



Pharr-San Juan-Alamo Independent School District

2020 Campus Improvement Plan
Edith & Ethel Carman Elementary School

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ADMINISTRATION

2020 School Board of Education

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Jorge L. Zambrano, *Vice-President*

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Ricardo "Rick" Pedraza, *Assistant Secretary-Treasurer*

Victor Perez, *Member*

Carlos G. Villegas, *Member*

Jesus A. "Jesse" Zambrano, *Member*

Superintendent's Cabinet

Jorge L. Arredondo, Ed.D., Superintendent of Schools

Juan Alvarez, Chief of Staff

Janet C. Robles, Chief Financial Officer

Rolando "Rudy" Treviño, Ed.D., Chief Academic Officer

Melissa Aguero-Ramirez, Chief of Human Resources

Hestroverto "Nick" Martinez, Chief Operations Officer

Senior Staff

Rebeca Garza, Ed.D, *Assistant Superintendent for Human Capital Development*

Orlando Noyola, Ed.D, *Assistant Superintendent for Student Services*

Lauro Davalos, Ed.D, *Assistant Superintendent for Technology*

Nora Cantu, Ed.D, *Executive Officer for High Schools*

Nora Rivas-Garza, *Executive Officer for Middle Schools*

Iris Alvarez, *Executive Officer for Middle Schools*

Corina Ramirez, *Executive Officer for Elementary Schools*

Claudia Gonzalez, *Executive Officer for Elementary Schools*

Joe Garza, *Executive Officer for Elementary Schools*

Linda Uribe, *Executive Director for College Readiness*

Rebecca Gonzales, *Executive Director for Budget and Finance*

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.

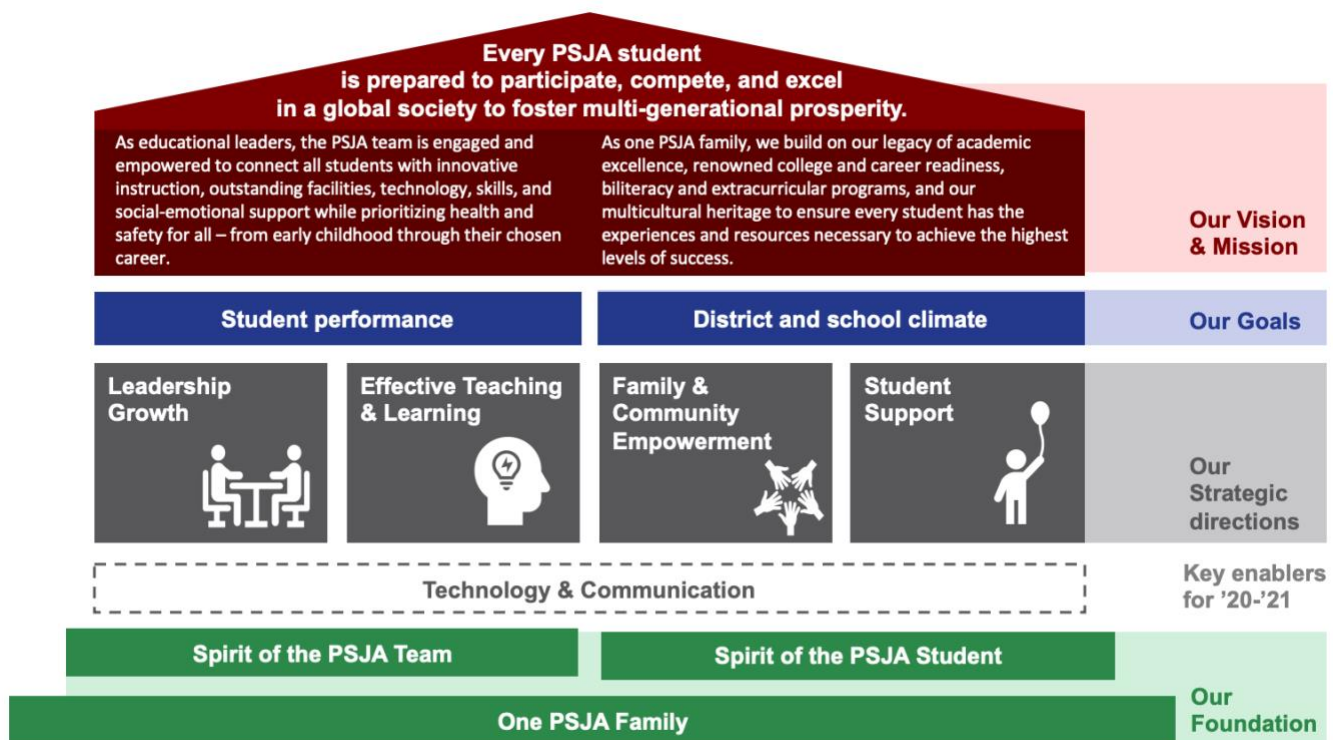
P.SJ.A I.S.D. Mission

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

2020-2021 Strategic Planning Framework



Roadmap to Success for Every Student: Strategic Priorities for 2020-2021 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 percent 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: Adrian Karr

