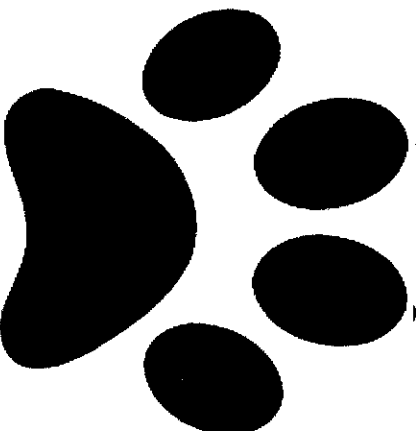


Bryan Independent School District

Kemp/Carver Elementary

2023-2024 Campus Improvement Plan



Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

Core Beliefs:

Children first – always;

An educated person has unlimited potential for success;

Every employee of the district must have the support and tools to succeed;

Diversity is an asset;

Every child deserves respect and a quality education;

No excuse is acceptable—the district must succeed;

Public education is the foundation of our community;

All students must be post high school ready, preparing them for the workforce and/or higher education;

Schools should be a safe place to learn;

In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The KC CNA committee met 3 times this year to review data, determine our strengths/weaknesses, identify our needs for next year and determine a plan of action for how we will get there. Dates for meetings were: June 5, June 12 and June 22. The KC CNA committee consisted of teachers representing all levels, parents, community partners, paraprofessionals, SPED staff, support staff and administrators. All data reviewed for the CNA guided the development of our Campus Improvement Plan for the 2023-2024 school year.

All of the preliminary data that we have received for STAAR has not been positive. Although this was a new test with new types of questions we have never seen before, our kids were not adequately prepared and we did not make the growth we have seen in the past. According to accountability predictions, we will go from a B to a D this year, which is heartbreaking. Even with the lowering passing standards, we only had 75% or our 3rd graders Approach in Math, 65% Approach for 4th Math, 60% Approach for 3rd reading and 63% Approach for 4th Reading. Our % of Meets for 4th Math and 4th Reading were less than 35%, which is not where it should be. Our Masters %'s were low across the board with 11% for 3rd Math, 16% for 4th Math, 12% for 3rd Reading and only 6% for 3rd Reading. We have a lot of growth to make this school year. Although this is our 2nd year for MAP, we still feel don't feel like we have a good understanding of the assessment, how to interpret the data, and how to use that data to help guide our instruction. We hope year 3 will bring us clarity and better understanding in that area. We saw the smallest amount of growth in our K-2 students on MAP from BOY to EOY. We will continue to put a focus on strengthening our foundation in reading K-2 by implementing Reading Horizons this year to ensure our students are receiving strong, daily instruction in the area of phonics. Data shows that our students who received interventions this year made good growth. We will continue to focus on having good tutors to help close the gaps our students have.

Attendance continues to be a struggle, specifically in PreK, ECSE and our SAILs classrooms. We are committed to working together with parents to ensure students come to school each and every day.

Student discipline continues to be an area of concern, especially with our African American males. We know that we have to build trust and relationships before we can get to the academics. We will continue with the implementation of Foundations again this year, with a focus on Essential 8 and developing social skills in our Cubs.

We are excited about getting back to having regular Parent Involvement events at KC. We need to focus on teaching our parents how to better support their children at home and keeping them actively engaged in the learning of their children. We will work with our Parent Engagement committee to determine how we can get our parents in our building more frequently and how we can better meet their needs.

Historical data shows that our students are more than capable of learning if high expectations are set. Although our data was far from what we know our students are capable of, we are confident that we will close those learning gaps and increase student achievement. We will provide our teachers with PD needed to help all students succeed. (Title 1, Element 1)

Demographics

Demographics Summary

	2019-2020	2020-2021	2021-2022	2022-2023
Total	585	536	508	525
Hispanic	62%	64%	66%	64%
AA	28%	27%	23%	25%
Two or more races	2%	1.31%	2.25%	2.5%
White	8%	7%	8.25%	7.66%
American Indian	0%	.56%	.5%	.53%
At-Risk	71%	81%	83%	75%
EL	94.12%	92.72%	94%	92%
EB	36.2%	40%	43%	41%
SPED	21%	20.15%	23%	24%
GT	4.3%	3.36%	7.24%	5.36%
Homeless	5.1%	3%	1%	3.17%

Kemp-Carver is a Title I campus with 525 students. Our campus is extremely diverse, with 64% of our population being hispanic, 25% African American, 8% white, and 3% other. 92% of our students are Economically Disadvantaged. We have a large EL population with 41% of our students being native Spanish speakers. Our large population of special education students and programs is what makes KC unique and makes Kemp/Carver Elementary

us stand out from others. We currently have 6 self contained programs with 24% of our population being identified as having a special need. We will be adding on the BEST program this year, as well as adding on another 4 year old ECSE classroom.

