

# **Georgetown Independent School District**

## **Carver Elementary School**

### **2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

## Mission Statement

Inspiring and empowering every learner to lead, serve, grow.

## Vision

Home of the most inspired students, served by the most empowered leaders.

## Our Learner Profile

The GISD learner...

- Communicates, collaborates, and applies critical thinking
- Creates and innovates
- Obtains knowledge through inquiry and exploration
- Adapts and perseveres
- Develops self-knowledge and personal responsibility
- Builds and models respectful relationships

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Carver Elementary is a PPCD through fifth grade campus. The academic performance for third graders receiving an approaching status within each student group is provided in the table below.

Student Group	2017	2018
Asian	100%	100%
African American	100%	91%
Hispanic	69%	65%
2 or more races	75%	80%
White	84%	76%
LEP	52%	53%
SPED	50%	14%

We have increased scores for our LEP and students with two or more races and our Asian population has maintained at 100%.

When reviewing STAAR data for third grade students who received approaching grade level standing or above, we have increased our percentage from 69% in 2016 to 73% in 2017. Using the same parameters, fourth grade decreased percentage from 66% in 2016 to 58% in 2017. The same is true for 5<sup>th</sup> grade dropping from 82% to 80%. Overall, in reading, 71% of our students are approaching grade level or above on STAAR, and 44% of students meet grade level on STAAR reading and 20% show mastery.

A TEKS cluster analysis shows that over the last 3 years, third grade literary text scores have increased from 68 to 73, and informational text scores have increased from 60 to 62. Using the same analysis, we see that 4<sup>th</sup> grade students have dropped 2 points in literary text going from a 59 to a 57, but their information text scores have risen from 58 to 62. Finally, fifth grade has shown tremendous progress with literary text with a jump from 67 to 79 and an increase in informational text scores as well from 67 to 70.

On TELPAS, 36% of our kinder students received an intermediate composite score and another 36% received advanced. In first grade, 39% received Intermediate with 36% of the student group receiving advanced scores.

Our special education teachers support our SPED population. The teachers implement and follow goals and the IEP of individual students that are created based on their academic level.

Teachers meet students' needs through designing lessons with focus placed on the Learner Profile. Students complete individualized lessons on Moby Max in order to build upon their needs. Teacher make decisions about students' needs from data collected through NWEA MAP, DRA scores, Raz-Kids, and classroom assessments. If teachers are concerned about student performance, an RTI meeting is scheduled and a PLC committee decides how to best serve and help the student find success.

### **Demographics Strengths**

We are definitely working toward better knowledge of informational texts as shown by the TEKS cluster analysis, and a achieving gains in those areas. In addition, our third graders are showing success on STAAR. Overall, we have a 71% passing rate on Reading STAAR at the Approaching Grade level standard.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** One area of academic need is to provide explicit phonics instruction to support fluent reading with extra attention on appropriate comprehension skill development at all grade levels.

**Problem Statement 2:** Students need a common language that is aligned to curriculum and state standards.

**Problem Statement 3:** Our SPED population is overcrowded due to lack of staff members.

## School Culture and Climate

### School Culture and Climate Summary

At Carver, students feel connected to the culture of the school by the following interventions and systems in place: Capturing Kids Hearts, COLTS posters, school song, school cheer, and school-wide student activities. As a PPCD - Fifth Grade campus, we have Student Council, Maker Spaces, Trailblazers, SeaPerch, Honor Choir, School-wide Musical, Art Club, and UIL events. We also offer a variety of events to meet the needs of our diverse population: Multicultural Day, Texas Day, Math/Science Night, Red Ribbon Week and campus-wide guidance (Kelso's Choice). In addition, Carver maintains safety by having a Campus Crisis Intervention Plan which includes Lockout, Lockdown, Evacuate, Shelter in Place, Fire, and a Stay Safe call line. We target positive behaviors, modeling, and building respectful relationships through the use of PBIS, Capturing Kids Hearts, Early Act First Knight, Girls Start, PALS, Boy Scouts, Girl Scouts, Carver Fun Run, Chase the Chief, TX Sprouts Garden Program, and support Alex's Lemonade Stand. Carver promotes positive choices through spirit sticks and bucket fillers.

