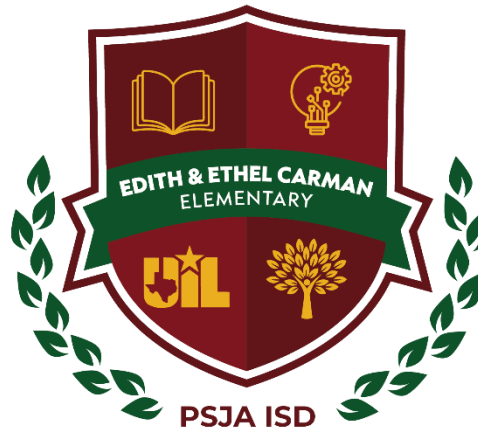




Campus Improvement Plan Edith & Ethel Carman Elementary 2026 - 2027

Submitted for Board Approval on September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



“A” RATED DISTRICT

PSJA School Board

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Vision

Every Edith & Ethel Carman Elementary student is provided an equal opportunity to achieve academic excellence in a safe school environment and excel in a global society.

Mission

As a Carman Family, we strive to create engaging student-centered lessons, incorporating STREAM activities, innovative instruction, technology, multicultural exposure, and extracurricular activities. In partnership with our students, families, community and PSJA ISD, we guarantee each student a superior education by providing quality instruction and challenging learning experiences that support positive relationships in a safe, inclusive environment that celebrates diversity and fosters lifelong learning.

District Strategic Direction



Campus Executive Summary

Demographics:

Edith & Ethel Carman Elementary serves students from San Juan, Texas and surrounding areas who come from similar backgrounds and way of life.

The student body at Carman Elementary is majority Hispanic with the following breakdown of student populations:

	All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk
Count	728	362	366	81	173	12	480	70	580
Percent		49.7%	50.27%	11.13%	23.76%	1.65%	65.93%	9.62%	79.67%

With the district's proximity to Mexico, 23.76% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home. While PSJA serves a population of over 94% economically disadvantaged students, Carman Elementary's student population is only at 65.93% economically disadvantaged.

Comprehensive Needs Assessment:

Carman Elementary has been rated as a "B" Campus by the State of Texas on the 2026 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at 78. In Domain II, School Progress (86), Academic Growth (83), and Relative Performance (86) with an Eco Dis at 82%. And last, Domain III, Closing the Gaps, Carman scored a 90.

The overall 2026 Accountability Rating Carman Elementary was a score of 87. In grades 3-5, all tested STAAR subjects, 651 tests were administered with over 99% participation for the 2025-2026 school year.

Curriculum and Instruction and Assessment:

Carman Elementary offers a rigorous, standards-based curriculum designed to prepare all students for continued academic success and future college and career readiness. Our highly qualified teachers provide engaging, differentiated instruction that addresses the individual academic needs of every learner. Carman Elementary proudly offers a Dual Language Program, providing students with the opportunity to develop academic proficiency in both English and Spanish while building cultural awareness and global competencies. Teachers utilize ongoing formative and summative assessments, student data, and targeted small-group instruction to monitor progress and adjust instruction to ensure students experience continuous growth. Students also have opportunities to participate in enrichment activities, fine arts, athletics, and other extracurricular experiences that support the development of the whole child. Students requiring additional academic support receive targeted interventions, tutoring, and

individualized learning opportunities designed to close achievement gaps and accelerate growth.

Summary of Goals:

Carman Elementary's 2026–2027 Campus Improvement Plan focuses on strengthening effective teaching and learning, student supports, leadership development, and attendance/family engagement to improve student outcomes. The plan prioritizes increasing academic achievement and growth, closing gaps for SPED and Emergent Bilingual students, strengthening TELPAS and STAAR performance, and maximizing every minute of instruction. Through focused interventions, ongoing data monitoring, strong instructional practices, and a culture of high expectations, Carman Elementary will build on its strengths and strategically move from a B toward an A.

Focus Area 1: Effective Teaching & Learning

Name	Role
Vianey Villegas	Principal
Liza Ramos	Asst. Principal
Christina Rubio	Asst. Principal
Anna Alaniz	Early Childhood Teacher
Debanhi Cantu	1 st Grade Teacher
Jasmine Martinez	2 nd Grade Teacher
Vanessa Galvez	5 th Grade Teacher
Raquel Alvarez	3 rd Grade
Santos Olvera	4 th Grade
Gina Patterson	Special Education Resource Teacher

Focus Area 2: Student Supports

Name	Role
Vianey Villegas	Principal
Liza Ramos	Asst. Principal
Christina Rubio	Asst. Principal
Jessica Garcia	Reading Coach
Evelyn Soto	CLL
Edith Cervantes	Early Childhood Teacher
Rosanna Vega	Special Education Resource Teacher

Reviewed

1. 2024 - 2025 Attendance
2. 2025 – 2026 Attendance
3. 2025 STAAR Performance
4. 2026 STAAR Performance

Focus Area 3: Leadership Growth

Name	Role
Vianey Villegas	Principal
Liza Ramos	Asst. Principal
Christina Rubio	Asst. Principal
Jessica Garcia	Reading Coach
Evelyn Soto	CLL
Imelda Morales	3 rd Grade
Annahiz Cortez	4 th Grade
Jacqueline Torres	5 th Grade
Lizbeth de la Cruz	Special Education Teacher

Focus Area 4: Family & Community Empowerment

Name	Role
Vianey Villegas	Principal
Liza Ramos	Asst. Principal
Christina Rubio	Asst. Principal
Roel Luna	Counselor
Nelly Gonzalez	Counselor
Laura Rodriguez	Librarian
Martin Gow	Physical Education Teacher
Monica Avelar	Parent Educator

**Data
Sources**

15. Technology Inventories
16. District/Campus Climate Survey Results
17. Teacher Certification
18. Professional Development Plan

5. 2026 Identification of Schools for Improvement
6. 2025 TELPAS Performance
7. 2026 TELPAS Performance
8. 2025 Kindergarten Readiness
9. PEIMS Demographics
10. Walkthroughs Data
11. Parental Involvement Data
12. T-TESS Evaluation/ Teacher Incentive Allotment

Campus Overall Summary

Texas Education Agency

2026 Accountability Rating Overall Summary EDITH & ETHEL CARMAN EL (108909119) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		87	B	
Student Achievement		78	C	0%
STAAR Performance	51	78		
College, Career and Military Readiness				
Graduation Rate				
School Progress		86	B	70%
Academic Growth	74	83	B	
Relative Performance (Eco Dis: 82.0%)		86	B	✓
Closing the Gaps	74	90	A	30%

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored) ⁺	Special Ed (Current)	Special Ed (Former) ⁺	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	0	-	-	-	-	-	0	0	0	-	0
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	3	-	-	-	-	-	3	3	0	-	3
2025	-	3	-	-	-	-	-	3	3	0	-	3
2026	-	3	-	-	-	-	-	3	3	2	-	3
Academic Achievement Status: Mathematics												
2024	-	3	-	-	-	-	-	3	3	3	-	0
2025	-	3	-	-	-	-	-	3	3	0	-	3
2026	-	3	-	-	-	-	-	3	3	1	-	0
Academic Growth Status: RLA												
2024	-	3	-	-	-	-	-	3	3	2	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: Mathematics												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	0	-	3
2026	-	3	-	-	-	-	-	3	3	2	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	3	-	-	-	-	-	3	3	3	-	1
2025	-	3	-	-	-	-	-	3	3	0	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									4			
2026									4			

Retrieved

Student Achievement: 2026 STAAR Performance

Texas Education Agency

2026 STAAR Performance

EDITH & ETHEL CARMAN EL (108909119) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	278	278	95	-	651	
Approaches GL or Above	224	194	76	-	494	76%
Meets GL or Above	158	134	47	-	339	52%
Masters GL	76	66	25	-	167	26%
Total Percentage Points						154%
Component Score						51

Student Achievement: 2026 STAAR Performance

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former)*	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	76%	75%	83%	99%	70%	76%	46%	-	75%	83%	67%	-	-	67%
At Meets GL Standard or Above	52%	50%	66%	98%	48%	58%	24%	-	51%	62%	67%	-	-	67%
At Masters GL Standard	26%	24%	34%	77%	16%	30%	6%	-	25%	28%	33%	-	-	33%
Number of Tests														
At Approaches GL Standard or Above	494	413	81	80	94	126	51	-	426	68	4	-	-	4
At Meets GL Standard or Above	339	274	65	79	64	96	27	-	288	51	4	-	-	4
At Masters GL Standard	167	134	33	62	21	49	7	-	144	23	2	-	-	2
Total Tests	651	553	98	81	134	166	112	-	569	82	6	-	-	6
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	81%	80%	86%	100%	77%	81%	48%	-	80%	84%	*	-	-	*
At Meets GL Standard or Above	57%	54%	70%	97%	47%	57%	23%	-	56%	62%	*	-	-	*
At Masters GL Standard	27%	25%	40%	83%	14%	29%	6%	-	27%	27%	*	-	-	*
Number of Tests														
At Approaches GL Standard or Above	224	187	37	35	44	56	23	-	193	31	*	-	-	*
At Meets GL Standard or Above	158	128	30	34	27	39	11	-	135	23	*	-	-	*
At Masters GL Standard	76	59	17	29	8	20	3	-	66	10	*	-	-	*
Total Tests	278	235	43	35	57	69	48	-	241	37	*	-	-	*
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	70%	68%	79%	97%	68%	74%	42%	-	68%	78%	*	-	-	*
At Meets GL Standard or Above	48%	45%	67%	97%	49%	58%	25%	-	46%	65%	*	-	-	*
At Masters GL Standard	24%	23%	28%	71%	18%	30%	6%	-	23%	27%	*	-	-	*
Number of Tests														
At Approaches GL Standard or Above	194	160	34	34	39	51	20	-	165	29	*	-	-	*
At Meets GL Standard or Above	134	105	29	34	28	40	12	-	110	24	*	-	-	*
At Masters GL Standard	66	55	11	25	10	21	3	-	56	10	*	-	-	*
Total Tests	278	235	43	35	57	69	48	-	241	37	*	-	-	*
Science														
Percent of Tests														
At Approaches GL Standard or Above	80%	80%	83%	100%	55%	68%	50%	-	78%	100%	-	-	-	-
At Meets GL Standard or Above	49%	49%	50%	100%	45%	61%	25%	-	49%	50%	-	-	-	-
At Masters GL Standard	26%	24%	42%	73%	15%	29%	6%	-	25%	38%	-	-	-	-
Number of Tests														
At Approaches GL Standard or Above	76	66	10	11	11	19	8	-	68	8	-	-	-	-
At Meets GL Standard or Above	47	41	6	11	9	17	4	-	43	4	-	-	-	-
At Masters GL Standard	25	20	5	8	3	8	1	-	22	3	-	-	-	-
Total Tests	95	83	12	11	20	28	16	-	87	8	-	-	-	-