Attendance continues to be a struggle on our campus. There are many different reasons for this. Because we are a campus with a high special needs population, many of our students have medical conditions that cause them to miss school frequently. ECSE, PreK, kinder and 1st grade had the lowest overall attendance rates across the campus. Many of our parents don't understand the impact attendance has on a child's education. Although we have put systems in place to ensure parents understand the law, policies and procedures for attendance, we continue to have parents who don't see the importance of coming to school each day. Mrs. Lopez, one of our Assistant Principals, has done a great job of holding parents accountable by doing home visits and putting attendance contracts in place. Communication and consistency are key when it comes to holding parents accountable for bringing their child to school each day. This will be a huge focus for us in the 23-24 school year.

Discipline with our African American males continues to be a struggle on our campus. Although the African American population on our campus is only 25% percent, they make up 88% of our overall campus discipline referrals. This will continue to be a huge focus for the 23-24 school year.

Demographics Strengths

1. Our students at KC are very accepting of differences among the student populations.
2. KC staff knows our population.
3. Kemp-Carver teachers love all students are willing to do whatever it takes to help them be successful.
4. We have many special programs: Bilingual, special education and GT

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 25% of our population is African American, however this population of students accounts for 45 out of 51 (88%) of the campus referrals processed during the 2022-2023 school year. **Root Cause:** KC teachers lack the knowledge and skills to meet the needs of our African American population.

Problem Statement 2: Our campus attendance rate for the 2022-2023 school year was 94.03%. **Root Cause:** Continually monitoring and implementing attendance procedures is difficult when harsher consequences can't be given.

Student Learning

Student Learning Summary

This has been a difficult year for us academically. With the implementation of the new RLA STAAR Redesign, we struggled with adequately preparing our students for the new format of the test. Questions types and the rubrics were introduced late in the game, so we didn't have a good understanding of how to best prepare them. We have a history of our 4th graders showing a ton of progress from 3rd to 4th, and that just wasn't the case this year. Our students struggled tremendously with the ECR, which was 10 points of the test.

Our staff does a great job of teaching in small groups. This helps them better meet the needs of individual students and provides them the opportunity to identify student strengths and weaknesses. Our instructional coaches meet frequently with teachers to analyze data and plan engaging, aligned lessons. Manipulatives are used to provide students a way of taking their learning from the concrete level to the abstract level. Teachers are doing a better job of doing goal setting with their students and using this as a way of helping students learn how to track their own data.

According to project accountability information, we are predicting that our Accountability score will drop from a B to an D. Although this was a new test with new types of questions we have never seen before, our kids were not adequately prepared and we did not make the growth we have seen in the past. Even with the lowing passing standards, we only had 75% or our 3rd graders Approach in Math, 65% Approach for 4th Math, 60% Approach for 3rd reading and 63% Approach for 4th Reading. Our % of Meets for 4th Math and 4th Reading were less than 35%, which is not where it should be. Our Masters %s were low across the board with 11% for 3rd Math, 16% for 4th Math, 12% for 3rd Reading and only 6% for 3rd Reading. We have a lot of growth to make this school year. Although this is our 2nd year for MAP, we still feel don't feel like we have a good understanding of the assessment, how to interpret the data, and how to use that data to help guide our instruction. We hope year 3 will bring us clarity and better understanding in that area. We saw the smallest amount of growth in our K-2 students on MAP from BOY to EOY. We will continue to put a focus on strengthening our foundation in reading K-2 by implementing Reading Horizons this year to ensure our students are receiving strong, daily instruction in the area of phonics.

Reading continues to be a major focus for Kemp-Carver. Although we are continuing with daily Guided Reading and we have implemented daily Heggetty lessons for phonics K-2, the data continues to show that our students are not reading on level at the end of the year and we have issues with our foundational skills in reading. On average, only 39% of K-2 students met their projected growth for MAP in reading. Kindergarten and 1st grade students showed the lowest growth with only 36.5% of students meeting their projected growth. We are sending kids to the next grade level when they are not prepared, which makes their gaps even bigger by the time they get to 3rd grade and are expected to take/pass an on-level STAAR test. We are excited about our 2nd year of implementation of Reading Horizons K-3rd grade this year and the impact it will have on phonics instruction with our students.

We implemented SummitK12 this year to help prepare our students for the online TELPAS test. Because we didn't really get started using it until January, we feel like it didn't make as much of an impact as it could have. We will continue with year 2 of implementation this year and will hopefully see growth in our TELPAS scores next year.

Because of the population of students we serve at Kemp-Carver, our students are lacking with real life experiences even before they start school. We are excited about using ESSER funds this year to be able to provide life experiences on field trips. The more students get to experience, the better they are able to make connections to new learning.

Student Learning Strengths

1. Everyone is willing to work together to do what is best for kids.
2. All students count!
3. Students made good growth in the area of science .
4. Staff is willing to stay and provide after school tutorials in a smaller setting.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students in Kinder-4th grade are struggling with writing and the writing process. **Root Cause:** Students are not receiving a strong foundation in reading so gaps are continuing to grow which causes less time for writing instruction.

Problem Statement 2: Based on preliminary STAAR data, our accountability score would be an F. **Root Cause:** Teachers lack the understanding and knowledge needed to differentiate their instruction effectively.

