



Pharr-San Juan-Alamo Independent School District

2023-2024 Campus Improvement Plan
Edith & Ethel Carman Elementary School

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ADMINISTRATION

2020 School Board of Education

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Roel Faz, *Assistant Superintendent for School Operations*

Dr. Orlando Noyola, *Assistant Superintendent for Student Services*

Dr. Lauro Davalos, *Assistant Superintendent for Technology*

Senior Staff

Dr. Nora Cantu, *Executive Officer for Academics*

Dr. Linda Uribe-Treviño, *Executive Officer for College & Career Readiness*

Dr. Iris Guajardo, *Executive Officer for Secondary Schools*

Dr. Nora Rivas-Garza, *Executive Officer for Secondary Schools*

Claudia Gonzalez, *Executive Officer for Elementary Schools*

Virna M. Bazan, *Executive Officer for Elementary Schools*

Dr. Susana Arredondo, *Executive Officer for Elementary Schools*

Yolanda Gomez, *Executive Officer for Learning Acceleration*

Alfredo Carrillo, *Executive Officer for Human Resources*

Rafael Gonzalez, *Administrator for Operations*

Mario Bracamontes, *Sustainability Administrator*

P.SJ.A I.S.D. Vision

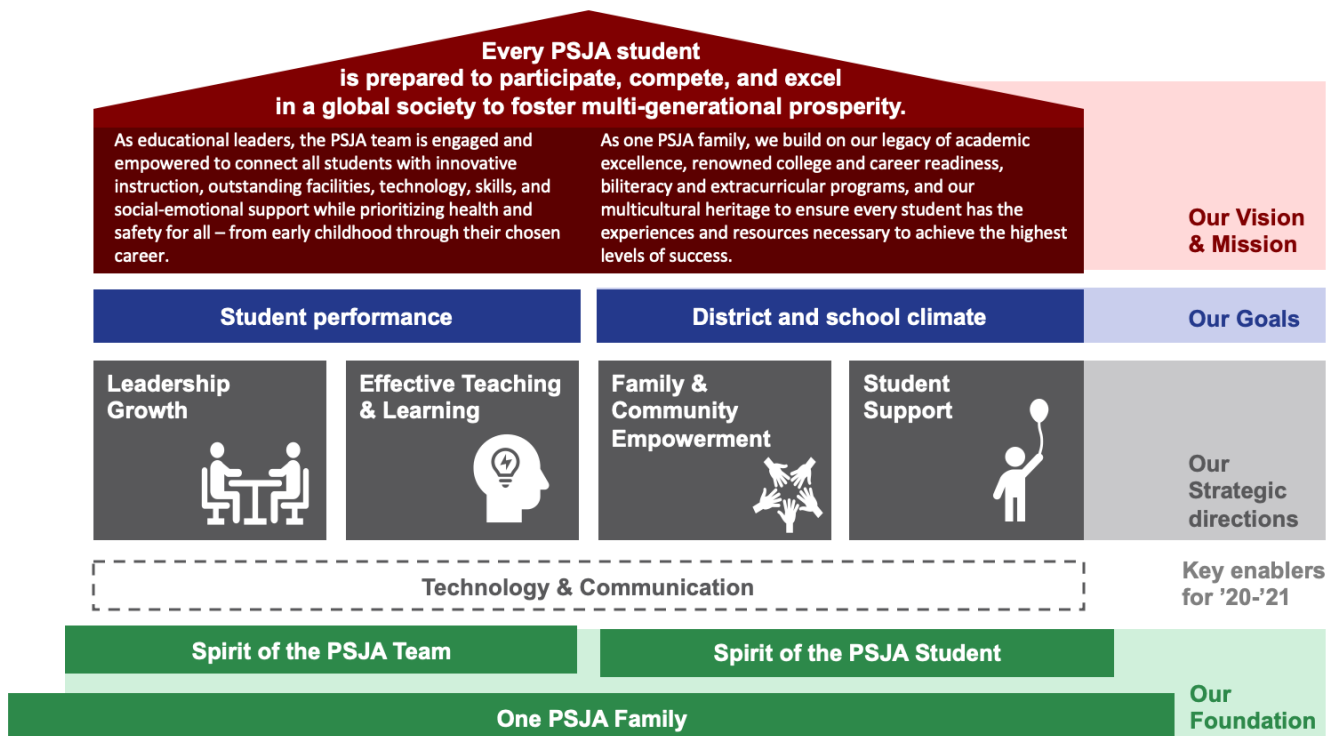
Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