School Progress: Academic Growth

Texas Education Agency

2026 Academic Growth

EDITH & ETHEL CARMAN EL (108909119) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Calculation Report

School Progress: Academic Growth RLA and Math

	Count	Points	Calculated
Annual Growth Points Earned	250.5	1	250.50
Accelerated Learning Points Earned	33	0.25	8.25
Sum of Annual Growth plus Accelerated Learning Points			258.75
Total Tests Evaluated			350
Academic Growth Score			74

School Progress: Relative Performance

Texas Education Agency

2026 Relative Performance

EDITH & ETHEL CARMAN EL (108909119) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	82.0%	51	86
College, Career, and Military Readiness			
Relative Performance			86

School Progress: Closing the Gaps

Texas Education Agency

2026 Closing the Gaps

EDITH & ETHEL CARMAN EL (108909119) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	15	24	62.5	30.0%	18.8
Growth Status	18	24	75.0	50.0%	37.5
ELP Status	4	4	100.0	10.0%	10.0
Student Success Status	9	12	75.0	10.0%	7.5
Closing the Gaps Score					74

School Progress: Closing the Gaps Continuation

	Additional Groups													
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant
Academic Achievement Status														
Reading/Language Arts (RLA) 2026 Target	46%	35%	n/a	n/a	n/a	37%	26%	38%	47%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	55%	46%	n/a	n/a	n/a	48%	38%	48%	56%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	73%	68%	n/a	n/a	n/a	69%	63%	69%	74%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	2		3					
2026 % at Meets GL Standard or Above	57%	54%	70%	97%	47%	57%	23%	-	56%	62%	*	-	-	*
2026 # at Meets GL Standard or Above	158	126	30	34	27	39	11	-	135	23	*	-	-	*
2026 Total Tests (Adjusted)	278	235	43	35	57	69	48	-	241	37	*	-	-	*
2025 % at Meets GL Standard or Above	53%	51%	62%	98%	40%	54%	15%	-	53%	51%	-	-	-	67%
Mathematics 2026 Target	49%	40%	n/a	n/a	n/a	45%	29%	45%	51%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	58%	50%	n/a	n/a	n/a	54%	41%	54%	59%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	75%	70%	n/a	n/a	n/a	73%	65%	73%	76%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	0	3				3	1		0					
2026 % at Meets GL Standard or Above	48%	45%	67%	97%	49%	58%	25%	-	46%	65%	*	-	-	*
2026 # at Meets GL Standard or Above	134	105	29	34	28	40	12	-	110	24	*	-	-	*
2026 Total Tests (Adjusted)	278	235	43	35	57	69	48	-	241	37	*	-	-	*
2025 % at Meets GL Standard or Above	50%	48%	62%	98%	53%	63%	18%	-	51%	44%	-	-	-	67%

	Additional Groups													
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)+	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant
Academic Growth Status														
RLA 2026 Target	64%	60%	n/a	n/a	n/a	62%	50%	64%	65%	n/a	n/a	n/a	n/a	n/a
RLA Next Interim Target (2027-28 through 2031-32)	74%	70%	n/a	n/a	n/a	72%	60%	74%	75%	n/a	n/a	n/a	n/a	n/a
RLA Long Term Target (2037-38)	94%	90%	n/a	n/a	n/a	92%	80%	94%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 Academic Growth Score	76%	73%	91%	94%	69%	77%	50%	-	74%	82%	*	-	-	*
2026 Growth Points	132.25	106.00	26.25	24.50	24.25	36.25	15.50	-	111.00	21.25	*	-	-	*
2026 Total Tests	175	146	29	26	35	47	31	-	149	26	*	-	-	*
2025 Academic Growth Score	79%	79%	82%	100%	70%	77%	53%	-	77%	95%	-	-	-	100%
Mathematics 2026 Target	69%	65%	n/a	n/a	n/a	69%	58%	70%	70%	n/a	n/a	n/a	n/a	n/a
Mathematics Next Interim Target (2027-28 through 2031-32)	78%	75%	n/a	n/a	n/a	78%	68%	78%	78%	n/a	n/a	n/a	n/a	n/a
Mathematics Long Term Target (2037-38)	95%	95%	n/a	n/a	n/a	95%	88%	95%	95%	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	2		3					
2026 Academic Growth Score	72%	71%	78%	92%	75%	81%	56%	-	73%	69%	*	-	-	*
2026 Growth Points	128.50	104.00	22.50	24.00	26.25	38.25	17.25	-	108.50	18.00	*	-	-	*
2026 Total Tests	175	146	29	26	35	47	31	-	149	26	*	-	-	*
2025 Academic Growth Score	75%	74%	78%	100%	70%	78%	41%	-	73%	83%	-	-	-	100%

School Progress: Closing the Gaps Continuation

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)*	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant
Progress in Achieving English Language Proficiency (EB Current)														
2026 Target					40%									
Next Interim Target (2027-28 through 2031-32)					42%									
Long Term Target (2037-38)					46%									
Points Evaluated for Federal School Improvement					4									
2026 TELPAS Progress Rate					56%									
2026 TELPAS Progress					64									
2026 TELPAS Total					114									
2025 TELPAS Progress Rate					42%									

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)*	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant
Student Success (Student Achievement Domain Score (STAAR Component Only))														
2026 Target	47	38	n/a	n/a	n/a	37	23	42	48	n/a	n/a	n/a	n/a	n/a
Next Interim Target (2027-28 through 2031-32)	57	48	n/a	n/a	n/a	47	33	52	58	n/a	n/a	n/a	n/a	n/a
Long Term Target (2037-38)	77	68	n/a	n/a	n/a	67	53	72	78	n/a	n/a	n/a	n/a	n/a
Points Evaluated for Federal School Improvement	3	3				3	3		3					
2026 STAAR Component Score	51	50	61	91	45	55	25	-	50	58	56	-	-	56
2026 % at Approaches GL Standard or Above	76%	75%	83%	99%	70%	76%	46%	-	75%	83%	67%	-	-	67%
2026 % at Meets GL Standard or Above	52%	50%	66%	98%	48%	58%	24%	-	51%	62%	67%	-	-	67%
2026 % at Masters GL Standard	26%	24%	34%	77%	16%	30%	6%	-	25%	28%	33%	-	-	33%
2026 Total Tests	651	553	98	81	134	166	112	-	569	82	6	-	-	6
2025 STAAR Component Score	50	49	59	92	47	57	17	-	50	52	--	-	-	71

Comprehensive Needs Assessment

AREA LEADS: Vianey Villegas, Dr. Liza Ramos, Christina Rubio



GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING**Areas Reviewed:** Student Performance**Strengths**

Edith & Ethel Carman Elementary provides the teachers with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content-based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the Curriculum & Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd and 3rd-5th.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.

Challenges

The area of literacy, specifically in reading comprehension and writing, has been a challenge district-wide and great emphasis and resources are being dedicated to this area of need. Additionally, the 2026 STAAR Performance results indicate academic gaps in mathematics.

- The All-Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 57%.
- High Focus Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 55%.
- Emergent Bilingual Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 47%.
- Special Education (Current) Student Group in ELA/Reading at Meets Grade Level Standard or Above was at 23%.
- Student reading on level by third grade is an area that we as campus continue to work on and monitor. 47% of 3rd grade students scored 0 points on the ECR.
- Cross curricular writing must be done at all grade levels
- Professional development for teaching writing must be provided at all grade levels.
- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was at 48%.
- High Focus Student Group in Mathematics at Meets Grade Level Standard or Above was at 43%.
- Emergent Bilingual Student Group in Mathematics at Meets Grade Level Standard or Above was at 49%.
- Special Education (Current) Student Group in Mathematics at Meets Grade Level Standard or Above was at 25%.
- Elementary Reading, Writing and Mathematics curriculums will be monitored for alignment and effectiveness.

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Student Achievement

By the end of the current academic year, student achievement will improve from an average score of 78 (a C grade) to 80, representing a 2-point increase. This improvement will be measured through standardized assessments and report card grades and supported by targeted interventions, including tutoring, data-driven instruction, and curriculum adjustments, to promote continued academic growth and raise overall academic achievement.

OBJECTIVE 1: The percentage of all students scoring Meets Grade Level or Above on combined STAAR Reading and Mathematics will increase from 53% in June 2026 to 60% by June 2027, representing a 7-percentage-point increase.

