Georgetown Independent School District

Carver Elementary School

2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Carver is an elementary school situated in a multicultural community. School services range from Early Childhood Special Education to fifth grade. The school also offers a range of programatic supports such as Special Education, Section 504, Gifted and Talented, Emergent Bilingual, including dual language program in grades three through five.

Carver is made up of a diverse student body with diverse needs as indicated through the summer 2023 PEIMS submission.

School Population (2022 - 2023 Summer PEIMS file loaded 07/10/2023)	Count	Percent
Student Total	**788**	**100%**
Early Education Grade	6	0.76%
Pre-Kindergarten Grade	40	5.08%
Kindergarten Grade	113	14.34%
1st Grade	119	15.10%
2nd Grade	116	14.72%
3rd Grade	142	18.02%
4th Grade	130	16.50%
5th Grade	122	15.48%

Student Demographics (2022 - 2023 Summer PEIMS file loaded 07/10/2023)	Count	Percent
Gender		
Female	374	47.46%
Male	414	52.54%
Ethnicity		
Hispanic-Latino	349	44.29%
Race		
American Indian - Alaskan Native	1	0.13%
Asian	68	8.63%
Black - African American	80	10.15%
Native Hawaiian - Pacific Islander	1	0.13%
White	242	30.71%

Student Demographics (2022 - 2023 Summer PEIMS file loaded 07/10/2023)	Count	Percent
Two-or-More	47	5.96%

Student Programs (2022 - 2023 Summer PEIMS file loaded 07/10/2023)	Count	Percent
CTE Attendance	0	0.00%
Gifted and Talented	42	5.33%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	1	0.13%
Section 504	41	5.20%
Special Education (SPED)	138	17.51%
Bilingual/ESL		
Emergent Bilingual (EB)	207	26.27%
Standard or Alternative Bilingual/ESL	81	10.28%
Dual Language Immersion/One-Way	1	0.13%
Dual Language Immersion/Two-Way	175	22.21%
Dyslexia		
Dyslexia Indicator Code	73	9.26%
Dyslexia Risk Code	232	29.44%
Dyslexia Services Code	73	9.26%
Title 1 Part A		
Schoolwide Program	14	1.78%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators (2022 - 2023 Summer PEIMS file loaded 07/10/2023)	Count	Percent
Foster Care	1	0.13%
IGC Reviewed	0	0.00%
Intervention Indicator	248	31.47%
Migrant	0	0.00%
Military Connected	78	9.90%
Unschooled Asylee/Refugee	0	0.00%

Student Indicators (2022 - 2023 Summer PEIMS file loaded 07/10/2023)	Count	Percent
Economic Disadvantage		
Economic Disadvantage Total	313	39.72%
Free Meals	256	32.49%
Reduced-Price Meals	57	7.23%
Other Economic Disadvantage	0	0.00%
Homeless Statuses		
Homeless Status Total	3	0.38%
Doubled Up	3	0.38%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Shelter	0	0.00%
Not Unaccompanied Youth	3	0.38%
Unaccompanied Youth	0	0.00%

	Campus Student							
	Fall					**Summer**		
Campus	**Snapshot Count**	**Transfer In Students**	**Eco Dis %**	**Eco Dis %**	**Homeless %**	**Total Refined ADA**	**Percent in Attendance**	**Transfer In Students**
(246904102) - Carver EL	726	7	37.19	39.72	0.38	663.28	94.12	7

Year	Discipline	Status	Goal	Incidents
22-23	Sixth six weeks	0.4%	5%	6
22-23	Fifth six weeks	0.4%	5%	3
22-23	Fourth six weeks	0.54%	5%	6
22-23	Third six weeks	0%	5%	

Year	Discipline	Status	Goal	Incidents
22-23	Second six weeks	0.14%	5%	2
22-23	First six weeks	0.42%	5%	3

		Campus Staff														
		Staff							Teacher							
Campus	Principals	Administrative Support		Educational Aide		SnapShot		Retention From Prior Year		Mobility New to Campus		Mobility Left Campus				
		Count	FTE	Count	FTE	Count	FTE	Count %	FTE %	Count %	FTE %	Count %	FTE %	Co
(246904102) - Carver EL	Tosha Fontenot Vanmetre	16	12.54	15	16.79	52	51.03	67.24	66.87	1.72	1.75	5.17	5.27	20

Demographics Strengths

Carver is a diverse school which lends itself to meeting the needs of so many students and their families.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Carver will need to focus on reaching all students and families with unique needs. **Root Cause:** The multicultural community brings a need to meet students where they are in terms of language development.