### School Culture and Climate Strengths

All of our student activities are designed with the intention to contribute to the positive climate of our school. Additionally, our extracurricular activities are designed to address all aspects of the GISD Learner Profile by fostering the development of future ready skills: communication, collaboration, application of critical thinking, creative and innovative thinking, obtaining knowledge through inquiry and exploration, adaptation, perseverance, development of self-knowledge and personal responsibility, building and modeling respectful relationships. Our greatest strength is our well trained staff, inclusive programs and community building activities.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Carver needs to continue parent involvement in the learning process of all students.

**Problem Statement 2:** Carver needs to increase community mentors to work and support Carver students with their academic success.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

All staff at Carver Elementary are considered "Highly Qualified" and meet the state guidelines and requirements. Administrators perform walk-throughs and evaluations through the TTESS. TTESS is utilized to ensure that all teachers receive accurate and appropriate feedback showing strengths and providing recommendations for growth. Carver teachers have been selected to be on the district's curriculum writing team. Our teachers and classroom support members are active on the lesson designing process. Ideally, all new teachers to the district are assigned a mentor who provide support and encouragement.

### **Staff Quality, Recruitment, and Retention Strengths**

Carver has many strengths regarding staff quality, recruitment and retention. At Carver, the staff works together as not only a grade level team but as a school wide team. Communication is highly regarded and valued between teachers, administrators, parents, students and community members. Carver staff collaborates to ensure this warm environment. New teachers and staff members are welcomed and with the support of their mentor teacher, attitudes are always positive. These additions have provided fresh ideas and new perspectives to Carver. Most teachers are ESL certified and many have completed the GISD thirty hours of Gifted and Talented training. We are focused on getting 100% of our staff trained with Capturing Kids Hearts (CKH). Carver staff members share a common goal - Student Success. Data from MAPS Testing is used to determine placement to best benefit the students. Carver has a Campus Design Team that collaborates to provide professional learning for the staff with a focus on student learning to meet the criteria of our district's Learner Profile. Carver is known for having individual relationships that lead to student success as their number one goal. Because of this known fact, Carver is a highly respected and desired school in the district.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** In order to engage all students in learning, we need to provide support and proper training in the area of differentiated instructions.

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

Carver instruction is aligned with district curriculum and the state standards. Students are taught using team collaboration and creative lesson designs that integrate technology. ELL students are taught in ESL or bilingual classroom settings where linguistic objectives and accommodations are implemented. We have multi-sensory grammar for common language and vertical alignment. Various tools are utilized to measure student growth at Carver and assess student progress: MAP, DRA, MobyMax, nine weeks grades, classroom observation, STARR, summative assessments, anecdotal records, and work samples. RTI is implemented during COLT Time with enrichment classes available for the Tier I students. Tier II students are served by classroom teachers. Tier III students are served by interventionists, the dyslexia specialist, and/or special education teachers. Gifted and talented students are served in the GT classroom and by GT trained teachers in the regular classroom.

### Curriculum, Instruction, and Assessment Strengths

By minimizing and identifying the focus TEKS for each grade level, the curriculum promotes student achievement in many ways. Clearly defined cognitive demands for each unit show teachers precisely what students need to understand. The documents also provide essential questions to direct instruction. TEKS showing expectations for the grade levels prior and following are listed on the documents, showing the specific design for vertical alignment in the progression of learning. A depth and complexity mini-lesson is included for ELL students, struggling learners, and high achieving or advanced learners to help them meet challenging state academic standards. At the end of each unit, a common based assessment is given to gauge student mastery of the cognitive demand. During PLC's teachers discuss their students' progress and then support one another by giving constructive feedback regarding how they taught each skill, and if they were successful.

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Staff members need training and accessibility to the new curriculum. **Root Cause:** GISD is still in the process of creating a curriculum.

**Problem Statement 2:** The district needs a common grammar curriculum so that students can more easily transfer their knowledge. **Root Cause:** Teachers are not given a common curriculum.