School Processes & Programs

School Processes & Programs Summary

At Kemp-Carver, all of our teachers implement and teach the Bryan ISD Curriculum. We consistently analyze data to plan and guide our needs-based instruction. Although grade levels plan collaboratively, we need to do some restructuring to ensure this time is maximized and being used effectively to best meet the needs of our students. Small group instruction is happening daily, but we need to put more of a focus on ensuring the instruction is targeted, rigorous and aligned to SE's.

Title 1, SCE and ESSER funds are used to purchase resources technology, resources and programs that will help increase student achievement. More technology will be purchased this year to ensure we are keeping our technology/student ratio low. Many of the programs we use require students to be engaged on the computer, so we strive to keep our technology inventory up to date. Students use technology on a daily basis during workstations and intervention time, as well as for STAAR and TELPAS testing. Students use technology on a daily basis during workstations and intervention time to complement and reinforce instruction.

Our school day at Kemp-Carver begins at 7:35 AM and ends at 3:10 PM. The master schedule has been designed to provide common planning teams for all teams.

Currently we have 7 part time tutors, one full time tutor and an Instructional Specialist who are funded through Title 1, SCE and ESSER funds to provide interventions to fill learning gaps in our students K-4.

School Processes & Programs Strengths

1. We have wonderful interventionists/tutors who are helping to bridge the learning gaps in our students.
2. Master schedule created to maximize instructional time.
3. Small group instruction happens daily in all classrooms.
4. We have a plethora of resources, technology and online learning programs.
5. Implementation of Reading Screeners in K/1 allows us to catch problems earlier.

6. Implementation of Robotics and Chess this year

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Campus wide there is inconsistency in the purposeful, targeted, and specific planning of quality Tier 1 instruction. **Root Cause:** Planning has not been made a priority on campus and expectations haven't been explicitly communicated.

Problem Statement 2: 2nd-4th grade students struggled with keyboarding skills necessary for TELPAS and STAAR. **Root Cause:** Not all students have access to a computer and therefore haven't been explicitly taught proper keyboarding skills.

Perceptions

Perceptions Summary

Our school and our community has been through several transformations in the past 60 years. Kemp was the Black High School during segregation, so there are very close ties with the community and a lot of history within our building. Through district realignment, Kemp has been a 6th grade campus, a PreK-5th grade campus and now a PreK-4th grade campus.

Kemp has not always had a positive reputation within the community due to low achieving scores, but we have worked extremely hard over the past 20 years to change this perception. We have worked hard to establish strong, positive partnerships with families and our community. Although family engagement is not where we would like it to be, we work hard to get families involved in events and activities. We will focus on Family Engagement as a campus this year and will work collaboratively with each other to determine how to get more of our parents involved on a daily basis.

We have established a wonderful partnership with Declaration Church and Christ's Way Church. They are wonderful mentors to our students and spend countless hours blessing our staff with snacks and goodies. Declaration implemented Kemp PALS (mentoring program) several years ago and will continue with it during the 23-24 school year. This has been a wonderful opportunity for community members to engage on a personal level with our students.

This year we transitioned from PBIS to Foundations, which included daily social skills instruction with Essential Eight included. We will continue to focus on and improve our systems that are in place and explicitly teach routines and procedures to ensure students know what is expected of them. We will continue using Class Dojo as a way of communicating with our families on a daily basis and for rewarding our students for positive behavior. Class Dojo translates all messages so that we are able to communicate effectively with all of our parents. Students earn points through Dojo for positive behavior and then are able to use those points to get prizes from the Dojo Store.

Perceptions Strengths

1. We have established wonderful partnerships with Declaration Church and Christ's Way Church.
2. KC is a place where kids feel loved and accepted.
3. We are continuing to focus on putting procedures in place that will allow for student success throughout the school day.
4. Good community support and communication with organizations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only a small percentage of parents are engaged, visible, and feel like they are partners in their child's education. **Root Cause:** KC staff is being reactive rather than proactive.

Priority Problem Statements

Goals

Revised/Approved: June 22, 2023

Goal 1: Kemp-Carver will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students reach their maximum potential

Performance Objective 1: By the end of the 2023-2024 school year, at least 55% of KC students in grades K-4 will show at least one year's growth on MAP in the area of reading and math.