P.SJ.A I.S.D. Mission

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career. As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Adopted June 22, 2020 by the PSJA School Board of Trustees

2023-2024 Strategic Planning Framework



Roadmap to Success for Every Student: Strategic Priorities for 2023-2024 and Beyond

Leadership Growth

Formal structures that provide the opportunity for those interested or identified as high potential leaders to develop the talent and skills necessary to drive success in PSJA ISD. Leadership growth means opportunities are made available for staff to use the Spirit of PSJA to support the District Vision and Mission.

Effective Teaching & Learning

Providing students with quality education requires offering an innovative curriculum that challenges students' knowledge and cultivates their creativity. The commitment to administering dynamic learning opportunities is paramount to PSJA ISD.

Family & Community Empowerment

The departments that support PSJA ISD play an integral part in ensuring we serve every student. Creating an efficient structure, streamlining efforts and operating in a transparent manner will be a key to overall success.

Student Support

While academics are at the heart and soul of our district, the importance of a student's health, safety and well-being cannot be understated. Ensuring students have access to safe spaces, transportation, mental health support and nutritious food must continue to be a priority of our district.



Board of Education Goals

Goal 1

The percent of students in grade 3 who perform at meets grade level or above on STAAR Reading will increase from 46% to 55% by June 2023.

Goal Progress Measure 1.1: The percent of grade 3 students who reach above the 60th percentile by End of Year Assessment will increase from 25% to 34% by 2023.

Goal Progress Measure 1.2: The percent of grade 2 students who reach above the 60th percentile by End of Year Assessment will increase 25% to 34% by 2023.

Goal Progress Measure 1.3: The percent of grade 1 students who reach above the 60th percentile by End of Year Assessment will increase from 23% to 32% by 2023.

Goal Progress Measure 1.4: The percent of grade kindergarten students who reach above the 60th percentile by End of Year Assessment will increase 15% to 23% by 2023.

Goal 2

The percent of students in grade 3 who perform at meets grade level or above on STAAR Mathematics will increase from 56% to 65% by June 2023.

Goal Progress Measure 2.1: Proficiency in grade 3 students on Imagine Math Beginning of Year Assessment will increase from 7% to 16% by 2023.

Goal Progress Measure 2.2: Proficiency in grade 2 students on Imagine Math Beginning of Year Assessment will increase from 33% to 42% by 2023.

Goal Progress Measure 2.3: Proficiency in grade 1 students on Imagine Math Beginning of the Year Assessment will increase from 11% to 19% by 2023.

Goal Progress Measure 2.4: Proficiency in grade kindergarten on Imagine Math Beginning of the Year Assessment will increase from 1% to 10% by 2023.

Goal 3

The percent of students in grades 5-8 who perform at meets grade level or above on STAAR Reading will increase from 45% to 55% by June 2023.

Goal Progress Measure 3.1: The percent of students in grade 5 at meets level on STAAR Reading will increase from 53% to 60% by June 2023.

Goal Progress Measure 3.2: The percentage of students in grade 6 at meets level on STAAR Reading will increase from 26% to 30% by June 2023.

Goal Progress Measure 3.3: The percent of students in grade 7 at meets level on STAAR Reading will increase from 37% to 42% by June 2023.

Goal Progress Measure 3.4: The percent of students in grade 8 at meets level on STAAR Reading will increase from 42% to 47% by June 2023.

Goal 4

The percentage of graduates who are College, Career and Military Ready will increase from 70% to 80% by June 2023.