## Parent and Community Engagement

### Parent and Community Engagement Summary

Every effort is made to ensure that parents are happy and feel welcome at Carver. Parents and community members are involved with the PTA, Buddy Day, movie nights, Reading/Language Arts Night, Multicultural Event, Carver Health Fair, Texas Day, Spring Break Fun Run, and Math/Science Night. Parents, mentor, students from nearby universities, PALS volunteer to read with students, help in the classrooms, and in the library. Sun City volunteers from Mad Hatters and Mother Goose come for special presentations throughout the school year. Our school uses many different ways to send out information to families such as School Messenger, text messages, notes home, teacher conferences, monthly newsletters, and phone communication. School correspondence is provided in English and Spanish. First Baptist Church, Wellspring United Methodist Church, Antioch Church, and St. John's UMC have adopted Carver to help with projects and needs. Local restaurants, such as, Canes, Pizza Rev, Hat Creek, Chick-fil-a, and Sonic contribute donations based on age of sales on designated Spirit Days and other school events. Local businesses and churches donate school supplies. Business representatives, parents, and community members are part of our Site-Based Decision Making Committee.

### Parent and Community Engagement Strengths

Effectiveness is evident through emails from parents thanking teachers, other parent feedback, and verbal reports.

### Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** The language barrier between school and families speaking languages other than Spanish. **Root Cause:** We need more ability to translate school information into other languages.



## School Context and Organization

### School Context and Organization Summary

Carver elementary School serves over 800 students in grades PPCD through fifth grade. The campus is home to several programs such as dual language, bilingual classrooms, PPCD, Gifted and Talented, Advanced Math courses, and two district area centralized special education programs. The 2018-2019 school year is the fourth year in the new building. Carver is a campus where parents, students and community members feel welcomed and safe. Creating a family type atmosphere, teachers, staff members, and administrators are able to work together proficiently ensuring that student needs are met. Carver holds high expectations and standards throughout the classroom and common areas to ensure alignment with the district's vision and mission statements.

### School Context and Organization Strengths

Carver Elementary exhibits many strengths. Teachers participate in multiple Professional Learning Community (PLC) meetings every month where student data and individual needs are discussed and addressed. As a whole, Carver utilizes several sources such as NWEA MAP, DRAs, Moby Max, common formative assessments, Imagine Math, STAAR results, classroom grades and observations to make specific determinations and decisions regarding student progress and placements. Flexible grouping and differentiated instruction during RTI times provide students with instruction geared to their specific needs to be successful in the classroom. The 'Carver Culture' allows teachers to feel comfortable when needing to address a concern, and open communication is expected and valued.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Due to continuous growth of our campus, it is difficult to maximize classroom instructional time for all students while still implementing designated intervention and differentiated instructional time for Tier 2 and Tier 3 students. **Root Cause:** master schedule

**Problem Statement 2:** Even though Carver prioritizes implementation of several positive social skill and character building programs as well as a conflict resolution model, there is a need for a cohesive campus wide discipline plan. **Root Cause:** No staff available to facilitate consequences outside the class combined with the desire for students to not lose more instructional time.

# Technology

## Technology Summary

Carver has the following technology available for staff and students: external DVD drives, projectors, Ipads, Mimo Interactive Whiteboards, upgrades wifi, pc lab, a computer on wheels with Chromebooks and one with laptops, Chrombooks, digital cameras, document cameras and classroom computers. All technology tools are used by students and staff during lessons when appropriate. Teachers and students employ the computers and tablets for educational programs and Inquiry Projects in all academic areas. Additionally, our math and science curriculum utilizes technology by offering parents and students accessibility to daily lessons through the apps and online programs. Our students use technology to create projects in all subject areas.

## Technology Strengths

The use of technology has increased within all subject areas. Parents and students are able to access classroom lessons through the use of technology. Each class has access to these technological resources. Progress monitoring is utilized via technology. Carver staff will use technology to communicate with parents. All grade levels are differentiating learning with the assistance of technology resources.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** New technology is needed. Always new and additional to Carver Campus. **Root Cause:** Constantly changing. We need to be updated and trained.

# Comprehensive Needs Assessment Data Documentation

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

# Goals







## Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

**Performance Objective 1:** Ensure that 100% of PK-5th grade students receive instruction to enable them to reflect, revise, and improve individualized reading goals.

