course, Advancement via Individual Determination (AVID), A campus focus on post-secondary plans.				
<p>Problem Statements: Demographics 1 - Student Achievement 1</p>							
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: SPED student data show that 54% met their progress measure for All Tests and 53% of ELL students met their progress measure for All Tests. Root Cause 1: There was not a system in place to monitor the progress of ELL and SPED students.
Student Achievement
Problem Statement 1: The campus had 54% of students did not meet approaches grade level standard for all subjects. Root Cause 1: The majority of the instructional staff do not have the skills to address the learning needs of students, which impacts the ability to consistently deliver effective instruction that is aligned to the state standards and taught at the level of the state assessment.
Student Academic Achievement
Problem Statement 1: Close to 82% of the student population at G. W. Carver Middle School is considered "at-risk". Root Cause 1: Students are the product of situation factors beyond their control such as single parent homes, poverty, language barriers and significant learning gaps with poverty being the biggest factor.
School Processes & Programs
Problem Statement 1: Although we have implemented programs to enhance school wide processes and practices additional support is needed to redirect students' attitude towards learning and cultivate an environment that is conducive to learning. Root Cause 1: A vast amount of our student population suffer from issues that inhibit them and others from learning, and our support systems are limited to the needs of our students.

Goal 4: G. W. Carver will increase family and community engagement.

Performance Objective 1: Carver Middle School will increase effective communication to parents by 10%.

Evaluation Data Source(s) 1: Formative agendas, sign-in sheets, handouts, summative parent survey, and involvement checklist will serve as evidence of increased participation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 2 CSF 5 CSF 6 1) Make campus information readily available for parents through social media, educational reminder application, newsletter, website and a phone system.	3.1	Counselors, Family Support Specialists, Campus Administrators, Teachers	Parents are more informed of school events and initiatives, which will increase parental involvement.				
	Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1 - Perceptions 1						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 5 CSF 6 2) Teachers will contact a minimum of ten parents per week, using a parent contact log and/or Branching Minds software for documentation.	3.1	Campus Administrators, Teachers	Parents are consistently informed of student progress, positive performance, maintain open communication with teachers, and invited to campus activities.				
	Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1 - Perceptions 1						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 5 CSF 6 3) Conduct annual Title 1 meetings (morning and afternoon) to inform parents of services available through Title 1 funds.	3.1, 3.2	Counselors, Administrative Team, Family Support Specialist	Parents are informed of Title 1 funding.				
	Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1 - Perceptions 1						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Parent and Community Engagement

Problem Statement 1: Parent attendance for school events during or after school, have remained low. **Root Cause 1:** Nonexistent master calendar has allowed for the last minute assembly of events, causing inefficient communication to all stakeholders.

School Context and Organization

Problem Statement 1: Communication has faltered at times when it comes to the daily/monthly events that go on at CMS. Staff, students, and/or parents have received information late, or not at all. **Root Cause 1:** A Master Calendar was not established at the beginning of the year, causing confusion or last minute preparations for school events, systems, or new initiatives.

Perceptions



Problem Statement 1: Adjustments are needed to be made to school schedules for conferences and activities to increase parental involvement. **Root Cause 1:** Unavailability of parents to support activities during established scheduling of conferences and activities.






Goal 4: G. W. Carver will increase family and community engagement.

Performance Objective 2: G.W. Carver Middle School will host monthly partnership meetings on topics that will assist in improving student achievement and discipline.

Evaluation Data Source(s) 2: Agenda, Sign In Sheets

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 5 CSF 6</p> <p>1) Implement professional development for staff/parents with a focus on parent education, volunteerism, and ways to effectively communicate in English and Spanish.</p>	3.2	Counselors, Family Support Specialist, Principal, Advancement via Individual Determination (AVID)	Increased parental communication and involvement at the campus.				
Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1 - Perceptions 1							
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 5 CSF 6</p> <p>2) Campus will host family dinner nights once a semester, including but not limited to:</p> <p>Wellness/Nutrition Homework Assistance Instructional Support Restorative Discipline Strategies AVID/College Readiness STAAR</p>	3.2	Family Support Specialist, Campus Instructional Leadership Team	Improve support of student achievement and an increase in parental involvement.				
Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1 - Perceptions 1 Funding Sources: Title I Parent Involvement - 2338.00							