Goal Progress Measure 4.1: The percent of graduates earning an industry-based certification will increase from 4% to 30% by June 2023.

Goal Progress Measure 4.2: The percent of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase from 51% to 60% by June 2023.

Goal Progress Measure 4.3: The percent of graduates earning a Level I or Level II certificate will increase from 6% to 10% by June 2023.

Executive Summary

School Name: Edith & Ethel Carman Elementary

Principal: Gisela Salinas Ramirez

School Profile

The current enrollment at Carman Elementary as of May 2023 is 608 students. The student population at Carman Elementary consists of 99.5% Hispanic. Our students represent a low socio-economic status of approximately 85.7%, 0.8% migrant students. Approximately 9.0% of our student population receive special education services, while 2% receive accommodation under 504. Our Gifted and Talented population accounts for approximately 6.7% of our student population. The bilingual population is approximately 24.0% where most of the students' home language is Spanish. Seventy-nine percent of our student population is at -risk. The attendance rate for this school year consistently maintained between 90.0%-96.0%.

Comprehensive Needs Assessment Summary: For the 2022-2023 school year, Edith & Ethel Carman Elementary received an overall grade of 80 out of 100 based on performance in three different domains. In Domain I which is Student Achievement, Carman earned a 72 which measures how much a student knows and can do at the end of the school year. In Domain II Part A, which is Academic Growth Carman scored a 70, this measured how students perform over time and how that growth compares to similar schools. In Domain II Part B, which evaluates the overall student performance on the Student Achievement STAAR component compared to campuses with similar percentages of economically disadvantaged students, Carman scored an 80. Carman scored an 81 in Closing the Gaps, the domain which shows how well different student groups within a school are performing.

Curriculum/ Instruction and Assessment:

Teachers utilize reading strategies for language arts instruction that help students with critical analysis of a text and with a focus on significant details to develop a deep understanding of the text's form and meaning. Guided Reading is also implemented throughout for our Pre-K through 2nd grade students. This campus initiative not only provides students with the skills to read difficult texts independently, but it also helps build

our English Learners' (EL) language proficiency. All teachers incorporate the instructional strategies known as Common Instructional Framework that engage all students in learning and require them to take an active role in their education. Valid and reliable data are used to measure mastery and academic growth of our students. Teachers then create targeted strategic plans for students to promote successful learning. The vision for our campus at Carman is to provide all students the opportunity to excel to their fullest potential with a curriculum that is child-centered with emphasis on creativity, self-motivation, and critical thinking.

Summary of Goals: Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the academic achievement raw score (Domain 1) by 10 points from a 44 to a 54. Increase the academic achievement of all students, in the special education, emergent bilingual, continuously enrolled and non-continuously enrolled subgroups by 10 points. We will continue to implement our Response to Intervention (RTI) Program in Reading and Math for the 2023-2024 school year and plan for Tier I classroom interventions in all areas as well as address curriculum needs. We will continue to offer after-school tutorials, Saturday Academies, and small group interventions. The Carman Elementary campus leadership team will ensure that teachers are aligning their instruction with the state TEKS and improving the practice of high-engagement and rigorous instruction for all students. The majority of our teachers are bilingually certified or in progress to obtain their certification during the 2023-2024 school year. We highly encourage our teachers to become GT certified and complete their Science of Teaching Reading modules. These extra certifications help teachers with the challenges of teaching and motivating various instructional learning levels and needs of students in the classroom. We will provide opportunities and highly encourage all parents to participate in school events and engagement activities such as make and take sessions and literacy nights. Furthermore, commitment from administrators, teachers, parents, students, and the community will be an integral part in attaining our school mission.

CIP Part 1: Background, Data Analysis and Needs Assessment

Mission Statement

As a Carman Family, our mission is to engage our students through innovative instruction, student-centered lessons, technology, multicultural exposure and STREAM activities in a safe and inclusive environment. In partnership, with our families, community and PSJA ISD, every student is provided a comprehensive educational and challenging experience that promotes positive relationships, lifelong learning and academic excellence.