Evaluation Data Sources: MAP data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Ensure that all GT/HA students are placed in GT/HA clustered classrooms and provided some instruction with their peer group through differentiated instruction that will enrich and accelerate the curriculum. Strategy's Expected Result/Impact: Lesson plans Progress monitoring Staff Responsible for Monitoring: Principal/AP's Teachers IC's Funding Sources: - Local Funds - Campus				
Strategy 2 Details				
Strategy 2: Instructional Coaches will meet with each grade level weekly to guide and assist teachers with the development of lesson plans and to provide on-going professional development based on student/teacher/campus/district needs. Strategy's Expected Result/Impact: Increased teacher content knowledge Increased student achievement Staff Responsible for Monitoring: Principal/AP's IC's Funding Sources: IC PTE - State Comp - \$5,050, IC - Title I, A - \$145,250	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Provide the least restrictive educational setting appropriate, especially for reading and math, to meet the students' IEP with an intentional effort to increase the amount of time in the general ed classroom by the use of an In-Class support approach, co-teaching and team teaching. Strategy's Expected Result/Impact: Increased student achievement of sped students Staff Responsible for Monitoring: Principal/AP's Sped Teachers IC's Funding Sources: - Local Funds - Campus		Formative			Summative
		Nov	Feb	Apr	June
Strategy 4: Develop and monitor daily schedules designed to increase the amount and quality of learning time and ensure we are providing a well rounded education. Strategy's Expected Result/Impact: Review of daily schedules Master schedule Staff Responsible for Monitoring: Principal/AP's Teachers IC's Funding Sources: - Local Funds - Campus		Reviews			
		Formative			Summative
		Nov	Feb	Apr	June
Strategy 5: Provide sufficient opportunities for discovery and inquiry based learning, critical thinking, problem solving and student directed service-learning projects to increase relevancy and ensure a path to graduation and post secondary success via: authentic learning experiences, academic games, field trips, "real reading" materials/experiences, hands on learning Strategy's Expected Result/Impact: Teacher observation data Staff Responsible for Monitoring: Principal/AP's Teachers IC's Funding Sources: - ESSER - \$12,000		Reviews			
		Formative			Summative
		Nov	Feb	Apr	June

Strategy 6 Details		Reviews			
Strategy 6: Campus staff will utilize multiple funding sources to include Title I funds, SCE funds, local budget, ESSER funds, special education and grants to purchase instructional resources, manipulatives, books, technology equipment, consultants and supplemental positions. Strategy's Expected Result/Impact: Increased academic performance for all students Staff Responsible for Monitoring: Principal/AP's Teachers IC's Funding Sources: Library Books - Title I, A - \$5,000, Student Computers - Title I, A - \$16,308, Student Computers - State Comp - \$20,000		Formative			Summative
		Nov	Feb	Apr	June
Strategy 7 Details		Reviews			
Strategy 7: Quality Tier I instruction will be provided to all students in all classrooms to ensure all students are provided the opportunity to meet state standards. Strategy's Expected Result/Impact: Increased student achievement for all students Staff Responsible for Monitoring: Principal, Teachers, IC's		Formative			Summative
		Nov	Feb	Apr	June
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div>					

Goal 1: Kemp-Carver will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students reach their maximum potential


Performance Objective 2: By May 2024, 100% of teachers will effectively monitor and determine appropriate interventions and enrichment to ensure we are closing the achievement gaps for all students, student growth and school progress.

Evaluation Data Sources: STAAR Data
MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will provide differentiated instruction to meet the needs of low-achieving students and enrich the curriculum for high-achieving students. Strategy's Expected Result/Impact: Increased student achievement Teacher observation data Lesson plans Staff Responsible for Monitoring: Principal/AP's Teachers IC's Funding Sources: - Local Funds - Campus				
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will use mastery checks, concept quizzes, guided reading notes, MAP data and other formative assessments to identify specific academic needs immediately and reteach in a timely manner. Strategy's Expected Result/Impact: Increased student achievement Teacher observation data Student progress monitoring Lesson plans Staff Responsible for Monitoring: Principal/AP's Teachers IC's Funding Sources: - Local Funds - Campus				

Strategy 3 Details		Reviews			
Strategy 3: Teachers will conduct goal-setting conferences with each student to discuss goals and strategies to improve student achievement. Strategy's Expected Result/Impact: Student achievement data Goal setting binder Teacher observation data Staff Responsible for Monitoring: Principal/AP's Teachers IC's Funding Sources: - Local Funds - Campus		Formative			Summative
		Nov	Feb	Apr	June
Strategy 4: Implement RtI effectively. Tier 3 interventions- clear communication between teacher and instructional specialist to better target lessons to student needs. The campus will utilize Reads and Counts, student teachers, 6 tutors and a part time instructional specialist to help with Tier 2 and 3 interventions. Funds will be used from federal, state and local and we will focus on coordinating efforts to maximize the impact of the resources. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal/AP's Teachers IC's Part time instructional specialist		Reviews			Summative
		Nov	Feb	Apr	June
Strategy 5: Teachers will provide timely and effective assistance (before and after school, Thrilling Thursdays) to all student groups (AA, Hispanic, SPED, ELL, ED, 504, Homeless, Migrant) who experience difficulty mastering the state standards using appropriate interventions increasing the academic performance of all students, particularly those at-risk students. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal/AP's Teachers IC's Instructional Specialist Title I: 2.6		Reviews			Summative
		Nov	Feb	Apr	June