**Evaluation Data Source(s) 1:** DRA beginning and end of year scores, MAPS Universal Screener, Report Cards, state assessment results

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 1) Teachers will design instruction for students in guided reading groups and Balanced Literacy stations.	2.4, 2.5, 2.6	Classroom Teachers Interventionists Special Education Teachers	Progress on the following MAP Universal Screener DRA scores Report Cards STAAR Test				
2) Teachers will receive training in Balanced Literacy stations.	2.4, 2.5, 2.6	Administration Teachers	Grades Assessments Learner Profile				
3) Provide each student the opportunity to track their individual progress and set goals.	2.4, 2.5, 2.6	Teachers Admin	Improved grades CBAs State Assessments Student accountability for learning				


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

**Goal 1:** Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

**Performance Objective 2:** Learning will be designed using the GISD curriculum resulting in 100% growth of student learning as measured by NWEA MAP, CBAs, state assessments, CLI, DRA, and other measures.

**Evaluation Data Source(s) 2:** NWEA MAP, CBAs, state assessments, CLI, DRA

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 1) Teachers will use clear instructional expectations to implement The Balanced Literacy workshop model for writing.	2.4, 2.5, 2.6	Classroom Teachers Special Education Teachers	Improved writing skills on Report Cards Writing Portfolio STAAR scores				
2) Use results from formative assessments, state assessments, NWEA MAP, and CBAs to improve math instruction in guided math math groups.	2.4, 2.5, 2.6	Teachers Admin Coordinators	Grades Assessments MAP scores				
3) Increase the exposure of Carver students to Computer Science using code.org, Dash and Dot, EV3, and WEDO programs.	2.5	Sue Long Classroom teachers	Learner Profile Grades				
4) Increase knowledge and value of the multicultural and multi-ethnic dimensions of our society.	2.5	Action Team Volunteers Staff	Learner Profile Grades				
							

**Goal 1:** Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

**Performance Objective 3:** Increase attendance rate to an average of 97% for each six weeks reporting period to improve student learning.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Provide incentives to students who have perfect attendance and no tardies by recognizing these students at Awards Presentations.		PTA	Grades Higher attendance rate				

**Goal 2: Communication: Engage the community to become champions and advocate for student success and the future of the district.**

**Performance Objective 1:** Attendance to parent involvement and student activities from an average of 40% to 60%.

**Evaluation Data Source(s) 1:** Sign in sheets

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Host a family fitness night the week of April 23-29 with community partners (CG, Sprouts, PTA, other community businesses) focused on the importance of fitness, nutrition, and overall healthy lifestyle choices.</p>	3.2	Specials Teachers	Students and families will make healthy lifestyle choices which will result in healthier height/weight ratios.				
<p>2) ) Increase communication to parents and community members about school events through multiple avenues(Facebook, Instagram, Twitter,Parent Updates,Teacher Calendars, Marquee</p>	3.1, 3.2	Principal Librarian PTA Web Site Coordinator	Increased parent involvement Improved communication				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.**

**Performance Objective 1:** Promote leadership roles within our student body.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p><b>Critical Success Factors</b> CSF 3</p> <p>1) Recruit and train 4th and 5th grade students to lead and assist with school and student needs</p>	2.6	Student Council Sponsor	Students demonstrate leadership and school pride.				
Funding Sources: 211 Title I, Part A - 0.00							
2) Students will use Balanced Literacy Model for peer mentoring strategies.	2.4, 2.5, 2.6	Teachers Students	State assessments Report Cards DRAs MAP Progress				
3) Students will use Balanced Literacy Workshop Model for peer mentoring strategies.	2.4, 2.5, 2.6	Classroom Teachers Special Education Teachers Intervention Teachers	State assessments Report Cards DRAs MAP Progress				
4) There will be increased opportunities for students to participate in campus wide book sharing activities and/or programs.	2.4, 2.5, 2.6	Classroom Teachers Librarian Special Education Teachers Interventionists	Progress on DRAs State assessments MAP Universal Screener Report Cards				









**Goal 3:** Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

**Performance Objective 2:** There will be increased opportunities for students to participate in campus wide book sharing activities and/or programs.