School Based Decision-Making Committee

Committee Role	Name	Position
Administrator	Gisela Salinas Ramirez	Principal
Administrator	San Juanita Garcia	Assistant Principal
Teacher	Anna Alaniz	Pre-Kindergarten
Teacher	Patricia Rico	Kindergarten
Teacher	Raquel Alvarez	1st grade
Teacher	Imelda Morales	2nd grade
Teacher	Jacqueline Torres	3rd grade
Teacher	Cynthia Gonzalez	4th grade
Teacher	Vanessa Galvez	5th grade
Non-Classroom Professional	Violeta Cantu	Counselor
Non-Classroom Professional	Betzabeth Garcia	Counselor
Non-Classroom Professional	Servando Lopez	L.I.F.E. Coach
Non-Classroom Professional	Jessica Garcia	Reading Coach
Community/Business Representative	Itzel Cadena	Community/Business Member
Parent	Elizabeth Bernal	Parent Volunteer

Needs Assessment, Data Analysis & Determination Of Problems and Root Causes

Attendance

The attendance rate for Carman Elementary for the 2022-2023 school year was 94.6%. We will continue to provide incentives for students every 6 weeks to promote attendance and academic learning. Additionally, we will continue to contact the parents of students with chronic absenteeism. The teachers, PEIMS clerk, parent liaison, and administrative team will reach out to these individuals through phone calls, text and email messages and home visits.

Discipline/Bullying Prevention

As part of our focus on Social Emotional Learning, each teacher has a morning advisory period embedded in their daily schedule. During this time, teachers engage students utilizing the Social Emotional Lessons from the Elementary Guidance Curriculum. The lessons address the 5 CASEL (Collaborative Academic and Social Emotional Learning) competencies which include: self-awareness, self-management, responsible decision making, relationship skills, and social awareness. These lessons assist in building positive relationships amongst students and staff.

As part of our continued efforts to emphasize social emotional learning, Carman Elementary has established a Growth Mindset Team composed of Support Staff. The team includes Physical Education Coaches, Music Teacher, School Counselor, Nurse, and Librarian who deliver virtual guidance lessons. Skills addressed during Growth Mindset virtual lessons include mindfulness activities. These mindfulness lessons are aimed at helping students cope positively with feelings of stress and anxiety. Additional skills also addressed during Growth Mindset are respect, empathy, responsible decision making, interpersonal skills, and communication skills. These skills are geared towards decreasing bullying and discipline.

To support the whole child, parents and their school support system receive training sessions throughout the school year. These parent and teacher sessions are provided by the school counselor and include topics such as Bullying and Helping Children Build Positive Relationships. Through these trainings, all stakeholders involved are given the tools to support a positive learning environment with decreased incidences of bullying and discipline.

Student Academic Achievement Summary

2023 Accountability Rating: A overall scaled score of 80

TEA Status: Met Standard

Distinction Designations:

- Academic Achievement in Science
- Comparative Academic Growth

Domain I - Student Achievement - Scale score of 72.
 Domain II, Part A - Academic Growth - Scale score of 70.
 Domain II, Part B - Relative Performance - Scale score of 80.
 Domain III - Closing the Gaps - Scale score of 81

Our overall 2023 STAAR test results are shown below:

2023 STAAR	ALL STUDENTS APPROACHES	ALL STUDENTS MEETS	ALL STUDENTS MASTERS
3RD GRADE READING	72%	41%	15%
3RD GRADE MATH	71%	47%	14%
4TH GRADE READING	75%	41%	16%
4TH GRADE MATH	78%	54%	28%
5TH GRADE READING*	72%	44%	16%
5TH GRADE MATH*	64%	43%	12%
5TH GRADE SCIENCE	54%	21%	4%
3RD-5TH GRADE READING TOTAL	77%	43%	16%
3RD-5TH GRADE MATH TOTAL	72%	48%	17%

Student Academic Achievement Strengths

After analyzing and comparing our data from 2022 to 2023, we found the following strengths:

- 3rd Grade EB Reading 89% at approaches, 65% at meets and 24% at masters
- 3rd Grade EB Math 83% at approaches, 72% at meets and 28% at masters.
- 4th Grade Math 77% at approaches, 54% at meets, and 28% at masters.