Strategy 1: Weekly lesson internalization sessions will be conducted with content-area teachers to strengthen Tier 1 instruction, ensure alignment to grade-level standards and district curriculum, anticipate student misconceptions, and plan appropriate instructional responses based on student needs.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Establish and communicate a consistent internalization schedule:**
Develop a weekly schedule for lesson internalization and collaborative planning sessions. Communicate the schedule in advance to ensure teachers have adequate time to prepare and participate consistently.
- **Provide instructional materials in advance:**
Teachers will receive or identify upcoming lesson plans, curriculum resources, standards, assessment items, and guiding documents at least 48 hours before each internalization session.
- **Internalize upcoming lessons collaboratively:**
During weekly sessions, teachers will unpack the standards and learning objectives, identify the level of rigor expected, examine instructional tasks and assessments, and determine what students must know and be able to demonstrate.
- **Anticipate misconceptions and plan instructional responses:**
Teachers will identify likely student misconceptions and learning gaps and collaboratively plan questioning strategies, scaffolds, differentiation, exemplars, and appropriate instructional responses.
- **Use student data to inform planning:**
Teachers and instructional leaders will regularly review formative assessments, common assessments, district assessments, i-Ready data, STAAR-aligned data and classroom performance to determine areas requiring reteaching intervention, or enrichment.
- **Monitor implementation through classroom evidence:**
Campus administrators and instructional leaders will conduct walkthroughs and provide feedback to determine whether instructional practices discussed during internalization sessions are evidence in classroom instruction.
- **Evaluate effectiveness and adjust instruction:**
Teacher teams will review student work and assessment results to determine the effectiveness of planned instruction and make adjustments to upcoming lessons, intervention groups, and instructional strategies.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Professional Development from outside campus personnel • Support from Regional ESC	• Weekly internalization schedules and agendas • Teacher attendance/sign-in documentation • Completed lesson internalization/planning documents • PLC/CLL meeting notes • Student work samples • Common and formative assessment data • Walkthrough documentation and feedback • Evidence of reteaching, intervention, and enrichment plans	• Increased student mastery of grade-level standards as measured by formative and common assessments • Demonstrated student growth on district assessments and i-Ready reading & math data • Walkthrough data reflecting increased alignment between standards, lesson objectives, instructional tasks, and assessments. • Walkthrough data reflecting increased rigor and master of targeted standards. • Increased percentage of students performing at Meets Grade Level or Above on STAAR aligned assessments and EOY STAAR RLA & Mathematics Assessments	• Formative assessments • Benchmarks [BM's] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • i-Ready Diagnostic

Goal Area 1: Effective Teaching and Learning

Strategy 2: Campus Leadership Teams will conduct regular collaborative instructional walkthroughs to monitor the implementation of the district curriculum, alignment to grade-level standards, instructional rigor, student engagement, and effective instructional practices. Walkthrough data will be used to identify campus-wide trends, provide actionable feedback, and determine areas for instructional support.

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, Campus administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Establish a Consistent Walkthrough Schedule:**
Develop a weekly or bi-weekly walkthrough schedule that allows campus leadership to regularly monitor instruction across grade levels and content areas while keeping the frequency manageable for administrators and teachers.
- **Utilize a Common Walkthrough Tool:**
Use a standardized walkthrough tool aligned with district curriculum expectations and campus instructional priorities.
- **Calibrate Campus Leadership:**
Conduct periodic calibration activities so administrators and instructional leaders develop a shared understanding of instructional expectations and consistently identify evidence during walkthroughs.
- **Analyze Walkthrough Trends:**
Leadership teams will regularly review walkthrough data to identify campus-wide strengths, recurring instructional needs, grade-level/ content trends, and areas requiring additional support.
 - **Provide Timely, Actionable Feedback:**
Provide teachers with specific feedback following walkthroughs that identify strengths and give manageable next steps for instructional improvement.
- **Connect Walkthrough Findings to Professional Learning and Planning**
Use trends identified through walkthroughs to guide lesson internalization sessions, CLCs, professional development, and other instructional supports.
- **Monitor Progress Over Time:**
Revisit identified instructional focus areas during subsequent walkthroughs to determine whether implementation is improving, and whether additional support is needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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• District curriculum and pacing guides • Lesson plans/internalization documents • Campus walkthrough tool • Instructional rounds/walkthrough protocols • Feedback forms • District instructional framework/resources • Calibration materials for campus leadership • <i>Leverage Leadership 2.0</i> resources, if applicable • Student assessment and progress-monitoring data	• Walkthrough schedules and calendars • Completed walkthrough documentation • Walkthrough data summaries • Teacher feedback documentation • Leadership debrief/meeting documentation • Calibration agendas and/or attendance records • Documentation of instructional trends and identified areas of focus • PLC/CLL or professional learning documentation showing walkthrough findings were addressed	• Walkthrough data demonstrates increased implementation of identified high-impact instructional practices. • Increased alignment among grade-level standards, lesson objectives, instructional tasks, and student work. • Increased evidence of student engagement, checks for understanding, questioning, and grade-level rigor during classroom walkthroughs. • Reduction in recurring instructional concerns identified through walkthrough data. • Formative and common assessment results demonstrate increased student mastery of priority standards. • BM1, BM2, and/or district assessment data demonstrate student growth in Reading and Mathematics. • Increased percentage of students demonstrating progress toward Meets Grade Level or Above on STAAR-aligned assessments.	• Walkthrough trend data • Formative/common assessments • BM1/BM2 and district assessments • i-Ready diagnostic and progress-monitoring data • STAAR interim/STAAR data, when available • TELPAS data, when applicable • Student work samples
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Goal Area 1: Effective Teaching and Learning

Strategy 3: Teachers and instructional support staff will use multiple sources of student performance data to identify learning gaps and provide

targeted intervention, reteaching, acceleration, and enrichment in Reading and Mathematics to increase student mastery of grade-level standards.

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Compensatory Education

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Identify Students and Priority Skills:**
Review available assessment data to identify students who have not yet mastered grade-level standards as well as students approaching the Meets Grade Level performance standard.
- **Establish Targeted Student Groups:**
Create flexible intervention and acceleration groups based on specific skills and standards rather than solely on overall assessment performance. Regroup students as their needs change.
- **Provide Targeted Intervention and Acceleration:**
Provide small-group instruction, reteaching, tutoring, and/or acceleration using research-based instructional practices and district-approved resources aligned to identified student needs.
- **Monitor Student Progress:**
Use formative assessments, student work, i-Ready data, common assessments, benchmarks, and other available measures to determine whether students are responding to intervention and acceleration.
- **Adjust Instruction Based on Student Response:**
Teachers and instructional teams will adjust student groupings, instructional strategies, intervention focus, and level of support based on progress-monitoring results.
- **Review Progress Collaboratively:**
During CLL, data meetings, or collaborative planning sessions, teachers and instructional leaders will review student progress, identify students requiring additional support, and determine appropriate instructional next steps.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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• District curriculum and intervention resources • i-Ready Reading and Mathematics • Formative and common assessments • Benchmark/district assessment data • STAAR-aligned resources and released items • Progress-monitoring tools • Student work samples • Small-group instructional materials • Tutoring resources • Intervention/acceleration schedules • Supplemental instructional resources for special populations	• Intervention/acceleration schedules • Student intervention groups or rosters • Small-group lesson plans/documentation • Tutoring documentation • CLL data-analysis documentation • Progress-monitoring records • Student data trackers • Documentation of flexible student grouping • Evidence of reteaching and acceleration based on assessment results	• Increased percentage of students demonstrating mastery of targeted Reading and Mathematics standards. • Progress-monitoring data demonstrates growth for students receiving intervention and acceleration. • Reduction in the number of students performing significantly below grade-level expectations. • Increased number of students progressing from Approaches toward Meets Grade Level performance. • i-Ready diagnostic and growth data demonstrate improvement in Reading and Mathematics. • BM1/BM2 and district assessment results demonstrate increased student achievement. • Increased percentage of students performing at Meets Grade Level or Above on STAAR-aligned assessments. • Student work demonstrates increased independence, accuracy, and application of grade-level skills.	• Formative and common assessments • i-Ready diagnostic and progress-monitoring data • BM1/BM2 and district assessments • Student work samples • Intervention progress-monitoring data • STAAR interim/STAAR data, when available • TELPAS data, when applicable • Progress of identified student groups
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Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Student Achievement

OBJECTIVE 2: To implement targeted, data-driven instruction and interventions in Reading and Math that support individual student growth and ensure that at least 80% of 4th and 5th grade students demonstrate measurable academic progress on the STAAR, as defined by the student progress domain.