Strategy 6 Details		Reviews			
Strategy 6: Thrilling Thursdays will be implemented for 3rd and 4th graders who are at risk of not meeting state standards on STAAR starting in January to provide intense instruction for students based on individual needs. Strategy's Expected Result/Impact: Increased student achievement Progress monitoring Staff Responsible for Monitoring: Principal/AP's Teachers IC's Funding Sources: Tutors - ESSER - \$10,000, Tutors, prof and para - Title I, A - \$10,000		Formative			Summative
		Nov	Feb	Apr	June
Strategy 7 Details		Reviews			
Strategy 7: Utilize research-based materials in tutoring, small group instruction and stations for extended practice to target specific objectives for improvement. Strategy's Expected Result/Impact: Increased student achievement Progress monitoring Staff Responsible for Monitoring: Principal/AP's Teachers IC's Tutors Instructional specialist Funding Sources: Instructional Resources - ESSER - \$14,637		Formative			Summative
		Nov	Feb	Apr	June
Strategy 8 Details		Reviews			
Strategy 8: Implement progress monitoring to discuss student data in regards to interventions, student needs, progress and reteaching. Strategy's Expected Result/Impact: Progress monitoring Goal setting binders Increased student achievement Staff Responsible for Monitoring: Principal/AP's Teachers IC's Instructional specialist Funding Sources: - Local Funds - Campus		Formative			Summative
		Nov	Feb	Apr	June





Strategy 9 Details		Reviews			
Strategy 9: Comprehensive Needs Assessment will be conducted to evaluate student performance with regards to state standards, attendance/discipline data, STAAR results, MAP data, Campus Improvement Plan and parent/staff surveys in order to ensure that needs are met. Strategy's Expected Result/Impact: Campus planning Increased student achievement Staff Responsible for Monitoring: Principal/AP's Teachers IC's CNA team Funding Sources: - Local Funds - Campus					
Strategy 10 Details		Reviews			
Strategy 10: Combine campus funds, Title I, SCE and district funds to reduce disparity in performance on state assessment instruments between students in at-risk situations and students not identified as at-risk. Strategy's Expected Result/Impact: Increased Student achievement for all students Staff Responsible for Monitoring: Principal					
<div> <div>0%</div> <div>No Progress</div> <div></div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✕</div> <div>Discontinue</div> </div>					

Goal 1: Kemp-Carver will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students reach their maximum potential

Performance Objective 3: By the end of the 2024 school year, Kemp-Carver will have at least 46% of students reach "Meets" and 20% of students will reach "Masters" on STAAR.

Evaluation Data Sources: STAAR

Strategy 1 Details		Reviews			
Strategy 1: Teachers will provide differentiated instruction to meet the needs of low-achieving students and enrich the curriculum for high-achieving students. Strategy's Expected Result/Impact: Student achievement data Goal setting binder Teacher observation data Staff Responsible for Monitoring: Principal/APs Teachers IC's Funding Sources: - Local Funds - Campus		Formative			Summative
		Nov	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Provide interventions using part time Instructional Specialists and tutors in the area of reading, writing and math. Interventions will be determined based on data and will be documented through the RtI process. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal/APs Teachers IC's Instructional specialist Title I: 2.5 Funding Sources: Instructional Specialist - Title I, A - \$41,876, Smart Snacks - Title I, A - \$1,500		Formative			Summative
		Nov	Feb	Apr	June

Strategy 3 Details					Reviews			
Strategy 3: Thrilling Thursday will be implemented for 3rd and 4th graders starting in January to provide intense instruction for students based on individual needs. Strategy's Expected Result/Impact: Increased student achievement Progress monitoring Staff Responsible for Monitoring: Principal/AP's Teachers IC's					Formative			
					Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue								

Goal 1: Kemp-Carver will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students reach their maximum potential

Performance Objective 4: By the end of the 2023-2024 school year, at least 55% of students will meet the expected growth measure of at least one year on EOY Reading MAP testing in K-2 and 65% approaches on 3rd/4th grade STAAR.

Evaluation Data Sources: STAAR data
MAP data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: K-4 teachers will use reading computer programs such as Story Works, Moby Max, Pebble Go, Summit K.12 and RAZ Kids to supplement reading instruction. Strategy's Expected Result/Impact: Increase reading fluency and reading skills for all students Staff Responsible for Monitoring: Principal Teachers ELA IC Funding Sources: - State Comp - \$8,000	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Kinder-3rd grade teachers will explicitly teach phonics daily by using Reading Horizons. Strategy's Expected Result/Impact: Increased reading level of students Staff Responsible for Monitoring: Principal Teachers ELA IC Funding Sources: - Local Funds - District	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: ELA teachers in grades K-4 will provide guided reading daily depending on student need. Teachers will collect data through anecdotal notes, running records and guided reading. Strategy's Expected Result/Impact: Increased reading levels of students Staff Responsible for Monitoring: Principal/APs Teachers ELA IC Funding Sources: - Local Funds - Campus	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details		Reviews			
Strategy 4: Continued implementation of balanced literacy: guided reading, shared reading, word work, workstations, shared writing and independent writing. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal/AP's Teachers Funding Sources: - Local Funds - Campus		Formative			Summative
		Nov	Feb	Apr	June
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>					

Goal 2: Kemp-Carver will foster a positive culture and climate in order to provide a safe learning environment which supports academic success.

Performance Objective 1: By the end of the 2023-2024 school year, the overall attendance rate of Kemp-Carver Elementary will increase to at least 95%.