Priority Problem Statements

- **Problem Statement 1:** The overall Student Achievement in all STAAR grades and subjects is 15% masters, 42% meets, and 72% approaches.
 - **Root Cause:** Need for vertical planning and data driven instruction to increase knowledge of TEKS between grade levels to increase student performance.
- **Problem Statement 2:** Academic Growth decreased from 95% in 2022 to 70% in 2023.
 - **Root Cause:** Monitoring of student growth and data throughout the year needs to be consistent.
- **Problem Statement 3:** 52% of students at Carman Elementary are not reading at grade level.
 - **Root Cause:** No common framework or best practices have been established.

School Process & Programs

Schoolwide Program Plan

Edith & Ethel Carman Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I.

The six steps include:

1. Establishing and training the site-based planning team
2. Clarifying the vision/mission for the campus
3. Creating the school's academic profile
4. Gather data and identify sources.
5. Analyzing the data
6. Reporting data findings to the entire site-based planning team and gather constructive feedback.

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs, and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on campus to continually improve the effectiveness of schoolwide programs.

CIP Part 2: Goals, Objectives, Strategies and Action Plans - *Planning, Implementing and Monitoring*

Goal Area: Student Achievement							
Annual Goal: Improve student STAAR scores in domain 1 for all contents and grades by 10 points by 2024.							
Objective: By June 2024, student achievement in STAAR reading at the meets level in 3 rd grade will increase from 40% to 50% 4 th grade Reading from 44 to 54 , 5 th grade reading from 50% to 60, 3 rd grade math from 40 to 50, 4 th grade math 34 to 44 and 5 th grade math from 44 to 54. 5 th grade science will increase from 21% to 30%.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Consistently use informal / formal data to guide targeted and small group instruction.	Principal Assistant Principal CLL Reading Coach Team Leaders Classroom Teachers Computer Lab Manager Librarian Science Lab Teacher	Diana Ramirez Sing,Spell,Read and Write Estrellita Forde Ferrier Sharon Wells Pearlized Math Imagine Math Istation StoryWorks Voyager Fountas and Pinnell iPads, Laptops document reader Lead4ward DMAC Newsela	Sept. 2023 – Aug. 2024	Walkthrough documents Team meeting minutes TCLC agendas TEKS resources Planning documents Lesson plans Teacher Data Tracker Student Data Tracker Fluency Checks	Student Achievement gains on the STAAR Students’ academic growth on district benchmarks and six weeks progress checks Teacher retention TELPAS	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS Student Learning Objectives [SLOs] Pre/Post Test Imagine Math Data Istation Data Fountas and Pinnell fluency checks ALI checks Math and reading progress monitoring	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Fund SCE ESSER
Action Steps							
Use DMAC benchmark and ALI checks data to develop STAAR Camps throughout the year based on areas of need.							
Seek professional development in areas of need.							
Use data to create intervention/extended day/ summer school rosters and tutoring groups							
Assign low performing TEKS for extra practice on Istation and Imagine Math.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop individual student portfolios to track student progress.	Principal Assistant Principal CLL Reading Coach Team Leaders Classroom Teachers	Diana Ramirez Sing,Spell,Read and Write Estrellita Forde Ferrier Sharon Wells Pearlized Math Imagine Math Istation StoryWorks Voyager Fontas and Pinnell iPads, Laptops document reader Lead4ward DMAC	Sept. 2023 – Aug. 2024	Individual student portfolios Data wall in each classroom updated data wall in data room Planning documents Lesson plans Teacher Data Tracker Student Data Tracker Fluency Checks	Student Achievement gains on the STAAR Students’ academic growth on district benchmarks and six weeks progress checks Teacher retention TELPAS	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS Student Learning Objectives [SLOs] Pre/Post Test Imagine Math Data I station Data Fountas and Pinnell fluency checks ALI checks Math and reading progress monitoring	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds SCE ESSER