Strategy 1: Teachers and instructional teams will monitor individual student progress in RLA and Mathematics on a biweekly basis and use multiple data sources to identify learning needs, adjust instruction, provide targeted support, and ensure students demonstrate continued academic growth.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Establish Biweekly Progress Monitoring:**
Teachers will monitor student progress in RLA and Mathematics at least biweekly using formative assessments, curriculum-based measures, student-work, i-Ready data, common assessments, and other appropriate progress-monitoring tools.
- **Identify Individual Student Growth Needs:**
Teachers will use progress-monitoring data to identify specific standards and skills requiring additional instruction and determine whether individual students are demonstrating expected academic growth.
- **Provide Tiered Support Based on Student Need:**
Students requiring additional academic support will receive appropriate Tier 2 or Tier 3 interventions through the campus MTSS/RTI process. The frequency and intensity of support will be adjusted based on student response and progress-monitoring data.
- **Analyze Student Progress Collaboratively:**
Grade-level/content teams will use regularly scheduled CLC meetings to review student progress, identify trends, discuss students who are not demonstrating expected growth, and determine appropriate instructional responses.
- **Implement and Document Instructional Adjustments:**
Based on progress-monitoring results, teachers will adjust small-group instruction, reteaching, intervention, acceleration, scaffolds, and other instructional supports to address individual student needs.
- **Monitor Progress Toward STAAR Growth:**
For students in grades 4 and 5, campus instructional teams will periodically review available assessment data to determine whether students are on track to demonstrate expected growth within the STAAR student Progress Domain and identify students requiring additional support.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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• TEKS Resource System • District curriculum and pacing documents • i-Ready Reading and Mathematics • State, district, and campus assessment data • Campus progress-monitoring tools/system • Formative and common assessments • STAAR released items/STAAR-aligned resources • Student work samples • Intervention and tutorial resources • Tutorial sessions • Saturday Academies, if utilized	• Biweekly student progress-monitoring documentation • Individual/class student data trackers • CLL agendas and data-analysis documentation • Small-group instructional plans • Lesson plans demonstrating differentiated instruction • Intervention/MTSS/RTI documentation • Student work samples • Documentation of flexible student grouping/regrouping • i-Ready progress-monitoring reports • Documentation of reteaching and instructional adjustments	• Increased percentage of students demonstrating measurable growth in Reading and Mathematics. • Biweekly progress-monitoring data demonstrates increased mastery of targeted skills and standards. • i-Ready data demonstrates individual student growth from beginning-, middle-, and end-of-year assessments. • Increased student performance from BM1 to BM2 and subsequent district assessments. • Reduction in the percentage of students demonstrating persistent learning gaps. • Increased percentage of students meeting individual growth targets. • Increased percentage of 4th- and 5th-grade students demonstrating expected or accelerated progress on STAAR. • At least 80% of 4th- and 5th-grade students demonstrate measurable academic progress as defined by the STAAR Student Progress Domain.	• Biweekly formative assessments • Common assessments • BM1/BM2 and district assessments • i-Ready diagnostic and progress-monitoring data • Student Growth Measures (SGMs)/pre- and post-assessments • Student work samples • STAAR interim/STAAR data, when available • TELPAS data, when applicable • MTSS/RTI progress-monitoring data
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Goal Area 1: Effective Teaching and Learning

Strategy 2: Teachers will provide targeted, data-driven small-group instruction in RLA and Mathematics to address identified learning needs, close skill gaps, and accelerate individual student-growth towards grade-level mastery.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, Campus administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Identify Student Needs Using Current Data:**

Teachers will use formative assessments, student work, i-Ready, common assessments, district assessments, and other available data to identify specific RLA and Mathematics skills requiring additional instruction.

- **Establish Flexible Small Groups:**

Teachers will create flexible small groups based on demonstrated student needs and targeted skills. Student groupings will be adjusted regularly as students demonstrate mastery or new instructional needs emerge.

- **Provide Targeted Small-Group Instruction:**

Teachers will provide targeted small-group instruction in Reading and Mathematics at least three times per week, as appropriate within the instructional schedule, using explicit instruction, modeling, guided practice, questioning, and checks for understanding.

- **Differentiate Instruction Based on Student Need:**

Teachers will provide appropriate scaffolds, accommodations, language supports, intervention, and/or acceleration to ensure instruction is responsive to individual student needs, including students served through Special Education, Bilingual/ESL, Migrant, and other programs.

- **Monitor the Effectiveness of Small-Group Instruction:**

Teachers will use formative assessments, student work, and progress-monitoring data to determine whether students are mastering targeted skills and make timely instructional adjustments.

- **Collaboratively Review Student Progress:**

Grade-level/content teams will use CLC meetings to discuss student progress, share effective instructional practices, identify students requiring additional support, and plan differentiated instructional responses.

- **Provide Acceleration for Students Approaching Mastery:**

Teachers will provide intentional acceleration and enrichment for students demonstrating readiness to progress toward Meets or Masters Grade Level performance.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • District curriculum and pacing guides • Curriculum templates/calendars	• Lesson plans identifying small-group instruction • Small-group instructional	• Increased student mastery of targeted Reading and Mathematics skills. • Progress-monitoring data demonstrates	• Formative/common assessments • Student work samples • i-Ready diagnostic and progress-

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• i-Ready Reading and Mathematics • State, district, and campus assessment data • Campus progress-monitoring system • Formative and common assessments • STAAR-aligned instructional resources • Small-group instructional materials • Student work samples • Intervention and acceleration resources • Special Education and Bilingual/ESL instructional supports	plans/materials • Flexible grouping documentation • Student data trackers • CLC/CLL agendas and meeting documentation • Student work samples • Progress-monitoring documentation • Walkthrough evidence of differentiated/small-group instruction • Documentation of targeted standards and skills • Evidence of regrouping based on student progress	growth following targeted small-group instruction. • Increased percentage of students meeting individual growth targets. • Student work demonstrates increased accuracy, independence, and application of grade-level skills. • i-Ready data demonstrates growth from beginning-, middle-, and end-of-year diagnostics. • BM1/BM2 and district assessment results demonstrate increased student performance. • Increased percentage of students progressing from Did Not Meet to Approaches, Approaches to Meets, and Meets to Masters. • Increased percentage of 4th- and 5th-grade students demonstrating expected or accelerated progress on STAAR. • At least 80% of 4th- and 5th-grade students demonstrate measurable academic progress as defined by the STAAR Student Progress Domain.	monitoring data • BM1/BM2 and district assessments • Student Growth Measures (SGMs)/pre- and post-assessments • Campus progress-monitoring data • STAAR interim/STAAR data, when available • TELPAS data, when applicable • Walkthrough data related to small-group/differentiated instruction
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Goal Area 1: Effective Teaching and Learning

Strategy 3: Teachers will use progress-monitoring data to engage students in age-appropriate academic goal setting, progress tracking, and reflection in Reading and Mathematics to increase student ownership of learning and support continued academic growth.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Establish Individual Student Growth Goals:**

Teachers will work with students to establish attainable, age-appropriate academic growth goals in Reading and Mathematics using baseline performance, prior achievement, district assessments, i-Ready data, and available STAAR progress measures.

- **Implement Student-Friendly Progress Tracking:**

Students will regularly track progress toward their academic goals using district student trackers, data folders, goal sheets, graphs, reflection tools, or other age-appropriate methods.

- **Help Students Understand Their Data:**

Teachers will explicitly teach students how to interpret their progress in developmentally appropriate ways, identify areas of strength and growth, and understand the skills or standards they are working toward.

- **Conduct Student-Teacher Goal Conferences:**

Teachers will conduct periodic individual or small-group conferences with students to review progress, celebrate growth, identify areas needing improvement, and establish appropriate next steps.

- **Provide Opportunities for Student Reflection:**

Following common assessments, benchmarks, i-Ready diagnostics, and other significant progress checks, students will reflect on their performance and identify strategies or actions that can help them continue progressing toward their goals.

- **Adjust Goals Based on Student Progress:**

Teachers and students will revisit and adjust academic goals as appropriate when students demonstrate mastery, exceed expectations, or require additional support.

- **Connect Student Goals to Daily Learning:**

Teachers will help students make connections between individual academic goals, classroom learning objectives, targeted small-group instruction, and intervention or acceleration activities.

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Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District student progress trackers • Student data folders or goal-setting tools • Student reflection sheets/journals • Individual student goal sheets • i-Ready Reading and Mathematics • State, district, and campus assessment data • Formative and common assessments • STAAR student progress/growth data • Student Growth Measures (SGMs) • TEKS Resource System • Campus progress-monitoring system • Age-appropriate student conferencing/reflection templates	• Individual student academic goals • Completed student goal-setting sheets • Student data folders/progress trackers • Student reflection sheets or journals • Documentation of student-teacher conferences • Updated goals following progress checks • Student progress graphs/charts • CLL/PLC documentation related to student growth and goal setting • Classroom evidence of student progress tracking • Samples of student reflections following assessments	• Increased percentage of students meeting or exceeding individual academic growth goals. • Students demonstrate increased awareness of their academic strengths, areas for growth, and individual learning goals. • Student progress trackers demonstrate continued movement toward identified Reading and Mathematics goals. • Formative and common assessment data demonstrate increased mastery of targeted standards. • i-Ready diagnostic data demonstrates individual student growth in Reading and Mathematics. • BM1/BM2 and district assessment data demonstrate increased student performance. • Increased percentage of students progressing to higher STAAR performance levels. • Increased percentage of 4th- and 5th-grade students demonstrating expected or accelerated progress on STAAR. • At least 80% of 4th- and 5th-grade students demonstrate measurable academic progress as defined by the STAAR Student Progress Domain.	• Student goal sheets and progress trackers • Student reflections • Formative/common assessments • BM1/BM2 and district assessments • i-Ready diagnostic and progress-monitoring data • Student Growth Measures (SGMs)/pre- and post-assessments • STAAR progress/growth data • TELPAS data, when applicable • Student-teacher conference documentation

Goal Area 1: Effective Teaching and Learning**Annual Goal 2: Early Childhood**

The percentage of all Early Literacy students that score below Kinder Readiness will increase from 31% to 46%.

OBJECTIVE 1: By the end of the 2026–2027 academic year, the percentage of Early Childhood students demonstrating Kinder Readiness in Early Literacy will increase from 31% to 46%, representing a 15-percentage-point increase, through high-quality early literacy instruction, targeted small-group support, early intervention, and ongoing progress monitoring.