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 5 CSF 6 3) Complete and disseminate a Parental Involvement Policy PACT to describe how parents will be actively involved at the district/campus level with the intention to increase participation.	3.1, 3.2	Family Support Specialist, Principal	Campus record of a Parental Involvement Policy on the website with an End of Year Survey.				
	Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1 - Perceptions 1						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parent attendance for school events during or after school, have remained low. Root Cause 1: Nonexistent master calendar has allowed for the last minute assembly of events, causing inefficient communication to all stakeholders.
School Context and Organization
Problem Statement 1: Communication has faltered at times when it comes to the daily/monthly events that go on at CMS. Staff, students, and/or parents have received information late, or not at all. Root Cause 1: A Master Calendar was not established at the beginning of the year, causing confusion or last minute preparations for school events, systems, or new initiatives.
Perceptions
Problem Statement 1: Adjustments are needed to be made to school schedules for conferences and activities to increase parental involvement. Root Cause 1: Unavailability of parents to support activities during established scheduling of conferences and activities.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize Professional Learning Communities (PLC) led by Instructional Specialists to review data derived from Lead4ward resources, Benchmark assessments, STAAR results and progress monitoring to create targeted instructional plans.
1	1	2	The Carver leadership team will provide clear expectations for instruction and interventions to staff, English Language Learners, English as Second Language, at-risk, and Special Education students. The staff will utilize interventions such as: Achieve 3000, Leveled Literacy Intervention (LLI) Kits, STAAR Mastery and Measuring Up in all core content areas.
1	1	3	English Language Arts (ELAR) teachers will assist the staff in creating writing prompts for Science, Social Studies, Math, and extra-curricular classes to reinforce concepts defined in the writing rubric.
1	1	4	All English as Second Language (ESL) students will improve reading language skills through bilingual interventions provided by the District Bilingual Department.
1	1	5	Tutorials will be offered during the week and on Saturdays with the assistance of Communities in Schools (CIS), District Bilingual support, Advancement via Individual Determination (AVID) tutors, and Afterschool Centers on Education (ACE) 21 Century. These tutorials will focus on STAAR standards, and TEKS in all core areas.
1	1	6	Upgrade or replace campus technology including projectors, document cameras, projector screens, computer carts, calculators and printers.
1	2	1	Carver staff will identify At-Risk students by criteria to provide appropriate intervention strategies.
1	2	2	Carver teachers and staff will identify approximately 50 additional students for the Advancement via Individual Determination (AVID) program to increase college readiness.
1	2	3	Carver will utilize the Afterschool Centers on Education (ACE) program to provide academic enrichment activities that are aligned to the District Pacing Guides and reinforce learning through innovative practices.
1	2	4	Staff will connect students with Communities in Schools (CIS) and the BEAR project to address issues interfering with learning, such as, but not limited to emotional distress, family problems, or absent parents. Intervention strategies will be created for At-Risk students who meet state criteria.
2	1	1	Provide instructional support horizontally and vertically by department in Professional Learning Communities (PLC).
2	1	2	Provide coaching and support in Professional Learning Communities (PLC) to implement differentiation with provided supplemental materials and resources.
2	1	3	The Instructional Leadership Team (ILT) meets weekly, reviews data and identifies an action plan to improve student learning.
2	1	4	Professional development that targets teachers and student needs will be provided through various support services and third agencies.
2	2	1	Provide teachers with ongoing professional development of the T-TESS dimension.

Goal	Objective	Strategy	Description
2	2	2	Calibrate walk-through data collected by Instructional Leadership Team, including administrators and instructional specialists, to ensure expectations of classroom instruction are met.
3	1	1	Use the Panther Way (campus behavior system) process to manage behaviors by providing strategies and teacher documentation within the classroom.
3	1	2	Behavioral aides will be assigned designated hallways to assist teachers with the Panther Way process while implementing Restorative Practices.
3	1	3	Career Technical Education (CTE) will implement a Methodologies for Academic and Personal Success (MAPS) class that will provide students with information on high school and post-secondary educational opportunities.
4	1	1	Make campus information readily available for parents through social media, educational reminder application, newsletter, website and a phone system.
4	1	2	Teachers will contact a minimum of ten parents per week, using a parent contact log and/or Branching Minds software for documentation.
4	1	3	Conduct annual Title 1 meetings (morning and afternoon) to inform parents of services available through Title 1 funds.
4	2	1	Implement professional development for staff/parents with a focus on parent education, volunteerism, and ways to effectively communicate in English and Spanish.
4	2	2	Campus will host family dinner nights once a semester, including but not limited to: Wellness/Nutrition Homework Assistance Instructional Support Restorative Discipline Strategies AVID/College Readiness STAAR
4	2	3	Complete and disseminate a Parental Involvement Policy PACT to describe how parents will be actively involved at the district/campus level with the intention to increase participation.