Student Learning

Student Learning Summary

At Carver, student achievement is measure in multiple ways. Students and parents receive feedback through formative and summative assessments, universal screeners, state testing, and standards-based report cards.

Overview by grade-level of Reading and Math universal screener scores.

Grade Level	Reading % Students at or above Benchmark	Math % Students at or above Benchmark	Math % Students met or exceeded growth benchmark
Kindergarten	63	71	47
First Grade	69	69	54
Second Grade	63	71	62
Third Grade	64	65	55
Fourth Grade	58	62	48
Fifth Grade	56	59	52

State Testing Data is not yet available.

Student Learning Strengths

Based on data reviewed across the year and at the end of the year, Kindergarten through second grade stands out as an academic strengths in Reading and Math. Grade levels less impacted by Covid seem to be achieving higher overall and with growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): An average of 60-70% of students are at or above benchmark in Reading and Math across grade levels. **Root Cause:** Instructional leadership capacity has been lacking across levels.

School Processes & Programs

School Processes & Programs Summary

Carver implements the district adopted curriculum resources, and students utilize one-to-one technology. There is a professional learning plan comprised of District-led and Campus-led offerings. Administrators and teachers participate in weekly professional learning communities looking at state standards, creating formative assessments, and monitoring student progress. The leadership team seeks out input from stakeholders to inform campus decisions. Multiple data points are used to inform campus decisions as well. The campus schedule is built based on student needs with supports built into the school day. Carver offers enrichment opportunities such as GirlStart, school wide musical, SeaPerch, and UIL competition.

School Processes & Programs Strengths

The master scheduling process is collaborative and takes much stakeholder input. The master schedule allows for teacher collaboration and student supports to be guaranteed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is lack of clarity of expectations around processes and programs.   **Root Cause:** The campus infrastructure for communication has not been in place to provide needed clarity.

Perceptions

Perceptions Summary

Carver collects feedback from students, staff, and parents through the form of surveys.

Student Learner Profile Survey Results - 334 grade 3-5 students completed, which is a 90% completion rate. Carver student scores were at or above district average for 13 out of 19 of the questions and below the district average for 6 of the questions.

Staff Climate Survey Results - 30 staff member completed the survey.

Question	% Completely Agree, Mostly Agree, & Somewhat Agree	% Do not agree
In general, I am satisfied with my current job.	100	0
My work is valued by my supervisor.	87	13
I have the resources I need to get my work done.	97	3
I find my work interesting.	97	3
I find my work satisfying.	100	0
I find my work challenging.	97	3
I enjoy collaborating with my colleagues.	100	0
My supervisor trusts me.	90	10
I trust my supervisor.	90	10
I am encouraged to express my concerns openly.	93	7
I am hesitant to speak up because of fear of retaliation.	10	90
I am hesitant to speak up because of fear of retaliation.	93	7
I feel safe at work.	97	3
I feel welcomed at work.	100	0
Good work is recognized in my campus/ department.	93	7
There are opportunities for me to grow professionally in GISD.	93	7
I am encouraged to share my ideas openly.	97	3
I am committed to GISD's vision, mission and beliefs.	100	0