Strategy 1: Teachers will provide targeted, developmentally appropriate small-group literacy instruction based on student assessment data to address individual early literacy needs and increase progress toward Kinder Readiness.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Identify Individual Early Literacy Needs:**

Teachers will use beginning-of-year diagnostic assessments, classroom observations, and other available data to identify individual student strengths and needs in foundational literacy skills.

- **Establish Flexible Small Groups:**

Students will be grouped according to specific literacy needs, such as phonological/phonemic awareness, letter identification, letter-sound knowledge, oral language, vocabulary, listening comprehension, and other Kinder Readiness skills.

- **Provide Targeted Small-Group Instruction:**

Teachers will provide consistent, developmentally appropriate small-group instruction using explicit modeling, guided practice, hands-on activities, purposeful play, and research-based early literacy practices.

- **Utilize Appropriate Early Literacy Resources:**

Teachers will use district-approved curriculum and supplemental resources aligned to identified student needs and Kinder Readiness expectations.

- **Monitor Student Progress:**

Teachers will regularly monitor student progress using formative assessments, observational data, student work, and district progress-monitoring tools to determine student response to instruction.

- **Adjust Groups and Instruction:**

Small groups, instructional focus, and level of support will be adjusted based on student progress and demonstrated mastery of targeted early literacy skills.

- **Collaboratively Review Student Progress:**

Teachers and instructional leaders will use CLL meetings and collaborative planning opportunities to review student progress, identify students requiring additional support, and plan appropriate instructional responses.

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Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• LION/LEÓN • Frog Street • Mosaico • Magnetic Reading/early literacy resources, if applicable to the grade level • Heggerty • District early childhood curriculum • District Kinder Readiness standards/guidelines • Early literacy progress-monitoring tools • Student data trackers • Manipulatives and hands-on literacy materials • Classroom technology/iPads • Bilingual/ESL and Special Education instructional supports	• Small-group instructional plans • Flexible grouping documentation • Lesson plans/internalization documents • LION/LEÓN reports • Student progress-monitoring documentation • Student data trackers • CLL/PLC agendas and data-review documentation • Walkthrough evidence of small-group literacy instruction • Documentation of targeted early literacy skills • Student work samples • Evidence of regrouping based on student progress	• Increased percentage of students demonstrating mastery of targeted early literacy skills. • Progress-monitoring data demonstrates growth in foundational literacy skills. • Increased student performance in phonological/phonemic awareness, letter identification, letter-sound knowledge, oral language, vocabulary, and other assessed readiness skills. • Reduction in the percentage of students requiring intensive early literacy support. • Increased number of students moving from below expected performance toward or above Kinder Readiness expectations. • End-of-year assessment data demonstrates an increase in students meeting Kinder Readiness expectations. • The percentage of students demonstrating Kinder Readiness increases from the established baseline toward the 46% end-of-year target.	• Beginning-, middle-, and end-of-year early literacy assessments • Formative assessments • LION/LEÓN reports • District progress-monitoring data • Student work samples • Teacher observational data • Student data trackers • Results Driven Accountability data, when applicable

Goal Area 1: Effective Teaching and Learning

Strategy 2: Students identified as at risk for not meeting Kinder Readiness expectations will receive targeted, developmentally appropriate early literacy

interventions based on identified skill needs, with ongoing progress monitoring used to determine student response and adjust the level of support.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Identify Students in Need of Early Intervention:**

Administer district-approved early literacy screeners and review available student data at the beginning of the year to identify students at risk for not meeting Kinder Readiness expectations.

- **Identify Specific Skill Gaps:**

Analyze screening, diagnostic, observational, and classroom data to identify individual student needs in foundational literacy areas such as phonological/phonemic awareness, letter identification, letter-sound knowledge, oral language, vocabulary, and listening comprehension.

- **Provide Targeted Early Literacy Interventions:**

Provide developmentally appropriate; research-based intervention matched each student's identified area of need. Intervention will supplement core classroom instruction and may be delivered individually or in small groups.

- **Establish Consistent Intervention Opportunities:**

Schedule intervention within designated instructional or intervention periods to provide students with consistent additional support while minimizing disruption to core classroom instruction and other essential early childhood learning experiences.

- **Monitor Student Response to Intervention:**

Conduct regular progress monitoring using brief, targeted assessments, observational data, student work, and district-approved measures to determine whether students are responding to intervention.

- **Adjust Intervention Based on Student Progress:**

Use progress-monitoring results to adjust intervention groups, targeted skills, instructional strategies, frequency, and/or intensity of support based on individual student response.

- **Review At-Risk Student Progress Collaboratively:**

Teachers and instructional leaders will periodically review the progress of identified students during CLL/PLC, MTSS/RTI, or other designated data meetings to determine appropriate next steps and additional supports when necessary.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• LION/LEÓN	• Beginning-of-year early literacy	• At-risk students demonstrate measurable	• Early literacy screening/diagnostic data

• Frog Street • Mosaico • Heggerty • District Early Childhood curriculum • District-approved early literacy intervention resources • Early literacy screening/diagnostic assessments • Progress-monitoring tools • Student data trackers • Literacy manipulatives and hands-on materials • Classroom technology/iPads • Bilingual/ESL instructional supports • Special Education instructional supports	screening results • Documentation of students identified for additional intervention • Intervention schedules • Student intervention groups/rosters • Intervention lesson plans or instructional documentation • LION/LEÓN reports • Individual student progress-monitoring records • Student data trackers • CLL/PLC or MTSS/RTI meeting documentation • Documentation of targeted literacy skills • Evidence of intervention adjustments based on student progress • Walkthrough evidence of targeted intervention, when applicable	growth in targeted early literacy skills. • Progress-monitoring data demonstrates increased mastery of identified skill gaps. • Increased student performance in phonological/phonemic awareness, letter identification, letter-sound knowledge, oral language, vocabulary, and other assessed early literacy skills. • Increased percentage of identified at-risk students meeting individual growth targets. • Reduction in the number of students requiring intensive early literacy intervention. • Increased number of students moving from below expected performance toward Kinder Readiness expectations. • Beginning-, middle-, and end-of-year assessment data demonstrate continued growth among students receiving intervention. • Increased percentage of students demonstrating Kinder Readiness by the end of the academic year	• Formative assessments • Progress-monitoring data • LION/LEÓN reports • Student work samples • Teacher observational data • Student data trackers • MTSS/RTI documentation • Results Driven Accountability data, when applicable
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Goal Area 1: Effective Teaching and Learning

Strategy 3: Engage families as partners in early literacy development by providing accessible, developmentally appropriate resources, activities, and strategies that reinforce foundational literacy skills at home and support students' progress toward Kinder Readiness.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Provide Family Literacy Learning Opportunities:**

Offer literacy-focused family learning opportunities throughout the school year through campus family events, workshops, parent meetings, or other existing engagement activities. Families will receive practical strategies they can use at home to strengthen early literacy skills.

- **Provide Literacy-Focused Home Learning Activities:**

Provide families with developmentally appropriate books, activities, games, or digital resources that reinforce foundational literacy skills being taught at school.

- **Share Regular Literacy Tips and Resources:**

Communicate simple, age-appropriate literacy strategies through established campus communication platforms such as ClassDojo, newsletters, family messages, or other district-approved communication tools.

- **Align Home Activities to Student Learning Needs:**

Whenever appropriate, provide home-learning activities connected to priority early literacy skills such as oral language, vocabulary, phonological/phonemic awareness, letter recognition, letter-sound knowledge, listening comprehension, and print awareness.

- **Ensure Resources Are Accessible to Families:**

Provide family literacy information and resources in families' home languages, when appropriate, and use clear, family-friendly directions and demonstrations to encourage participation.

- **Gather Family Feedback and Participation Data:**

Use attendance records, brief surveys, activity feedback, or other available methods to determine family participation and identify additional resources or support families may need.

- **Connect Family Engagement to Student Progress:**

Teachers will periodically communicate student progress and suggested areas for home practice, so families understand how they can support their child's individual literacy development.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Family literacy take-home materials - Age-appropriate books - Literacy games and manipulatives - Family-friendly literacy strategy guides - ClassDojo or district-approved communication platforms - Campus newsletters - District/campus family engagement resources - Frog Street family resources, when available - Heggerty family/home resources, when appropriate - LION/LEÓN family resources and reports, when applicable - Bilingual literacy resources - Translated family materials - Digital literacy resources - iPads/technology, when appropriate - Student progress information and family-friendly data reports	- Family literacy event/workshop agendas - Family event attendance/sign-in records - Copies of family literacy resources distributed - Documentation of take-home literacy activities/materials - ClassDojo or other family communication records - Campus newsletters containing literacy strategies - Documentation of bilingual/translated family resources - Family participation records - Family surveys/feedback - Documentation of student progress information shared with families	- Increased family participation in literacy-focused learning opportunities. - Family feedback demonstrates increased understanding of strategies for supporting literacy development at home. - Increased use/return of take-home literacy activities, when tracked. - Students demonstrate increased engagement and participation in literacy activities. - Progress-monitoring data demonstrates growth in targeted foundational literacy skills. - Increased percentage of students demonstrating mastery of Kinder Readiness literacy skills. - Beginning-, middle-, and end-of-year assessment data demonstrate continued student growth. - Increased percentage of students demonstrating Kinder Readiness by the end of the academic year.	- Family participation/attendance data - Family surveys and feedback - Distribution/participation records for home-learning activities - Family communication documentation - Early literacy formative assessments - Student progress-monitoring data - LION/LEÓN reports, when applicable - Beginning-, middle-, and end-of-year assessment data - Student work/teacher observations

Goal Area 1: Effective Teaching and Learning**Annual Goal 2: Early Childhood**

OBJECTIVE 2: By the end of the 2026–2027 school year, at least 80% of Early Childhood students will demonstrate measurable growth in foundational early literacy skills, including letter identification/naming, phonological awareness, and oral language development, as measured by district-approved, developmentally appropriate assessments and progress-monitoring measures.