School Profile

The current enrollment at Carman Elementary as of September 2020 is 618 students. The student population at Carman Elementary consists of 99.5% Hispanic. Our students represent a low socio-economic status of approximately 78.8% with .8% migrant students. Approximately 7.9% of our student population receive special education services, while 2% receive accommodations under 504. Our Gifted and Talented population accounts for approximately 4% of our student population. The bilingual population is approximately 20.7% where most of the students' home language is Spanish. The attendance rate for the campus has consistently maintained between 96.0-98.0%.

Comprehensive Needs Assessment Summary: For the 2019 school year, Edith & Ethel Carman Elementary received an overall grade of 90 out of 100 based on performance in three different domains. In Domain I which is Student Achievement, Carman earned a 78 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 77, 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 85. Carman scored a 100 in Closing the Gaps, the domain which shows how well different student groups within a school are performing.

Curriculum/ Instruction and Assessment:

Teachers utilize Close 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 thru 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 number of all students scoring at the Meets or Masters level on STAAR by 5% in all subject areas and subgroups. Increase the academic achievement of all students, in all subgroups by 5%. Close the achievement gap by 5% between the economically disadvantaged, special education and EL populations. We will continue to implement our Response to Intervention (RTI) Program in Reading and Math for the 2020-21 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 2020-2021 school year. We highly encourage our teachers to become GT certified. 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. 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

We believe that with increasing student engagement through STREAM programs, students will gain a deeper understanding of content knowledge and skills, while raising student academic performance and achievement. STREAM programs enrich our students by providing opportunities in Science, Technology, Engineering, Art, Reading and Mathematics that promote critical thinking skills, problem solving and effective communication skills.

School Based Decision-Making Committee

Committee Role	Name	Position
Administrator	Adrian Karr	Principal
Administrator	Gisela Salinas-Ramirez	Assistant Principal
Teacher	Anna Alaniz	Pre-Kindergarten
Teacher	Nora Cazarez	Kindergarten
Teacher	Maribel Alviso	1st grade
Teacher	Cesario Perez	2nd grade
Teacher	Jacqueline Torres	3rd grade
Teacher	Yadira Alvarado	4th grade
Teacher	Jessica Garcia	5th grade
Non-Classroom Professional	Violeta Cantu	Counselor
Non-Classroom Professional	Benjamin Solis	CLL
Non-Classroom Professional	Michael Sweet	Support Staff
Community/Business Representative	Gabriel Garza	Community/Business Member
Parent	Ricardo Fernandez	Parent Volunteer

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

Attendance

The attendance rate for Carman Elementary for the 2017-2018 school year (as indicated on the 2018-2019 TAPR) was 97.0% which is above the district level of 95.8% and the state level of 95.4%. 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

2019 Accountability Rating: A overall scaled score of 90
TEA Status: Met Standard

Distinction Designations:

- Academic Achievement in ELA/Reading

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- Academic Achievement in Mathematics
- Academic Achievement in Science
- Comparative Closing the Gaps
- Postsecondary Readiness

Domain I - Student Achievement - Scale score of 78.

Domain II, Part A - Academic Growth - Scale score of 77.

Domain II, Part B - Relative Performance - Scale score of 85.

Domain III - Closing the Gaps - Scale score of 100.

Our overall 2019 STAAR test results are shown below:

2019 STAAR	ALL STUDENTS APPROACHES	ALL STUDENTS MEETS	ALL STUDENTS MASTERS
3RD GRADE READING	70%	38%	21%
3RD GRADE MATH	76%	40%	20%
4TH GRADE READING	76%	51%	28%
4TH GRADE MATH	73%	51%	28%
4TH GRADE WRITING	74%	31%	11%
5TH GRADE READING*	87%	60%	32%
5TH GRADE MATH*	93%	61%	35%
5TH GRADE SCIENCE	82%	55%	26%
3RD-5TH GRADE READING TOTAL	78%	50%	27%
3RD-5TH GRADE MATH TOTAL	81%	51%	28%

*1st and 2nd Administrations

READING	REPORTING CATEGORY 1 UNDERSTANDING ACROSS GENRES	REPORTING CATEGORY 2 LITERARY TEXTS	REPORTING CATEGORY 3 INFORMATIONAL TEXT
3RD GRADE	68%	70%	57%