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Action Steps
Use progress monitoring forms for math, reading, and science to monitor student data and academic progress.
Review student portfolio and plan to target students' individual areas of needs in small group instruction.
Communicate with parents on students' areas of need every six weeks.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Develop contingent rewards to motivate our students to improve in all subject areas.	Principal Assistant Principal CLL Reading Coach Counselor Team Leaders Classroom Teachers	Student Activity Fund Business/Community Relationships Campus Fundraising Lead4ward DMAC M&A Technology	Sept. 2023 – Aug. 2024	Reward calendar Incentives and prizes list for goals met Classroom "Wall and school Excellence" Golden Bear of the Week Student recognition awards assembly	Student Achievement gains on the STAAR and TELPAS Report Card grades District Benchmark and ALI checks	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS Student Learning Objectives [SLOs] Pre/Post Test	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds SCE

Action Steps
Provide intrinsic and extrinsic rewards for students meeting academic goals.
Offer students "no homework" passes, outside play time, free time pass, Fun Friday and drawings.
Classroom Wall of Excellence to recognize student's individual achievement goals
Golden Bear of the Week celebration weekly and parade every 6 weeks

Goal Area:	School Progress
Annual Goal:	Maintain an "A" on student academic growth
Objective:	By June 2023, school progress in the areas of academic growth and relative performance will be monitored to ensure we maintain a 95.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collaborate across grade levels and review assessment data to identify areas of concern	Principal Assistant Principal CLL Reading Coach Team Leaders Classroom Teachers Librarian Reading Interventionist	District and Campus Benchmark Data Reports Plan for Interventions Lead4ward DMAC	Sept. 2022 – Aug. 2024	TCLC agendas Assessment data review documents Vertical planning documents and Lesson plans Learning Walks Walkthroughs	Increased collaboration among grade levels Student academic growth in areas of concern Improved assessment data	Formative assessments CBAs Benchmarks [BMs] ALI Checks Six Weeks progress Monitoring STAAR TELPAS	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds SCE

Action Steps
Identify low performing TEKS per grade level.
Schedule planning time for vertical planning across grade levels.
Pre-Kinder and Kinder paraprofessionals assist with small group instructions during their conference time.
LIFE Coach presents and models effective teaching strategies to classroom teachers and ensures they are being effectively implemented.
Learning walks will be conducted every six weeks.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
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Conduct math and reading fluency checks to monitor student growth and performance.	Principal Assistant Principal CLL Team Leaders Classroom Teachers Computer Lab Manager Librarian Reading Coach Reading Interventionist	Diana Ramirez Sing,Spell,Read and Write Forde Ferrier Sharon Wells Pearlized Math iPads, Forde Ferrier Lead4ward DMAC Imagine Math Istation StoryWorks Fountas and Pinnell Voyager	Sept. 2023 – Aug. 2024	Walkthrough forms TCLC agendas Assessment data Lesson Plans Progress monitoring forms Student portfolios Imagine Math reports Istation reports	Student Achievement gains on the STAAR TELPAS, district benchmarks, ALI checks, imagine math and istation progress reports	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS Istation reports Imagine math reports Fluency checks (Pearson / Fountas & Pinnell) Voyager reports	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds SCE
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Action Steps

- Schedule and monitor math and reading fluency checks across all grade levels.
- Contact and conference with the parents of students who are struggling to provide them with strategies and make and take sessions to assist their child.
- Schedule make and take sessions for parents and literacy nights.
- Small group and intentional planning based on formative assessment reports.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Review profile sheets and set goals with all students.	Principal Assistant Principal CLL Reading Coach Reading Interventionist Team Leaders Classroom Teacher	Diana Ramirez Sing,Spell,Read and Write Forde Ferrier Sharon Wells Pearlized Math iPads, Laptops document reader Lead4ward DMAC Imagine Math Istation StoryWorks Fountas and Pinnell	Sept. 2023 – Aug. 2024	Updated student profile sheets Assessment data review document parent meetings to discuss profile sheets Progress monitoring forms TCLC agenda Parent Contact Log Student data portfolio Teacher data portfolio	Student Achievement gains on the STAAR TELPAS, district benchmarks, ALI checks and progress monitoring	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS Imagine Math pre and post test Istation pre and post test STAR reading TPRI Voyager Fountas & Pinnell	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds SCE ESSER