Parent Survey Results - 61 K-5 grade parents completed the survey

Strategic Priority Area	Summarized Question	% Strongly Agree and Agree
Student Learning, Growth, & Progress	Feel students are appropriately challenged	80
Student Learning, Growth, & Progress	Feel students are prepared for future success	55
Student Learning, Growth, & Progress	Feel student receives support for unique needs	71
Student Learning, Growth, & Progress	Feel students are prepared for next school year	74
Student Learning, Growth, & Progress	Feel they receive useful feedback	61
Student & Staff Wellbeing	Child has a sense of belonging	76
Student & Staff Wellbeing	Child looks forward to school	54
Student & Staff Wellbeing	Adults treat child with respect	81
Student & Staff Wellbeing	School is responsive to culture and language	76
Student & Staff Wellbeing	Child is connected to adults at school	77
Student & Staff Wellbeing	School is a safe place to learn	82
Community & Connectivity	School keeps me well informed of child's progress	64
Community & Connectivity	School stays in touch via multiple methods	59
Community & Connectivity	School encourages active partnership	74
Community & Connectivity	Feels welcomed and invited at school	79

Perceptions Strengths

In general, staff feels satisfied at work, feel welcomed, and enjoy collaborating.

Students feel like they learned something new during the school year, they keep trying if they have a hard time with something, and they have positive thoughts about themselves.

Parents feel like their child is appropriately challenged at school, school is a safe place to learn, and they feel welcomed at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Perceptions do not aligned with the priority work in all areas, especially progress monitoring and relational capacity.   **Root Cause:** There is a lack of clarity or misalignment on priory work areas, communication, and feedback.

Priority Problem Statements

Problem Statement 1: Carver will need to focus on reaching all students and families with unique needs.

Root Cause 1: The multicultural community brings a need to meet students where they are in terms of language development.

Problem Statement 1 Areas: Demographics

Problem Statement 2: An average of 60-70% of students are at or above benchmark in Reading and Math across grade levels.

Root Cause 2: Instructional leadership capacity has been lacking across levels.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is lack of clarity of expectations around processes and programs.

Root Cause 3: The campus infrastructure for communication has not been in place to provide needed clarity.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Perceptions do not aligned with the priority work in all areas, especially progress monitoring and relational capacity.

Root Cause 4: There is a lack of clarity or misalignment on priory work areas, communication, and feedback.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 1: In GISD, instruction, assessment, and intervention are aligned.

    Evaluation Data Sources: PLC observational data, professional learning feedback surveys, MTSS meeting agendas and notes

Strategy 1 Details	Reviews			
Strategy 1: Teacher teams will meet weekly in PLC during a dedicated time in the master schedule and all staff members will participate in vertical alignment professional learning.	**Formative**			**Summative**
	Oct	Jan	Apr	July

Strategy's Expected Result/Impact: Clearly define instructional expectations, create common formative assessments, review student data, and plan for intervention. Result will be increased student academic achievement and increased instructional leadership capacity.
    Staff Responsible for Monitoring: Administrators, Learning Design Coaches, Teacher Leaders
 	
    Problem Statements: Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: Create, communicate, and implement a tiered, data-informed MTSS system with a dedicated time to meet during the school day routinely.	**Formative**			**Summative**
	Oct	Jan	Apr	July

Strategy's Expected Result/Impact: Student data reviewed more frequently and interventions deployed in a timely manner. Result is increased student academic achievement and growth.
    Staff Responsible for Monitoring: Administrators, Learning Design Coaches, Teacher Leaders
 	
    Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Carver will need to focus on reaching all students and families with unique needs. **Root Cause**: The multicultural community brings a need to meet students where they are in terms of language development.

Student Learning

Problem Statement 1: An average of 60-70% of students are at or above benchmark in Reading and Math across grade levels. **Root Cause**: Instructional leadership capacity has been lacking across levels.

School Processes & Programs

Problem Statement 1: There is lack of clarity of expectations around processes and programs. **Root Cause**: The campus infrastructure for communication has not been in place to provide needed clarity.

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

 Evaluation Data Sources: See attached addendum

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

Evaluation Data Sources: Student Surveys, Celebration data

Strategy 1 Details	Reviews			
Strategy 1: We will monitor progress on Learner Profile attribute attainment, provide feedback systematically, and celebrate growth and achievement.	**Formative**			**Summative**
	Oct	Jan	Apr	July

Strategy's Expected Result/Impact: Increase focus on developing and progress monitoring Learner Profile traits.
    Staff Responsible for Monitoring: Administrators, Learning Design Coaches, Teachers
 	
    Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Create, communicate, and implement a goal setting and feedback routine in the classroom.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers work with students to set realistic achievable goals, give feedback, and celebrate achievement or refine goals. Result in increased student agency.	Oct	Jan	Apr	July
Staff Responsible for Monitoring: Classroom teachers **Problem Statements:** Demographics 1 - Student Learning 1 - Perceptions 1				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Carver will need to focus on reaching all students and families with unique needs.   **Root Cause**: The multicultural community brings a need to meet students where they are in terms of language development.