4TH GRADE	73%	67%	65%
5TH GRADE*	81%	71%	71%

*1st administration data only

MATHEMATICS	NUMERICAL REPRESENTATION AND RELATIONSHIPS	COMPUTATIONS AND ALGEBRAIC RELATIONSHIPS	GEOMETRY AND MEASUREMENT	DATA ANALYSIS & PERSONAL FINANCIAL LITERACY
3RD GRADE	64%	62%	68%	67%
4TH GRADE	72%	58%	65%	72%
5TH GRADE*	79%	76%	60%	72%

*1st administration data only

Our overall 2020 Benchmark test results are shown below:

2020 Benchmark	ALL STUDENTS APPROACHES	ALL STUDENTS MEETS	ALL STUDENTS MASTERS
3RD GRADE READING	73%	31%	16%
3RD GRADE MATH	73%	45%	22%
4TH GRADE READING	68%	46%	26%
4TH GRADE MATH	69%	50%	24%
4TH GRADE WRITING	69%	31%	7%
5TH GRADE READING	67%	46%	23%
5TH GRADE MATH	72%	43%	30%
5TH GRADE SCIENCE	56%	33%	17%

Student Academic Achievement Strengths

After analyzing and comparing our data from 2028 to 2029, we found the following strengths:

- Grade 3 Reading had an increase from 20% to 21% at masters
- Grade 4 Reading had an increase from 42% to 51% at meets, and 19% to 28 % at masters

- Grade 4 Mathematics had an increase from 43% to 51% at meets, and 19% to 28% at masters
- Grade 4 Writing had an increase from 65% to 74% at approaches, and 4% to 11% at masters
- Grade 5 Reading had an increase from 28% to 31% at masters
- Grade 5 Mathematics had an increase from 59% 51% at meets, and 21% to 34% at masters

Priority Problem Statements

- **Problem Statement 1:** The overall Student Achievement in all STAAR grades and subjects is 25% masters, 49% meets, and 79% approaches
 - **Root Cause:** Need for vertical planning to increase knowledge of TEKS between grade levels to increase student performance.
- **Problem Statement 2:** The academic growth of students in mathematics and reading needs improvement
 - **Root Cause:** Monitoring of student growth throughout the year needs to be consistent.
- **Problem Statement 3:** 50% 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 approaching, meets and masters areas for all accessed grade levels by 2021.							
Objective: By June 2021, student achievement in STAAR reading, math, writing and science in grades 3rd, 4th, and 5th grade will increase by 5% points in each content area.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use informal / formal data to guide targeted instruction.	Principal Assistant Principal Collaborative Learning Leader Team Leaders Grade level teacher	Diana Ramirez Sing, Spell, Read and Write Forde Ferrier Sharon Wells Pearlized Math iPads, Laptops document reader Lead4ward DMAC	June 2020 – Aug. 2021	Walkthrough documents Team meeting minutes TCLC agendas TEKS resources Planning documents Lesson plans	Student Achievement gains on the STAAR Teacher retention TELPAS	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
Action Steps							
Develop mini boot camps based on dmac data (benchmarks).							
Seek professional development in areas of need.							
Use data to create intervention/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 Collaborative Learning Leader Team Leaders Grade level teacher	Diana Ramirez Sing, Spell, Read and Write Forde Ferrier Sharon Wells Pearlized Math iPads, Laptops document reader Lead4ward DMAC	June 2020 – Aug. 2021	Individual student portfolios Data wall in each classroom Updated data wall in CLC room Planning documents Lesson plans	Student Achievement gains on the STAAR and TELPAS	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
Action Steps							
Use progress monitoring forms for math, reading, science and writing.							
Review student portfolio and target students' individual areas of needs.							
Communicate with parents on students' areas of need.							
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 Collaborative Learning Leader Team Leaders Grade level teacher	Student Activity Fund Business/Community Relationships Campus Fundraising Lead4ward DMAC	June 2020 – Aug. 2021	Reward calendar Incentives and prizes list for goals met Classroom "Wall of Excellence" Student recognition awards assembly	Student Achievement gains on the STAAR and TELPAS	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
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							