Action Steps

- Teachers will meet with students individually to review progress and set goals.
- Principal and Assistant Principal will meet with students to review progress and set goals.
- Contact parents to review students' academic progress every six weeks

Goal Area: Early Literacy

Annual Goal: Increase number of students reading on grade level.

Objective: Increase percent of students reading on grade level from 48% to 60% by May 2024.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
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Monitor reading fluency and comprehension.	Principal Assistant Principal LIFE Coach Team Leaders Classroom Teacher Reading Coach Reading Interventionist Librarian Computer Lab Manager	Diana Ramirez Sing, Spell, Read and Write Leveled Readers Lead4ward DMAC Headphones SAVVAS Fountas & Pinnell (online & concrete) Estrellita Istation StoryWorks Forde Ferrier TPRI Activities STAR Reading (Eng. / Span.) Amplify Newsela	Sept. 2023 – Aug. 2024	Walkthrough forms TCLC agendas Assessment data Lesson Plans Progress monitoring forms Student portfolios Fluency Checks Bi-Weekly progress monitoring checks Learning Walks Daily D.E.A.R. Time	Student Achievement gains on the CLI, TX-KEA TPRI/ TEJASLee TELPAS Results Driven Accountability Report Progress monitoring checks Fluency Checks	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS CLI, TX-KEA TPRI/ TEJASLee TELPAS Fluency Checks	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds SCE ESSER
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Action Steps

Conduct fluency and comprehension progress monitoring every three weeks / six weeks for students on level.

Update profile sheets periodically and update student groups on data wall.

Daily BEAR (DEAR) time & Intervention Time

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
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Targeted Small Group instruction	Principal Assistant Principal CLL Team Leaders Classroom Teacher Instructional Aides Computer lab manager LIFE Coach Reading Coach Reading Interventionist	Diana Ramirez Sing, Spell, Read and Write Forde Ferrier iPads, Laptops document reader Lead4ward DMAC Estrellitas StoryWorks MyOn Fountas & Pinnell (online/concrete) Leveled Readers SAVVAS Newsela TPRI Activities	Sept. 2023– Aug. 2024	Walkthrough forms TCLC agendas Assessment data Lesson Plan Progress monitoring forms Student portfolios Bi-Weekly Progress Monitoring Daily D.E.A.R. Time Reading coach intervention groups	Student Achievement gains on the CLI, TX-KEA TPRI/ TEJASLee TELPAS Results Driven Accountability Report Progress monitoring checks Fluency Checks	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS CLI, TX-KEA TPRI/ TEJASLee TELPAS Fluency Checks	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds SCE
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Action Steps

Review data from reading fluency, STAR library test, TPRI/TejasLee, TX-KEA, CLI PK Circle to determine student grouping.

Model, implement and monitor CIF strategies such as questioning and literacy groups.

Monitor student progress weekly based on weekly assessments to regroup if necessary.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
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Motivate students to read for fun	Principal Assistant Principal LIFE Coach Reading Coach Librarian Reading Interventionist Team Leaders Classroom Teachers	TEKS resources Curriculum Templates Curriculum Calendar State and local student data Lead4ward DMAC AR Brag Tags Leveled readers	Sept. 2023 – Aug. 2024	Reward calendar Incentives and prizes list for goals met Classroom "Wall of Excellence" Student recognition awards assembly Golden Bear of the Week AR Goals Brag tags School AR Class Goals	Student Achievement gains on the CLI, TX-KEA TELPAS Closing achievement gaps STAR reading	Formative assessments CBAs Benchmarks [BMs] CLI, TX-KEA TELPAS Informative Assessments	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds SCE
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		Incentives Literacy Nights Extended Library Hours News Cast Re- Alouds STAR Reading Drama Club					
Action Steps							
Invite authors and community members and parents to read to students.							
Campus wide reading recognition							
Use reading strategies such as choral reading, echo reading, popcorn reading, reader's theater, reading academies and exit tickets.							