Student Learning
Problem Statement 1: An average of 60-70% of students are at or above benchmark in Reading and Math across grade levels.   **Root Cause**: Instructional leadership capacity has been lacking across levels.

School Processes & Programs
Problem Statement 1: There is lack of clarity of expectations around processes and programs.   **Root Cause**: The campus infrastructure for communication has not been in place to provide needed clarity.

Perceptions
Problem Statement 1: Perceptions do not aligned with the priority work in all areas, especially progress monitoring and relational capacity.   **Root Cause**: There is a lack of clarity or misalignment on priory work areas, communication, and feedback.

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: Academic data, disciplinary data, parent and student survey data

Strategy 1 Details		Reviews			
Strategy 1: Create, communicate, and implement a systematic celebration of academic mastery.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students are recognized and celebrated in short cycle increments. Result in increased motivation to reach academic milestones.		**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Administrators, Learning Design Coaches, Teachers					
Problem Statements: Student Learning 1 - Perceptions 1					

Strategy 2 Details		Reviews			
Strategy 2: Deliver weekly learner profile, capturing kids hearts, and guidance lessons aligned to monthly themes.		**Formative**			**Summative**
Strategy's Expected Result/Impact: The campus community will focus on certain traits to advance the learner profile attributes. Result increased student understanding of traits and create a common language.		**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Counselor, Administrators, PLC team					
Problem Statements: Perceptions 1					
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: An average of 60-70% of students are at or above benchmark in Reading and Math across grade levels.   **Root Cause**: Instructional leadership capacity has been lacking across levels.

Perceptions
Problem Statement 1: Perceptions do not aligned with the priority work in all areas, especially progress monitoring and relational capacity.   **Root Cause**: There is a lack of clarity or misalignment on priory work areas, communication, and feedback.

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

    Evaluation Data Sources: Parent and student surveys

Strategy 1 Details				Reviews			
Strategy 1: Implement capturing kids heart strategies and lessons.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Build intra- and inter-personal skills. Result increase learner profile survey scores in kindness and conflict resolution.				**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Administrators, Counselor, Learning Design Coaches, CKH process champions **Problem Statements:** Demographics 1 - Perceptions 1							

Strategy 2 Details				Reviews			
Strategy 2: Develop a vision, process, and implementation timeline for a student leadership team.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Empower students to take ownership of campus culture. Result in increased survey scores of students looking forward to going to school and feeling that students are kind to one another.				**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Administrators, Learning Design Coaches, Counselor, Team Leaders **Problem Statements:** Perceptions 1							

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Carver will need to focus on reaching all students and families with unique needs. **Root Cause**: The multicultural community brings a need to meet students where they are in terms of language development.

Perceptions
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Goal 2: Student and Staff Well-Being

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Performance Objective 2: GISD employees find meaning and value in their work.

   Evaluation Data Sources: Staff surveys and feedback

Strategy 1 Details				Reviews			
Strategy 1: Create a systematic use of the staff brag board and celebrations.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase survey results for work being valued by supervisor.				**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Administrators, Counselor, Learning Design Coaches **Problem Statements:** School Processes & Programs 1 - Perceptions 1							
Strategy 2 Details				Reviews			
Strategy 2: Create and communicate systematic approach to staff feedback so that it is timely, relative, and promotes the ideal learning organization.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Staff fosters growth through feedback process. Result in increased instructional capacity, increase survey results for work valued by supervisor. **Staff Responsible for Monitoring:** Administrators, Learning Design Coaches, Team Leaders **Problem Statements:** Student Learning 1 - Perceptions 1							
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: An average of 60-70% of students are at or above benchmark in Reading and Math across grade levels.   **Root Cause**: Instructional leadership capacity has been lacking across levels.