Goal Area:	School Progress						
Annual Goal:	By June 2021, the overall school progress will improve in academic growth and relative performance by 5%.						
Objective:	By June 2021, school progress in the areas of academic growth and relative performance will be monitored to ensure a 5% increase.						
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 Collaborative Learning Leader Team Leaders Grade level teacher	District and Campus Benchmark Data Reports Plan for Interventions Lead4ward DMAC	June 2020 – Aug. 2021	TCLC agendas Assessment data review documents Vertical planning documents and Lesson plans	Increased collaboration among grade levels Student academic growth in areas of concern Improved assessment data	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds
Action Steps							
Identify low performing TEKS per grade level.							
Schedule planning time for vertical planning across grade levels.							
Continue looping instructional aids in kinder and pre-kinder.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Conduct math and reading fluency checks to monitor student growth and performance.	Principal Assistant Principal Collaborative Learning Leader Team Leaders Grade level teacher	Diana Ramirez Sing,Spell,Read and Write Forde Ferrier Sharon Wells Pearlized Math iPads, Laptops document reader Lead4ward DMAC	June 2020 – Aug. 2021	Walkthrough forms TCLC agendas Assessment data Lesson Plans Progress monitoring forms Student portfolios	Student Achievement gains on the STAAR TELPAS	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds
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							
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 Collaborative Learning Leader Team Leaders Grade level teacher	Diana Ramirez Sing,Spell,Read and Write District and Campus Benchmark Data Reports Plan for Interventions Lead4ward DMAC	June 2020 – Aug. 2021	Updated student profile sheets Assessment data review document parent meetings to discuss profile sheets Progress monitoring forms TCLC agenda	Student Achievement gains on the STAAR TELPAS	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds
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.							
Conduct parent sessions to inform parents of student profile sheets							

Goal Area:	Early Literacy						
Annual Goal:	By June 2021 students in grades PK3- 2nd grade will improve in fluency and comprehension.						
Objective:	By June 2021, 85% of pre-k3 - 2nd grade will meet end of year reading fluency and comprehension indicators based on grade level goals.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor reading fluency and comprehension	Principal Assistant Principal Collaborative Learning Leader Team Leaders Grade level teacher	Diana Ramirez Sing,Spell,Read and Write District and Campus Benchmark Data Reports Plan for Interventions Lead4ward DMAC	June 2020 – Aug. 2021	Walkthrough forms TCLC agendas Assessment data Lesson Plan Progress monitoring forms Student portfolios	Student Achievement gains on the CLI, TX-KEA TELPAS Results Driven Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR TELPAS	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds
Action Steps							
Conduct fluency and comprehension progress monitoring every three weeks							
Update profile sheets periodically and update student groups on data wall.							
Replacing reading stories based on student interest.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Small Group instruction based on student needs	Principal Assistant Principal Collaborative Learning Leader Team Leaders Grade level teacher	Diana Ramirez Sing,Spell,Read and Write Forde Ferrier Sharon Wells Pearlized Math iPads, Laptops document reader Lead4ward DMAC	June 2020 – Aug. 2021	Walkthrough forms TCLC agendas Assessment data Lesson Plan Progress monitoring forms Student portfolios	Student Achievement gains on the CLI, TX-KEA TELPAS Closing achievement gaps	Formative assessments CBAs Benchmarks [BMs] CLI, TX-KEA TELPAS	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds
Action Steps							
Review data from reading fluency, STAR library test, TPRI/TejasLee, TX-KEA, CLI PK Circle to determine student grouping.							
Implement instructional strategies to keep students focused on task.							
Monitor student progress to regroup when necessary.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Motivate students to read for fun	Principal Assistant Principal Collaborative Learning Leader Team Leaders Grade level teacher	TEKS resources Curriculum Templates Curriculum Calendar State and local student data Lead4ward DMAC	June 2020 – Aug. 2021	Reward calendar Incentives and prizes list for goals met Classroom "Wall of Excellence" Student recognition awards assembly	Student Achievement gains on the CLI, TX-KEA TELPAS Closing achievement gaps	Formative assessments CBAs Benchmarks [BMs] CLI, TX-KEA TELPAS	Title I Title II Title III Special Ed. & Bilingual Funds Migrant Funds
Action Steps							
Invite authors and community members to read to our students.							
Develop reading contests to increase student participation.							
Use reading strategies such as choral reading, echo reading, popcorn reading, reader's theater, reading academies and exit tickets.							

STREAM Academy Initiative

Mission Statement

We believe that with increasing student engagement through STREAM programs, students will gain a deeper understanding of content knowledge and skills, while raising student academic performance and achievement. STREAM programs enrich our students by providing opportunities in Science, Technology, Engineering, Art, Reading and Mathematics that promote critical thinking skills, problem solving and effective communication skills.

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). 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, Lil’ Golden Bearettes

Golden Bears Cheer Team

Drumline

Folklorico

Ukulele

Art Club

Garden Club

Running Club

Robotics

Chess

Destination Imagination

UIL Academic Team

Math Madness

Global Cardboard Challenge

Bow Tie & Tiara Club

Reading Club

Kindness Club

Scripps Spelling Bee

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