STREAM Academy Initiative

Vision Statement

Cultivating global citizens, critical thinkers, and leaders to foster multi-generational prosperity, social equity, and environmental sustainability.

Mission Statement

As a Carman Family, our mission is to engage our students through innovative instruction, student-centered lessons, technology, multicultural exposure and STREAM activities in a safe and inclusive environment.

In partnership, with our families, community and PSJA ISD, every students is provided a comprehensive educational and challenging experience that promotes positive relationships, lifelong learning and academic excellence.

Carman Elementary teachers will continue to offer our students project-based learning opportunities as well as extra-curricular activities that encompass STREAM (Science, Technology, Engineering, Arts, and Mathematics) while integrating sustainability goals into lessons. Administration and teachers will work collaboratively to enhance the quality of educational programs offered for all students in PK3-5th grade.

Programs include, but are not limited to the following:

- Dance – Golden Bearettes,
- Golden Bears Cheer Team
- Drumline
- Folklorico
- Art Club
- Garden Club
- Running Club
- Robotics
- Chess
- UIL Academic Team
- Math Madness
- Bow Tie & Tiara Club
- Reading Club
- Drone Academy

Scripps Spelling Bee
National Elementary Honor Society
Carman Colorguard Crew
Destination Imagination
Pre-K Pep Squad
Drama/ Theater Club
Archery
Guitar club
Golden Bear News Cast
Golden Stars Drama Club
Sustaina Bears Science Club
Eat Simple Breakfast Club

CIP Part 2: House Bill 3 – Early Literacy, Early Math and CCMR

Under HB3 school boards are now required to adopt plans to achieve goals in early childhood literacy and mathematics proficiency and college, career, and military readiness (CCMR). Based on the board-adopted district goals, campuses must:

- Have specific, quantifiable, annual goals for five years that include targets for each student group measured in Domain 3 of the state accountability system
- Create a plan to meet the campus goals
- Post the district’s annual report on progress toward the goals on the campus

The Board has adopted goals for STAAR performance at the Meets Grade Level Standard for grade 3 in both reading and math, grades 5-8 reading and College, Career, and Military Readiness (CCMR) of high school graduates.

- Submission of CIP executive summaries and plans for Board approval will continue as in the prior year.
- Due to the impact of Covid-19, plans for 2020-2021 will focus on accelerating students’ academic gaps. The administration’s current recommendation to the Board is that the target for 2021 is to match 2019 performance with growth expected in 2022 and beyond.
- Plans for the HB3 goals related to grade 3 reading and math and CCMR should include strategies that support progress toward the 5-year goal.

Appendix

Comprehensive Needs Assessment Data Documentation

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

- **Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

- **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

- **Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Imagine Math assessment data for Grades 3-8
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

- **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- EL/Non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- **Student Data: Behavior and Other Indicators**
 - Attendance data
 - Mobility rate, including longitudinal data
 - Discipline records
 - Tobacco, alcohol, and other drug-use data
- **Employee Data**
 - Campus learning communities (CLC) data
 - Staff surveys and/or other feedback
 - Teacher/Student Ratio
 - State certified and high quality staff data
 - Campus leadership data
 - Campus department and/or faculty meeting discussions and data
 - Professional development needs assessment data
 - Evaluation(s) of professional development implementation and impact
 - McREL data
- **Parent/Community Data**
 - Parent surveys and/or other feedback
 - Parent engagement rate
 - Community surveys and/or other feedback
- **Support Systems and Other Data**
 - Organizational structure data
 - Processes and procedures for teaching and learning, including program implementation
 - Communications data
 - Capacity and resources data
 - Budgets/entitlements and expenditures data
 - Study of best practices