School Processes & Programs
Problem Statement 1: There is lack of clarity of expectations around processes and programs.   **Root Cause**: The campus infrastructure for communication has not been in place to provide needed clarity.

Perceptions
Problem Statement 1: Perceptions do not aligned with the priority work in all areas, especially progress monitoring and relational capacity.   **Root Cause**: There is a lack of clarity or misalignment on priory work areas, communication, and feedback.

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

    Evaluation Data Sources: MTSS universal screener data, parent and student surveys

Strategy 1 Details			Reviews			
Strategy 1: Implement capturing kids hearts strategies, celebrate learner profile attribute attainment, and utilize PBIS system supports.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Students know and respect school and classroom expectations due to shared ownership. Result in increase in survey scores of students look forward to coming to school, students are kind to one another, and conflict resolution between students. **Staff Responsible for Monitoring:** Administrator, Counselor, Learning Design Coaches, PLC team, MTSS Behavior Team **Problem Statements:** School Processes & Programs 1 - Perceptions 1			**Oct**	**Jan**	**Apr**	**July**
Strategy 2 Details			Reviews			
Strategy 2: Create, communicate, and implement school wide safety processes and procedures.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff, students, and parents understand all campus procedures and adhere to those procedures. **Staff Responsible for Monitoring:** Administrators, Front Office Staff, Campus Leadership Team **Problem Statements:** School Processes & Programs 1 - Perceptions 1			**Oct**	**Jan**	**Apr**	**July**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: There is lack of clarity of expectations around processes and programs.   **Root Cause**: The campus infrastructure for communication has not been in place to provide needed clarity.

Perceptions
Problem Statement 1: Perceptions do not aligned with the priority work in all areas, especially progress monitoring and relational capacity.   **Root Cause**: There is a lack of clarity or misalignment on priory work areas, communication, and feedback.

Goal 3: Staff Recruitment and Retention

Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Staff surveys and feedback

Strategy 1 Details		Reviews			
Strategy 1: Create, communicate, and implement a staff onboarding, staff engagement, and campus professional learning plan.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Integrate staff into the Carver community and increase staff retention.	**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Administrators, Learning Design Coaches, Counselor, Social Committee				
Problem Statements: School Processes & Programs 1 - Perceptions 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There is lack of clarity of expectations around processes and programs.   **Root Cause**: The campus infrastructure for communication has not been in place to provide needed clarity.
Perceptions
Problem Statement 1: Perceptions do not aligned with the priority work in all areas, especially progress monitoring and relational capacity.   **Root Cause**: There is a lack of clarity or misalignment on priory work areas, communication, and feedback.

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

    Evaluation Data Sources: Academic data, parent and student surveys

Strategy 1 Details	Reviews			
Strategy 1: Create, communicate a tiered, systematic approach to giving progress updates to parents.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents understand where students are in their educational journey. Result in increased survey score for parents getting meaningful feedback on progress.	Oct	Jan	Apr	July
Staff Responsible for Monitoring: Administrators, Classroom Teachers				
Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Create and implement a tiered communication plan that gives systematic access to information and progress reporting.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff and parents have a clear understanding about student progress and supports provided. Result in increased survey scores of parent receiving meaningful progress reports and students feeling successful in doing school work.	Oct	Jan	Apr	July
Staff Responsible for Monitoring: Administrators, Classroom Teachers				
Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Carver will need to focus on reaching all students and families with unique needs.   **Root Cause**: The multicultural community brings a need to meet students where they are in terms of language development.

| Student Learning |
|---|
| **Problem Statement 1**: An average of 60-70% of students are at or above benchmark in Reading and Math across grade levels.   **Root Cause**: Instructional leadership capacity has been lacking across levels. |

School Processes & Programs
Problem Statement 1: There is lack of clarity of expectations around processes and programs.   **Root Cause**: The campus infrastructure for communication has not been in place to provide needed clarity.

Perceptions
Problem Statement 1: Perceptions do not aligned with the priority work in all areas, especially progress monitoring and relational capacity.   **Root Cause**: There is a lack of clarity or misalignment on priory work areas, communication, and feedback.