Strategy 1: Teachers will implement consistent, developmentally appropriate daily phonological awareness and foundational literacy instruction using explicit modeling, interactive routines, purposeful practice, and ongoing review to strengthen students' early literacy skills.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Establish a Developmentally Appropriate Skill Progression:**
Teachers will use district curriculum, assessment data, and early literacy expectations to identify a progression of foundational literacy skills, including phonological awareness, letter identification/naming, letter-sound relationships, and oral language development.
- **Implement Daily Explicit Phonological Awareness Instruction:**
Provide brief, engaging daily instruction using consistent routines that develop skills such as rhyming, alliteration, syllable awareness, onset-rime, sound identification, blending, and segmenting, as developmentally appropriate.
- **Incorporate Spiral Review:**
Embed previously taught skills into daily literacy routines to provide repeated practice, reinforce learning, and support long-term mastery.
- **Reinforce Skills Through Purposeful Play and Learning Centers:**
Provide opportunities for students to practice targeted foundational literacy skills through developmentally appropriate centers, songs, movement, games, picture sorts, manipulatives, interactive read-alouds, and other hands-on learning experiences.
- **Reinforce Skills Through Small-Group Instruction:**
Use small-group instruction to provide additional modeling, guided practice, differentiation, and scaffolding based on individual student needs.
- **Strengthen Oral Language Throughout the Instructional Day:**
Provide intentional opportunities for students to develop vocabulary and oral language through conversations, questioning, storytelling, retelling, interactive read-alouds, songs, and structured peer interactions.
- **Monitor Student Progress and Adjust Instruction:**
Use formative assessments, teacher observations, student responses, and district progress-monitoring tools to determine student mastery and adjust the pace, instructional focus, and level of support as needed

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Early Childhood curriculum • Frog Street • Heggerty • LION/LEÓN • Mosaico • District foundational literacy skill progression/resources • Early literacy progress-monitoring tools • Developmentally appropriate books and read-alouds • Picture cards, letter tiles, manipulatives, and literacy games • Songs, rhymes, and movement activities • Oral language and vocabulary development resources • Bilingual/ESL instructional resources • Special Education instructional supports • iPads/digital literacy resources, when developmentally appropriate	• Lesson plans/internalization documents showing daily foundational literacy instruction • Daily/weekly phonological awareness instructional plans • Heggerty implementation documentation, when applicable • Classroom walkthrough evidence of phonological awareness and oral language instruction • Literacy center/small-group instructional plans • CLL/PLC agendas and collaborative planning documentation • Student progress-monitoring records • LION/LEÓN reports • Teacher observational records • Evidence of spiral review and targeted skill practice	• Increased percentage of students demonstrating growth in phonological awareness skills. • Increased student mastery of letter identification/naming and letter-sound relationships. • Increased student ability to identify, blend, segment, and manipulate sounds, as developmentally appropriate. • Increased oral language and vocabulary development demonstrated through classroom observations and assessments. • Progress-monitoring data demonstrates continued growth in targeted foundational literacy skills. • Beginning-, middle-, and end-of-year assessment data demonstrates individual student growth. • Reduction in the percentage of students demonstrating significant foundational literacy skill gaps. • At least 80% of Early Childhood students demonstrate measurable growth in foundational early literacy skills by the end of the school year.	• Early literacy formative assessments • Phonological awareness progress-monitoring measures • Letter identification/naming assessments • Oral language and vocabulary measures • LION/LEÓN reports • Teacher observational data • Student work/performance samples • Beginning-, middle-, and end-of-year assessments • Results Driven Accountability data, when applicable

Goal Area 1: Effective Teaching and Learning

Strategy 2: Teachers will provide explicit, developmentally appropriate instruction in letter identification and letter-sound relationships through targeted small-group instruction, multisensory learning experiences, and ongoing progress monitoring to increase students' mastery of foundational literacy skills.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Assess Letter Identification and Letter-Sound Knowledge:**

Use developmentally appropriate assessments and teacher observations to identify students' strengths and needs in letter identification and letter-sound knowledge. Review student progress at designated intervals throughout the year.

- **Create Flexible Instructional Groups:**

Use assessment data to establish flexible small groups based on specific student needs. Regroup students as they demonstrate mastery or require additional support.

- **Provide Explicit Letter and Sound Instruction:**

Provide consistent small-group and/or individualized instruction that explicitly teaches letter identification, letter formation, and letter-sound relationships using modeling, guided practice, and repeated opportunities for application.

- **Incorporate Multisensory Learning Opportunities:**

Provide developmentally appropriate opportunities for students to see, hear, say, trace, build, sort, and manipulate letters and sounds using hands-on materials, movement, songs, games, and other multisensory experiences.

- **Reinforce Letter-Sound Connections Through Centers and Purposeful Play:**

Design literacy centers and play-based activities that reinforce current letter-sound learning while providing continued exposure and practice with previously taught letters and sounds.

- **Connect Letter-Sound Learning to Meaningful Literacy Experiences:**

Reinforce letter and sound knowledge during interactive read-alouds, shared reading, environmental print, name activities, writing opportunities, and other authentic classroom experiences.

- **Monitor Mastery and Adjust Instruction:**

Use formative assessments, student responses, classroom observations, and progress-monitoring data to identify mastered and developing skills and adjust instructional focus, grouping, pacing, and level of support accordingly.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- District Early Childhood curriculum - Frog Street - LION/LEÓN - Mosaico - Heggerty, as applicable - District early literacy/progress-monitoring tools - Alphabet and picture cards - Magnetic letters/letter manipulatives - Letter tiles - Developmentally appropriate books and read-alouds - Writing and letter-formation materials - Multisensory literacy materials - Literacy games and center materials - Bilingual/ESL literacy resources - Special Education instructional supports - iPads/digital literacy resources, when developmentally appropriate	- Letter identification and letter-sound assessment records - Student progress-monitoring/data trackers - Flexible small-group documentation - Small-group instructional plans - Lesson plans/internalization documents - LION/LEÓN reports - Classroom walkthrough evidence of explicit letter-sound instruction - Literacy center plans/materials - Evidence of multisensory letter-sound activities - Documentation of instructional adjustments based on student progress	- Increased percentage of students accurately identifying uppercase and lowercase letters, as developmentally appropriate. - Increased percentage of students accurately producing corresponding letter sounds. - Progress-monitoring data demonstrates individual student growth in letter identification and letter-sound knowledge. - Increased number of students meeting established letter and sound benchmarks at designated assessment checkpoints. - Reduction in the number of students requiring intensive support with letter identification and letter-sound relationships. - Beginning-, middle-, and end-of-year assessment data demonstrates continued growth in foundational literacy skills. - Student performance contributes to progress toward the objective of 80% of Early Childhood students demonstrating measurable growth in foundational early literacy skills.	- Letter identification assessments - Letter-sound assessments - Early literacy formative assessments - LION/LEÓN reports - Student progress-monitoring data - Teacher observational records - Student performance/work samples - Beginning-, middle-, and end-of-year assessment data - Results Driven Accountability data, when applicable

Goal Area 1: Effective Teaching and Learning

Strategy 3: Teachers will intentionally increase opportunities for students to develop oral language, vocabulary, and comprehension through daily

interactive read-alouds, purposeful questioning, structured conversations, retelling, and oral storytelling activities

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

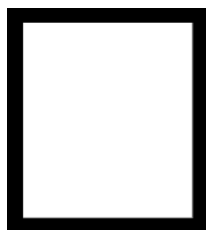
- **Plan and Conduct Daily Interactive Read-Alouds:**
Teachers will select developmentally appropriate, engaging texts and conduct daily interactive read-alouds that provide opportunities to develop listening comprehension, oral language, and vocabulary.
- **Explicitly Develop Vocabulary and Oral Language:**
Identify and introduce meaningful vocabulary from read-aloud texts using student-friendly explanations, visuals, gestures, examples, and repeated opportunities for students to hear and use new words in context.
- **Increase Purposeful Student Talk:**
Use open-ended questions, think-pair-share, turn-and-talk, partner conversations, and other developmentally appropriate discussion structures to encourage students to express ideas, answer questions, make predictions, and explain their thinking.
- **Model and Support Complete Oral Responses:**
Teachers will model appropriate vocabulary, sentence structures, and complete responses and provide developmentally appropriate sentence stems, visual supports, gestures, and other scaffolds to help students communicate increasingly complex ideas.
- **Extend Read-Alouds Through Retelling and Oral Storytelling:**
Provide opportunities for students to retell familiar stories, sequence events, describe characters and settings, and create oral stories or alternate endings using pictures, props, puppets, dramatic play, or storyboards.
- **Provide Repeated Opportunities to Use New Vocabulary:**
Reinforce targeted vocabulary throughout the instructional day through classroom conversations, centers, play, songs, writing/drawing activities, content-area learning, and other meaningful contexts.
- **Monitor Oral Language Development and Adjust Support:**
Use teacher observations, student conversations, retelling activities, formative assessments, and other developmentally appropriate measures to monitor individual growth in vocabulary and oral language expression and provide additional scaffolds or support as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Early Childhood curriculum	• Lesson plans/internalization	• Increased student use of targeted vocabulary	• Teacher observational