Evaluation Data Sources: Attendance data

Strategy 1 Details		Reviews			
Strategy 1: Educate parents on attendance requirements and the importance of attendance on academic success, with careful attention to PreK and kinder parents. Strategy's Expected Result/Impact: Increase student attendance data Staff Responsible for Monitoring: Principal/AP's Attendance Clerk Teachers Funding Sources: - Local Funds - Campus		Formative			Summative
		Nov	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Attendance committee will meet regularly to monitor data and develop plans for students that are at-risk of not meeting attendance criteria. Strategy's Expected Result/Impact: Increased student attendance data Staff Responsible for Monitoring: Principal/AP's Attendance clerk Teachers Funding Sources: - Local Funds - Campus		Formative			Summative
		Nov	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: Google form will be completed daily by 8:30 AM by teachers so office staff can make parent phone calls for students who are absent. Strategy's Expected Result/Impact: Increased student attendance data Staff Responsible for Monitoring: Principal/AP's Attendance clerk Teachers Funding Sources: - Local Funds - Campus		Formative			Summative
		Nov	Feb	Apr	June

Strategy 4 Details		Reviews			
Strategy 4: The PBIS attendance committee will seek input for attendance incentives and celebrations. Strategy's Expected Result/Impact: Increased student attendance data Staff Responsible for Monitoring: Principal/AP's Attendance clerk Teachers Funding Sources: - Local Funds - Campus					
		<div>Formative</div> <div>Nov</div> <div>Feb</div> <div>Apr</div> <div>June</div>			
Strategy 5 Details Strategy 5: File truancy in a timely manner when tardies and/or absences become a concern. Strategy's Expected Result/Impact: Increase student attendance Staff Responsible for Monitoring: Principal/AP's Attendance clerk Funding Sources: - Local Funds - Campus		<div>Reviews</div> <div>Formative</div> <div>Nov</div> <div>Feb</div> <div>Apr</div> <div>June</div>			
Strategy 6 Details Strategy 6: Using fitness assessment data and other indicators recommended by SHAC, ensure that students are reaching required moderate or vigorous physical activity. Strategy's Expected Result/Impact: Fitness assessment data plan for activity Staff Responsible for Monitoring: PE teacher		<div>Reviews</div> <div>Formative</div> <div>Nov</div> <div>Feb</div> <div>Apr</div> <div>June</div>			
<div> <div>No Progress</div> <div>Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>					

Goal 2: Kemp-Carver will foster a positive culture and climate in order to provide a safe learning environment which supports academic success.

Performance Objective 2: By the end of the 2023-2024 school year, the African American population will account for less than 65% of all discipline referrals.
Evaluation Data Sources: Discipline data

Strategy 1 Details		Reviews			
Strategy 1: Staff will use Class Dojo as a positive behavior intervention and use the Dojo store for students to spend their Dojo points. Strategy's Expected Result/Impact: Discipline data Increased student achievement Staff Responsible for Monitoring: PBIS team Classroom teachers Funding Sources: - Local Funds - Campus		Formative			Summative
		Nov	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Teachers will teach Foundations and Essential 8 lessons 5 days per week. Strategy's Expected Result/Impact: Discipline data Increased student achievement Staff Responsible for Monitoring: PBIS team Classroom teachers Funding Sources: - Local Funds - Campus		Formative			Summative
		Nov	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: The Foundations team will meet this summer to create a continued implementation plan for the 2023-2024 school year at Kemp-Carver. This action plan will include changes that need to be made in order to best meet the needs of our students and teachers. Strategy's Expected Result/Impact: Discipline data Increased student achievement Staff Responsible for Monitoring: PBIS team Classroom teachers Funding Sources: - Local Funds - Campus		Formative			Summative
		Nov	Feb	Apr	June

Strategy 4 Details		Reviews			
Strategy 4: Provide training and resources to all staff to address how to meet social and emotional needs of economically disadvantaged student and address violence prevention and interventions to include: Ruby Payne, de-escalation techniques, CHAMPS, CKH, PBIS Strategy's Expected Result/Impact: Discipline data Increased student achievement Staff Responsible for Monitoring: Principal/AP's Counselor PBIS team Funding Sources: - Local Funds - Campus		Formative			
		Nov	Feb	Apr	June
Strategy 5 Details		Reviews			
Strategy 5: KC Foundations team will train the staff on school wide expectations. Student expectations for classroom, hallway, restroom, cafeteria and playground will be taught during beginning of the year staff development days. Strategy's Expected Result/Impact: Discipline data Increased student achievement Staff Responsible for Monitoring: PBIS team Classroom teachers Counselor Funding Sources: - Local Funds - Campus		Formative			
		Nov	Feb	Apr	June
Strategy 6 Details		Reviews			
Strategy 6: PAW Patrol team will meet monthly to analyze data, report on progress/needs. Strategy's Expected Result/Impact: Discipline data Staff Responsible for Monitoring: PBIS team Funding Sources: - Local Funds - Campus		Formative			
		Nov	Feb	Apr	June
Strategy 7 Details		Reviews			
Strategy 7: Utilize Round table/RTI/ARD team to develop a plan for students with on-going behavioral concerns. Strategy's Expected Result/Impact: Discipline data Increased student achievement Staff Responsible for Monitoring: PBIS team Classroom teachers Counselor Funding Sources: - Local Funds - Campus		Formative			
		Nov	Feb	Apr	June