**Evaluation Data Source(s) 2:** Calendars, schedules, book club membership documents

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) Book sharing opportunities will include HEB Read In, Read Across America, Global Read Aloud, Red Poppy Readers, San Gabriel River Readers, EVHS Football Players , and the Summer Reading Program.</p>	2.5, 2.6	Librarian Teachers	Grades Assessments Learner Profile				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							







**Goal 3:** Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

**Performance Objective 3:** Increase opportunities for Carver staff to lead and participate in activities to lead initiatives that promote professional growth and emotional and physical wellness.

**Evaluation Data Source(s) 3:** Schedules

Action Team notes

**Summative Evaluation 3:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>1) Implement Wellness Warriors program. Teams will earn incentives for participating in activities that encourage growth in the areas of physical, intellectual, spiritual, and service.</p>	2.5	Teams Counselor	Improved attendance Healthier staff				
<p>2) Provide opportunities for teachers to become leaders on Campus Design Teams, PLCs, Professional Learning Days, and book studies.</p>	2.5	Teachers Administration	Grades Assessments Teacher Leaders				
<p>3) Provide opportunities for teachers to grow professionally (TLAC, Process Champions, Balanced Literacy Training, and Project READ).</p>	2.5, 2.6	Teachers Administration District representatives	School Culture Teacher Leaders				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

**Goal 3:** Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

**Performance Objective 4:** Provide leadership opportunities within various school community groups

**Evaluation Data Source(s) 4:** Meeting Minutes  
Calendar

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<b>Critical Success Factors</b> CSF 5 CSF 6 1) 1. Involve students in leadership roles in school clubs (Student Council, Kindness Club, Sprouts Garden Club)	2.6	Student Council Sponsor Counselor PTA President Garden Leadership Team	Students and parents will increase their collaboration with students, staff, and Carver community.				
2) Involve parents and community members in leadership roles on campus (PTA, Dads on Duty)	2.6	PTA Lead Dad	Parent Involvement				
3) Collaborate with the Campus Design Team to determine campus needs followed by professional learning to design engaging lessons to meet those needs.	2.4, 2.5, 2.6	Campus Design Team Teachers	Grades Assessments				
4) Provide training in Lesson Design to new teachers.	2.5	Campus Design Team	Improved instruction				
							

**Goal 3:** Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

**Performance Objective 5:** Provide students the opportunity to collaborate and obtain leadership skills through critical thinking in their every day learning experience.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

**Goal 3:** Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

**Performance Objective 6:** Increase problem solving abilities through collaborative math activities.

**Evaluation Data Source(s) 6:** MAP

CBA's

Formative Assessment

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<b>Critical Success Factors</b> CSF 1 1) 1. Implement collaborative formats in the math classrooms(rich math tasks, hands-on engaging activities, number sense activities)	2.4, 2.5, 2.6	Principal Classroom teachers STEM Action Team	Students' abilities to problem-solve collaboratively will increase.				

**Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking and meaningful exploration.**

**Performance Objective 1:** Design and expose students to learning experiences that challenge students to use deeper levels of knowledge and personalized learning experiences.

**Evaluation Data Source(s) 1:** Lesson plans. student data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
1) Students will use technology to complete project based learning assignments.	2.5, 2.6	Teachers	Learner Profile Grades Assessments				
2) Students will be instructed on how to use Code.org.	2.5	Sue Long Classroom Teachers	Improved grades and problem solving skills				

**Goal 4:** Establish an innovative culture that encourages risk-taking, diverse thinking and meaningful exploration.

**Performance Objective 2:** Introduce and expose students to coding.

**Evaluation Data Source(s) 2:** Lesson Plans, Schedules

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Mar	May	Aug
<b>Critical Success Factors</b> CSF 1 CSF 4  1) Students will be instructed on how to use Hour of Code Event.	2.5	Sue Long Classroom Teachers	Improved grades and problem solving skills				
<b>Critical Success Factors</b> CSF 1 CSF 5  2) Schedule a Science Night (STEAM) to showcase learning.	2.4, 2.6	Math and Science Action Teams Carver Staff	Share learning experiences with the Carver community.				

## District Funding Summary

<b>211 Title I, Part A</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
3	1	1			\$0.00	
					<b>Sub-Total</b>	\$0.00
					<b>Grand Total</b>	\$0.00