• Frog Street • Mosaico • LION/LEÓN • Developmentally appropriate fiction and informational read-aloud texts • Bilingual and multilingual books, as appropriate • Picture/vocabulary cards • Story sequencing cards • Puppets, props, and dramatic play materials • Storyboards and retelling materials • Visual supports and sentence stems • Oral language/vocabulary development resources • Bilingual/ESL instructional supports • Special Education instructional supports • Digital books/iPads, when developmentally appropriate	- documents identifying interactive read-alouds and targeted vocabulary • Read-aloud plans/text selections • Target vocabulary lists • Classroom walkthrough evidence of interactive read-alouds and student discourse • Evidence of questioning and structured student-talk opportunities • Retelling/storytelling activities and student artifacts • Oral language observational records/checklists • Documentation of visual supports, sentence stems, and other language scaffolds • Student progress-monitoring documentation	- during classroom conversations and learning activities. • Students demonstrate increased ability to respond to questions and express ideas using words, phrases, and increasingly complete sentences, as developmentally appropriate. • Increased student participation in classroom conversations and structured peer discussions. • Students demonstrate improved ability to retell and sequence familiar stories. • Students demonstrate increased ability to describe characters, settings, events, and ideas. • Oral language progress-monitoring data demonstrates individual student growth. • Beginning-, middle-, and end-of-year assessment data demonstrates growth in oral language and vocabulary development. • Increased percentage of students demonstrating measurable growth in foundational early literacy skills, contributing to the 80% Objective 2 target.	- records/checklists • Oral language formative assessments • Student retelling/storytelling samples • Vocabulary assessments or checks • Student responses during classroom discussions • LION/LEÓN reports, when applicable • Early literacy progress-monitoring data • Beginning-, middle-, and end-of-year assessments • Results Driven Accountability data, when applicable
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AREA LEADS: Vianey Villegas, Dr. Liza Ramos, Christina Rubio





GOAL AREA 2: Student Supports

Areas Reviewed: Student Performance

Strengths

Edith & Ethel Carman Elementary demonstrates strengths in overall student performance and in supporting the achievement of diverse student populations.

- Carman Elementary earned an overall 2026 accountability rating of B with a score of 87.
- The campus earned an A in Closing the Gaps with a score of 90, demonstrating strength in addressing performance across identified student groups.

- Student Achievement increased from 77 in 2025 to 78 in 2026, reflecting continued improvement in overall academic performance.
- Relative Performance increased from 85 in 2025 to 86 in 2026, demonstrating continued strength in student performance relative to economically disadvantaged enrollment.
- Carman continues to demonstrate strong performance while serving students with diverse academic, linguistic, and individualized learning needs.
- Campus systems for intervention, progress monitoring, and differentiated support provide opportunities to identify students who need additional assistance and respond to individual student needs.

Challenges

Although Carman demonstrates strong overall performance, continued attention is needed to ensure that all students demonstrate expected or accelerated academic growth.

- The Academic Growth scaled score decreased from 87 in 2025 to 83 in 2026.
- The underlying Academic Growth raw score decreased from 77 in 2025 to 74 in 2026, identifying student growth as an area for improvement.
- Students who are not demonstrating expected growth in Reading and Mathematics require timely identification and targeted Tier 2 and Tier 3 intervention.
- Emergent Bilingual students require continued academic-language support across content areas to promote access to and success with grade-level instruction.
- Students receiving Special Education services require consistent IEP-aligned instruction, individualized intervention, and frequent progress monitoring to ensure progress toward academic and IEP goals.
- Progress-monitoring data must be reviewed consistently so that interventions can be adjusted quickly when students are not responding to instruction.
- Student performance at Meets and Masters Grade Level will continue to be monitored by grade level, content area, and student group to identify specific areas requiring additional support.
- Increasing the percentage of students demonstrating expected or accelerated growth, particularly among students requiring additional academic or linguistic support, will be a priority for the 2026–2027 school year.

Goal Area 2: Student Supports

Annual Goal 2: School Progress

By May 2027, Edith & Ethel Carman Elementary will increase overall Domain 2: Part A, Academic Growth from an 87(B) scaled score to a 90(A) scaled score by improving performance among special populations.

OBJECTIVE 1: By June 2027, Emergent Bilingual students will demonstrate increased academic and linguistic growth through targeted language-development

supports integrated across content areas, as measured by TELPAS, STAAR, district assessments, and campus progress-monitoring data.

Strategy 1: Strengthen Academic Language Development Through Sentence Stems and Frames

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual Funds, and Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School Administration, Content Teachers, Bilingual/ESL Teachers, CLL, Reading Coach

Action Steps:

- **Embed Academic Language Stems and Frames into Daily Instruction:**

Teachers will intentionally incorporate content-specific sentence stems and frames into daily Reading, Mathematics, Science, and Social Studies instruction to support students in explaining, describing, comparing, summarizing, justifying, and analyzing their thinking.

- **Provide Structured Opportunities for Academic Conversation:**

Teachers will incorporate structured partner and small-group conversations, such as Think-Pair-Share, turn-and-talk, and collaborative discussions, using sentence stems and scaffolded prompts to increase opportunities for students to listen, speak, read, and write using academic language.

- **Differentiate Language Supports Based on Student Need:**

Teachers will adjust sentence stems, language frames, vocabulary supports, visuals, and other linguistic scaffolds according to students' levels of English-language proficiency and gradually reduce supports as students demonstrate increased independence with academic language.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
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• TEKS Resource System • District Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Summit K12 • District Writing TELPAS prompts • Student work samples demonstrating academic-language use	• Curriculum documents • Lesson plans including sentence Stems/frames • Classroom evidence of academic-language stems/frames • Collaborative Learning Leader (CLL) agendas • Walkthrough documents • Lesson Internalization • Student work samples demonstrating academic-language use • District/specialist walkthroughs and feedback	• Increased academic-language proficiency among EB students • Growth in TELPAS language domains • Improved EB student performance on STAAR • Increased student participation in academic conversations • Improved performance on classroom and district assessments • Progress toward expected/accelerated academic growth • Improved written and oral academic responses	• Formative assessments • District Benchmarks [BMs] • STAAR • TELPAS • Summit K12 Progress Monitoring Data • Student Growth Measures (SGMs) • i-Ready Diagnostic • TELPAS writing/speaking samples
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Goal Area 2: Student Supports**Strategy 2:** Strengthen Academic Vocabulary Development Through Visuals and Realia**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Education, Bilingual Funds, and Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School Administration, Content Teachers, Bilingual/ESL Teachers, CLL, Reading Coach**Action Steps:**

- **Pre-Teach Academic Vocabulary Using Visual and Linguistic Supports:**

Teachers will identify essential academic and content-specific vocabulary prior to instruction and explicitly teach vocabulary using pictures, diagrams, gestures, student-friendly definitions, examples, and other appropriate linguistic supports.

- **Integrate Realia and Hands-On Learning into Content Instruction:**

Teachers will incorporate real objects, manipulatives, models, demonstrations, and other hands-on materials to help Emergent Bilingual students connect academic vocabulary to concrete concepts and grade-level content.

- **Reinforce Vocabulary through Word Walls and Interactive Vocabulary Journals:**

Teachers will maintain content-based visual word walls and/or interactive vocabulary journals that include key vocabulary, visuals, student-friendly definitions, examples, and appropriate linguistic supports. Students will use targeted vocabulary in sentence frames, oral discussions, and written responses to demonstrate understanding and application of academic language.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • District-Adopted Curriculum • Curriculum Templates/Calendar • State and Local Student Data • Campus-Based Progress-Monitoring System • i-Ready • Summit K12 • TELPAS Proficiency Level Descriptors (PLDs) • Visuals, Models, and Manipulatives • Technology Resources to Support Listening, Speaking, Reading, and Writing	• Lesson plans documenting academic vocabulary, visuals, and linguistic supports • Student Work Samples • Visual word walls & Vocabulary Journals • Collaborative Learning Leader (CLL) agendas • Walkthrough documentation	• Improved EB student performance on formative and district assessments • Increased EB performance on STAAR • TELPAS Language Growth • Increased use of academic vocabulary in student work • Increased academic growth	• Formative Assessments • District Benchmarks (BMs) • STAAR • TELPAS Progress Monitoring • Summit K12 Data • Student Growth Measures (SGMs) • i-Ready Diagnostic

Goal Area 2: Student Supports**Strategy 3: Increase Academic Language Development Through Structured Collaborative Conversations****Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Education, Bilingual Funds, and Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach**Action Steps:**

- **Establish and Reinforce Conversation Norms:**

Teachers will explicitly teach and reinforce expectations for collaborative discussions, including active listening, taking turns, responding to peers, asking questions, and supporting responses with evidence.

- **Use Academic Language Supports During Collaborative Conversations:**

Teachers will provide sentence stems, academic vocabulary, and scaffolded prompts based on students' language proficiency levels to support meaningful participation in content-based discussions.

- **Provide Consistent Opportunities for Structured Student Talk:**

Teachers will incorporate structured collaborative routines such as Think-Pair-Share, Turn-and-Talk, partner discussions, and small-group conversations across content areas to increase opportunities for Emergent Bilingual students to practice and apply academic language.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • State and local student data • Campus based progress monitoring system • On Going Professional Development on EB • Summit K12 Program	• Curriculum documents • Lesson plans • Collaborative Learning Leader (CLL) agendas • Walkthrough documentations • Lesson Internalization • Student work samples/academic conversation activities	• Improved EB student performance on assessments • Increased academic language use in student responses • TELPAS Language Growth • Increased academic growth	• Formative assessments • District Benchmarks (BMs) • Summit K12 Data • TELPAS progress monitoring • Student work samples • Student Growth Measures (SGMs)

Goal Area 2: Student Supports

OBJECTIVE 2: By June 2027, Special Education students will demonstrate increased academic growth in Reading and Mathematics through individualized, IEP-aligned instruction, targeted interventions, and consistent progress monitoring toward identified academic and IEP goals.