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

    Evaluation Data Sources: Parent surveys

Strategy 1 Details		Reviews			
Strategy 1: Invite parents as a partner in education through visioning exercise at the beginning of the year and mid-year check ins.		**Formative**			**Summative**
		Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Align the vision for each student between the parent and the teacher. Result in increase survey scores in students looking forward to coming to school. **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1					
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Carver will need to focus on reaching all students and families with unique needs.   **Root Cause**: The multicultural community brings a need to meet students where they are in terms of language development.
Student Learning
Problem Statement 1: An average of 60-70% of students are at or above benchmark in Reading and Math across grade levels.   **Root Cause**: Instructional leadership capacity has been lacking across levels.
School Processes & Programs
Problem Statement 1: There is lack of clarity of expectations around processes and programs.   **Root Cause**: The campus infrastructure for communication has not been in place to provide needed clarity.
Perceptions
Problem Statement 1: Perceptions do not aligned with the priority work in all areas, especially progress monitoring and relational capacity.   **Root Cause**: There is a lack of clarity or misalignment on priory work areas, communication, and feedback.

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

Evaluation Data Sources: Parent Surveys

Strategy 1 Details	Reviews			
Strategy 1: Promote campus events well in advance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide parents more opportunity to plan to attend campus events. **Staff Responsible for Monitoring:** Administrators, Learning Design Coaches, Website Coordinators **Problem Statements:** School Processes & Programs 1 - Perceptions 1	**Oct**	**Jan**	**Apr**	**July**
Strategy 2 Details	**Reviews**			
Strategy 2: Provide opportunities for parent leadership, volunteers, and celebrations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents feel welcomed, connected, and engaged in the school community. Result in increased survey scores. **Problem Statements:** Perceptions 1	**Oct**	**Jan**	**Apr**	**July**
0% No Progress — 100% Accomplished — → Continue/Modify — ✕ Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: There is lack of clarity of expectations around processes and programs.   **Root Cause**: The campus infrastructure for communication has not been in place to provide needed clarity.
Perceptions
Problem Statement 1: Perceptions do not aligned with the priority work in all areas, especially progress monitoring and relational capacity.   **Root Cause**: There is a lack of clarity or misalignment on priory work areas, communication, and feedback.

Addendums

Carver ES

Early Literacy Board Outcome Goal (DRAFT)

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 33% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022	2023	2024	2025 (Target)
33%	COVID	36% (47%)	39%	43%	47%	51%

Closing the Gaps Student Groups Yearly Targets

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
		Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)
	2019 (Baseline)	17%	24%	41%	-	63%	-	*	0%	15%	*	19%	30%	43%
	2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	22% (30%)	29.% (36%)	45% (68%)	-	64% (57%)	-	*	2% (22%)	20% (21%)	*	24% (25%)	35% (47%)	46% (-)
	2022	29%	35%	49%	-	65%	-	*	5%	27%	*	31%	40%	50%
	2023	37%	43%	53%	-	66%	-	*	12%	35%	*	39%	47%	54%
	2024	48%	52%	58%	-	67%	-	*	28%	47%	*	50%	54%	58%
	2025	63%	63%	63%	-	68%	-	*	63%	63%	63%	63%	63%	63%

Early Numeracy Board Outcome Goal (DRAFT)

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 34% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022	2023	2024	2025 (Target)
34%	COVID	37% (30%)	40%	43%	47%	51%

Closing the Gaps Student Groups Yearly Targets

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
	2019 (Baseline)	0%	19%	56%	-	63%	-	*	17%	10%	*	15%	33%	39%
	2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	2% (10%)	24% (33%)	57% (40%)	-	64% (14%)	-	*	22% (22%)	14% (29%)	*	20% (30%)	38% (30%)	43% (-)
	2022	5%	31%	59%	-	65%	-	*	29%	21%	*	27%	43%	47%
	2023	12%	39%	60%	-	66%	-	*	37%	30%	*	35%	49%	52%
	2024	28%	50%	62%	-	67%	-	*	48%	44%	*	47%	55%	57%
	2025	63%	63%	63%	-	68%	-	*	63%	63%	63%	63%	63%	63%

Carver Strategic Change Decision Chart   Copy of EVIDENCE + PRIORITY WORK

How to use this document [Click HERE](#)		
Priority Area	Student Learning, Growth and Progress	
Priority Objective Desired State (What do you need to become in order to accomplish the objective? What system needs to exist in order to accomplish the objective?)	Teachers, students, and parent know and understand current level of academic acheivement, current goals, and learner profile attribute achievement; and there is a clear dialogue to foster growth for the student.	