Strategy 8 Details		Reviews			
Strategy 8: The counselor will provide monthly guidance lessons addressing bullying, conflict resolution, violence and drug prevention and character development. Strategy's Expected Result/Impact: Discipline data Staff Responsible for Monitoring: Principal/AP's Counselor Funding Sources: - Local Funds - Campus	Formative			Summative	
	Nov	Feb	Apr	June	
Strategy 9 Details		Reviews			
Strategy 9: Provide student groups led by the counselor with a focus on specific needs identified by the staff, counselor, parents, etc... Specific needs may include homeless, suicide prevention/intervention, or dyslexia treatment programs, pregnancy related services and migrant students. Strategy's Expected Result/Impact: Discipline data Staff Responsible for Monitoring: Counselor Funding Sources: - Local Funds - Campus	Formative			Summative	
	Nov	Feb	Apr	June	
<div><div>0%</div><div>No Progress</div></div> <div><div>100%</div><div>Accomplished</div></div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div>					




Goal 2: Kemp-Carver will foster a positive culture and climate in order to provide a safe learning environment which supports academic success.

Performance Objective 3: Support the district/campus recruitment plan to ensure hiring of high-quality individuals for Kemp-Carver Elementary with a focus on providing instructional supports and professional development.

Evaluation Data Sources: Teacher observation data

Strategy 1 Details		Reviews			
Strategy 1: Kemp-Carver will retain effective teachers through: Mentoring program for new teachers, instructional support for all teachers, monthly recognition and celebration for staff, teacher participation in collaborative and professional activities, teacher input in campus decision-making. Strategy's Expected Result/Impact: Increased teacher knowledge Teacher observation data Increase number of recruited teachers Staff Responsible for Monitoring: Principal Funding Sources: - Local Funds - Campus		Formative			Summative
		Nov	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Campus based teacher mentoring program will continue for the 2023-2024 school year. This program will focus on new teachers to the profession. Program will be led by a group of trained campus teachers and mentors. Strategy's Expected Result/Impact: Increased teacher knowledge Teacher observation data Staff Responsible for Monitoring: Principal IC's Mentor teachers Funding Sources: - Local Funds - Campus		Formative			Summative
		Nov	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: Teachers and paraprofessionals will attend data-driven professional development facilitated by instructional coaches as well as registration and travel for teachers, focused on meeting the specific needs of students and teachers increasing the academic performance of all students including those identified as at-risk. Strategy's Expected Result/Impact: Increased teacher content knowledge Staff Responsible for Monitoring: District technology person Title I: 2.4 Funding Sources: Registration and travel - Title I, A - \$1,000		Formative			Summative
		Nov	Feb	Apr	June

Strategy 4 Details		Reviews			
Strategy 4: Seek to diversify the teaching body to reflect the student body to ensure that low income and minority students are taught by Highly Qualified teachers from diverse ethnic groups and cultural backgrounds. Strategy's Expected Result/Impact: Diverse staff Staff Responsible for Monitoring: Principal Funding Sources: - Local Funds - Campus		Formative			Summative
		Nov	Feb	Apr	June
Strategy 5 Details		Reviews			
Strategy 5: Analyze data from all teacher's certifications, testing, staff development and service records to ensure that all meet highly qualified status, including the assurance that all paraprofessionals are highly qualified. Staff Responsible for Monitoring: Principal Funding Sources: - Local Funds - Campus		Formative			Summative
		Nov	Feb	Apr	June
Strategy 6 Details		Reviews			
Strategy 6: All teachers will be provided training on updated curriculum guidelines, quality engagement, higher level questioning, academic vocabulary and lesson planning. Strategy's Expected Result/Impact: Teacher planning and preparation is key to student success Staff Responsible for Monitoring: Principal IC's Funding Sources: - Local Funds - Campus		Formative			Summative
		Nov	Feb	Apr	June
Strategy 7 Details		Reviews			
Strategy 7: Kemp-Carver teachers will be provided training on using accommodations, designated supports, supplemental aids and manipulatives during instruction. Strategy's Expected Result/Impact: Student supports will be in place early in the year for all students who need them. Staff Responsible for Monitoring: Principal IC's Special Education teachers Funding Sources: - Local Funds - Campus		Formative			Summative
		Nov	Feb	Apr	June