2023-2024 Q1: (Aug - Oct)

Evidence: What will you see and/or observe and how will you gather the evidence? [Evidence Thinking Guide](#)		**Findings / Current State** What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	**Priority Work:** In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	**How to gather?**		
Limited Instructional Capacity	**PLC antedotal notes and quantified check ins**	There is a common understanding of language, curriculum expectations, resources, and alignment.	Move from a state of understanding to a state focused on student learning artifacts to drive instructional decisions.
Skewed Parent perceptions	**Parent surveys**	There is theme in the campus survey data that parents are not getting enough campus communication and progress updates on their student.	Move to a tiered system of progress reporting based on student need. Report progress on academic present levels and learner profile present levels.
Skewed Student perceptions	**Student Surveys**	There is a theme in the campus survey data that students do not feel successful in their academics and they have trouble with conflict.	Move to a positive reinforcement and celebration system, create clarity of expectations, increase skill building opportunities with any disciplinary needs.

2023-2024 Q2: (Nov - Jan)

Evidence: What will you see and/or observe and how will you gather the evidence?		**Findings / Current State** What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	**Priority Work:** In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	**How to gather?**		

2023-2024 Q3: (Feb - April)

Evidence: What will you see and/or observe and how will you gather the evidence?		**Findings / Current State** What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	**Priority Work:** In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	**How to gather?**		

2023-2024 Q4: (May - July)

Evidence: What will you see and/or observe and how will you gather the evidence?		**Findings / Current State** What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	**Priority Work:** In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	**How to gather?**		

Carver ES

Early Literacy Board Outcome Goal

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 33% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022 (Actual)	2023 (Actual)	2024	2025 (Target)
33%	COVID	36% (47%)	39% (57%)	43% (44%)	47%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)	Target (Actual)
2019 (Baseline)	17%	24%	41%	-	63%	-	-	0%	15%	-	19%	30%	43%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	22% (30%)	29.% (36%)	45% (68%)	-	64% (57%)	-	-	2% (22%)	20% (21%)	-	24% (25%)	35% (47%)	46% (-)
2022	29.% (83%)	35% (43%)	49% (66%)	-	65% (67%)	-	-	5% (19%)	27% (27%)	-	31% (40%)	40% N/A	50% (57%)
2023	37% (43%)	43% (46%)	53% (37%)	-	66% (58%)	-	- (33%)	12% (16%)	35% (43%)	-	39% (42%)	47% N/A	54% (44%)
2024	48%	52%	58%	-	67%	-	-	28%	47%	-	50%	54%	58%
2025	63%	63%	63%	-	68%	-	-	63%	63%	63%	63%	63%	63%

Early Numeracy Board Outcome Goal

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 34% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022 (Actual)	2023 (Actual)	2024	2025 (Target)
34%	COVID	37% (30%)	40% (32%)	43% (41%)	47%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (Baseline)	0%	19%	56%	-	63%	-	-	17%	10%	-	15%	33%	39%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	2% (10%)	24% (33%)	57% (40%)	-	64% (14%)	-	-	22% (22%)	14% (29%)	-	20% (30%)	38% (30%)	43% (-)
2022	5% (50%)	31% (34%)	59% (32%)	-	65% (33%)	-	-	29% (10%)	21% (17%)	-	27% (47%)	43% N/A	47% (32%)
2023	12% (36%)	39% (37%)	60% (43%)	-	66% (67%)	-	- (33%)	37% (16%)	30% (38%)	-	35% (25%)	49% N/A	52% (41%)
2024	28%	50%	62%	-	67%	-	-	48%	44%	-	47%	55%	57%
2025	63%	63%	63%	-	68%	-	-	63%	63%	63%	63%	63%	63%