Strategy 8 Details		Reviews			
Strategy 8: Language Arts teachers will be provided ongoing training on best practices when teaching reading and writing. This will include guided reading and writing and modeling good reading and writing skills. Guided reading will be modeled for K-4 reading teachers. Strategy's Expected Result/Impact: Sign-in sheet, agenda Staff Responsible for Monitoring: IC's Funding Sources: - Local Funds - Campus		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 9 Details		Reviews			
Strategy 9: Work with HR to ensure that ALL teachers meet the NCLB HQ teacher requirements. If it becomes necessary for a non-HQ teacher to be placed in a core content classroom, the campus will support the district's Human Resource Dept. in the following ways: Aggressively recruit HQ teachers by participating in district career fairs, expand partnerships with universities by hosting student teachers, develop a "Grow Your Own" program to increase the number of local high school graduates who may enter the education profession, and support the district as a strategic compensation system is developed to ensure the recruitment and retention of HQ teachers. Strategy's Expected Result/Impact: Participation in district led recruitment activities. Staff Responsible for Monitoring: Principal		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 10 Details		Reviews			
Strategy 10: Professional development provided to train teachers on differentiated instructional strategies implemented to address the needs of a range of learner to include Special Education students in the classroom in order to increase the quality of learning time. PD provided through PLC, faculty meeting and district meetings. Strategy's Expected Result/Impact: Increased student achievement for special education students Teacher observation data Staff Responsible for Monitoring: Principal/AP's Special education teachers Special Education IC's Funding Sources: PD Travel - Local Funds - Campus		Formative		Summative	
		Nov	Feb	Apr	June
0%	No Progress	 Accomplished		 Continue/Modify	 Discontinue

Goal 3: Kemp-Carver will engage students, families, staff and the community to maximize every student's potential.

Performance Objective 1: Establish and expand initiatives that promote effective community relations and meaningful two-way communications with all stakeholders.

Evaluation Data Sources: Documentation of media postings, communication logs, minutes from meetings

Strategy 1 Details		Reviews			
Strategy 1: Use a variety of methods to communicate through weekly newsletters, Class Dojo, daily announcements, emails, Facebook, Twitter, and Parent Link calls. Home/School communication should be in the home's native language. Strategy's Expected Result/Impact: Newsletters, website, event sign-in sheets/agenda, Parent link logs Staff Responsible for Monitoring: Principal Teachers Secretary Counselor Funding Sources: - Local Funds - Campus		Formative			Summative
		Nov	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Kemp will provide two Annual Title I meetings Open House/Family Event will be held in September, one during the day/one in the evening, to explain Kemp-Carver's Title I, Part A participation, our state curriculum, academic assessments and the proficiency levels students are expected to achieve as well as ways to partner with the school to include academic achievement. Kemp will reduce barriers to participation by providing snacks, meetings at different dates/times, and child care. Strategy's Expected Result/Impact: Sign-in, agenda, meeting minutes Staff Responsible for Monitoring: Principal Teachers Title I: 4.2 Funding Sources: Meeting Materials - Title I, A - \$2,000, Smart Snacks - Title I, A - \$1,000		Formative			Summative
		Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Parent conferences for all students will occur a minimum of 2 times per year. Parent contact logs will be filed to document all conferences. Strategy's Expected Result/Impact: Parent conference forms Staff Responsible for Monitoring: Principal/AP's Funding Sources: - Local Funds - Campus		Formative			
		Nov	Feb	Apr	June
Strategy 4: School-Parent Compact will be developed by a group of parents with the counselor and then signed by all parents and teachers. Compact will be distributed at parent teacher conferences in October and will be made available in English and Spanish and other language, as necessary, upon request. Strategy's Expected Result/Impact: Signed compacts Staff Responsible for Monitoring: Principal Counselor Title I: 4.1 Funding Sources: - Title I, A		Formative			
		Nov	Feb	Apr	June
Strategy 5 Details		Reviews			
Strategy 5: Parent trainings focused on Kindergarten and 4th grade transitions will be conducted. (Morning and evening class scheduled, childcare available, training provided in English and Spanish) Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Counselor Funding Sources: - Local Funds - Campus		Formative			
		Nov	Feb	Apr	June

Strategy 6 Details		Reviews			
Strategy 6: Utilize a family engagement committee to incorporate meaningful family engagement activities each semester that educate parents about the curriculum and how they can best support their children at home and at school based on information (needs) collected from parent surveys and observations and input from teachers and staff. Encourage parents to attend annual statewide PFE conference by paying registration fees. Strategy's Expected Result/Impact: Increase in parent involvement at home and at school Staff Responsible for Monitoring: Principal Counselor Title I: 4.2 Funding Sources: Registration for SW conference - Title I, A - \$159, Parent Engagement Night materials - Title I, A - \$400		Formative			Summative
		Nov	Feb	Apr	June
Strategy 7 Details		Reviews			
Strategy 7: Parents will not only be informed about Title I but they will also be asked to participate in the decision-making and evaluation process through the following: Annual Title-I Meeting CPIC Joint Evaluation and improvement of Parent Involvement Policy, Parent Involvement Program and Home School Compact. Policy will be distributed via Title I parent meeting and KC web page and will be made available in the parent's native language upon request. Strategy's Expected Result/Impact: Parent Sign-in Parent Surveys Staff Responsible for Monitoring: Principal		Formative			Summative
		Nov	Feb	Apr	June
Strategy 8 Details		Reviews			
Strategy 8: Kemp-Carver will provide training on the value of meaningful parent and family engagement on our campus. Staff Responsible for Monitoring: Counselor Principal Title I: 4.2		Formative			Summative
		Nov	Feb	Apr	June
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div>					