Strategy 1: Monitoring Student Progress Using Tools Aligned to IEP Goals

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual Funds, and Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Special Education teachers, General Education teachers, CLL, Reading Coach

Action Steps:

- **Select Progress Monitoring Tools Aligned to IEP Goals:**

Select appropriate progress-monitoring tools that directly align with each student's IEP goals and identify skill needs in Reading, Mathematics, and/or Writing.

- **Establish a Consistent Progress-Monitoring Schedule:**

Follow the district's progress-monitoring schedule to administer assessments and collect data to track student growth, identify areas of concern, and determine progress toward IEP goals.

- **Analyze Data and Adjust Instruction as Needed**

Document and regularly review student progress-monitoring data to determine the effectiveness of instruction and make timely adjustments to interventions, instructional strategies, and student supports.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Students IEPs/IEP Goals • I-Ready • State and local student data • Campus based progress monitoring system	• IEP Progress Monitoring Documentation • Student data trackers • Collaborative Learning Leader (CLL) agendas • Progress Monitoring Reports • Student work samples	• Progress toward IEP academic goals • Increased academic growth • Improved performance on formative and district assessments • Improved Special Education student performance on STAAR	• Formative assessments • IEP Progress Monitoring Data • STAAR • TELPAS Progress Monitoring, as applicable • District Benchmarks • Student Work samples • i-Ready Diagnostic/Progress Data

Goal Area 2: Student Supports**Strategy 2:** Hold Collaborative Data Review Meetings Each Quarter**Timeline:** September 2026 – May 2027**Title I School Components:** Title I, Title II, Title III, Special Education, Bilingual Funds, and Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Special Education teachers, General Education teachers, CLL, Reading Coach**Action Steps:**

- **Schedule Quarterly Data Review Meetings:**

Establish quarterly data review meetings with Special Education teachers, general education teachers, interventionists, administrators, and other appropriate support staff.

- **Review Student Performance and IEP Progress Data:**

Review progress-monitoring data, IEP goal progress, formative assessments, district benchmarks, and classroom performance data to determine whether students are making expected academic progress.

- **Develop and Document Data-Driven Action Plans:**

Identify students who are on track and those requiring additional support. Develop specific next steps, assign responsibilities, and adjust instruction or interventions as needed to support continued academic growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Success Ed • I-Ready • Read by Design • Student IEPs/IEP Goals • State and local student data • Campus based progress monitoring system	• Quarterly Data Review Meeting Agendas • Student Data Review Documentation • IEP Progress Monitoring Records • Documented Action Plans	• Progress toward IEP academic goals • Increased academic growth • Improved student performance on assessments • Timely instructional adjustments based on student data	• IEP Progress-Monitoring Data • Formative Assessments • District Benchmarks • i-Ready Data • TELPAS Progress Monitoring, as applicable

Goal Area 2: Student Supports

Strategy 3: Provide IEP-Aligned Small-Group and Individualized Instruction

Timeline: September 2026– May 2027

Title I School Components: Title I, Title II, Title III, Special Education, Bilingual Funds, & Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Special Education teachers, General Education teachers, CLL

Action Steps:

- **Develop an Instructional Schedule Based on IEP Service Requirements:**

Review each student’s IEP to determine required service minutes and establish a weekly schedule that protects designated time for small-group and/or individualized instruction.

- **Plan and Deliver Targeted Lessons Aligned to IEP Goals:**

Provide targeted instruction using research-based strategies and materials that address each student’s identified academic needs and IEP goals in areas such as Reading, Mathematics, and Writing.

- **Monitor Student Progress and Adjust Instruction:**

Document the instructional focus, student response, and progress toward IEP goals. Use progress-monitoring data to make timely adjustments to instruction, interventions, and supports as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Student IEPs/IEP Goals • District-Adopted Curriculum • i-Ready • Read By Design • Campus-Based Progress-Monitoring System • Research-Based Intervention Materials • Success Ed	• IEP-aligned lesson plans • Small-group/individualized instruction logs • IEP progress-monitoring documentation • Student work samples • Walkthrough documentation	• Progress toward IEP academic goals • Increased academic growth • Improved student performance on assessments • Improved Special Education student performance	• IEP Progress-Monitoring Data • Formative Assessments • District Benchmarks • i-Ready Data • TELPAS Progress Monitoring, as applicable • STAAR, as applicable

AREA LEADS: Vianey Villegas, Dr. Liza Ramos, Christina Rubio



GOAL AREA 3: Leadership Growth**Areas Reviewed: Student Performance****Strengths**

Carman Elementary demonstrates several areas of academic strength, particularly in reading and science, with evidence of improvement across multiple grade levels and performance indicators. Carman provides standards-aligned instruction, utilizes data to monitor student progress, and implements targeted instructional supports based on student needs. The campus utilizes district-developed curriculum aligned to the Texas Essential Knowledge and Skills (TEKS), including year-long pacing guides, units of study, and assessments designed to support appropriate levels of rigor across all grade levels and state-assessed content areas.

- Evidence of effective curriculum implementation includes the use of district content-based assessments, benchmark assessments, and a data assessment platform that allows teachers and campus leaders to analyze student performance by standard, assessment item, and individual student needs. Following assessment cycles, campus and district teams engage in collaborative data reviews to identify instructional trends, adjust pacing and resources, and implement targeted corrective instruction to ensure students receive the support needed to achieve mastery.
- Teachers utilize high-quality instructional materials that incorporate essential questions, key concepts, content-rich texts, and differentiated resources designed to support diverse learners, including English learners and students with disabilities. Instructional decisions are guided by ongoing formative assessment data, classroom observations, and student performance outcomes.
- Professional learning is provided throughout the school year based on identified instructional needs, campus data trends, and observations of teaching and learning. These opportunities strengthen teachers' ability to implement the curriculum with fidelity, deliver rigorous instruction, and respond effectively to student needs.
- Through continuous curriculum monitoring, collaborative data analysis, and targeted instructional support, Carman Elementary ensures a consistent instructional experience that promotes student growth, achievement, and success for all learners.

Challenges

Although Carman demonstrates strengths in reading, science, and Closing the Gaps, data indicate a continued need to accelerate achievement in mathematics and increase the percentage of students performing at the Meets and Masters levels. Additional attention is needed to ensure that Special Education and other identified student groups experience accelerated academic growth and equitable access to grade-level instruction.

-All Grades Mathematics performance was **70% at Approaches, 48% at Meets, and 24% at Masters** in 2026.

-3rd grade Math only **59%** of students performed at Approaches or Above, **35% at Meets**, and **14% at Masters**, indicating a need for intensive foundational and grade-level mathematics support.

-5th grade Math Meets decreased from **57% to 54%**, and Masters decreased from **32% to 28%**, indicating a need to increase the depth of mathematical understanding and problem-solving.

-3rd grade Reading reached **77% Approaches**, but only **56% reached Meets** and **21% reached Masters**, demonstrating a need to move more students from Approaches to higher performance levels.

-Across All Grades/All Subjects, Special Education students performed at **46% Approaches, 24% Meets, and 6% Masters**, significantly below overall campus performance.

-**25%** of current Special Education students reached Meets or Above in mathematics, with **6% reaching Masters**.

-The gap between Approaches and Meets indicates a need for stronger Tier 2 and Tier 3 intervention: Campuswide, **76%** of students reached Approaches or Above across all subjects, but only **52% reached Meets**, creating a **24-percentage-point gap**.

-Carman's Academic Growth scaled score of **83** is below the current **86 Relative Performance** score. Increasing academic growth is necessary to raise the School Progress score and support the campus goal of moving from a **B toward an A**.

-Continued focus is needed on accelerating students from Approaches to Meets and Masters, particularly in mathematics, Special Education, and Grade 3.

Goal Area 3: Leadership Growth

Annual Goal 1: By the end of the 2026–2027 school year, teachers will consistently implement high-quality, standards-aligned, and engaging instruction that maximizes instructional time and addresses the diverse academic needs of all students.

OBJECTIVE 1: By May 2027, at least 95% of teachers will consistently demonstrate effective instructional planning, as evidenced by timely lesson plans that include standards-aligned learning objectives, appropriate differentiation/scaffolds, purposeful instructional activities, and formative assessment opportunities.

Strategy 1: Implement a clear, streamlined, and consistent instructional planning process that supports teachers in developing standards-aligned lessons with clearly defined learning objectives, appropriate differentiation, purposeful learning activities, and formative assessment opportunities.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Establish a Consistent Instructional Planning Template:**
Provide teachers with a streamlined district/campus lesson-planning format that clearly identifies required instructional components while minimizing unnecessary documentation.
- **Clarify Expectations for Quality Instructional Planning:**
Communicate clear expectations and provide examples for standards alignment, learning objectives, instructional activities, differentiation/scaffolds, checks for understanding, and formative assessment.
- **Provide Initial and Ongoing Support:**
Provide training at the beginning of the year and additional support throughout the year based on teacher needs, curriculum changes, walkthrough trends, and lesson-plan review data.
- **Integrate Lesson Internalization Into the Planning Process:**
Use collaborative planning and lesson internalization opportunities to help teachers analyze standards, identify expected rigor, anticipate student misconceptions, plan questioning, and determine appropriate instructional responses.
- **Utilize Student Data to Inform Planning:**
Teachers will use formative, diagnostic, common assessment, and other available student performance data to plan differentiation, small-group instruction, intervention, and acceleration.
- **Review Lesson Plans and Provide Actionable Feedback:**
Campus leadership and instructional support staff will periodically review lesson plans and provide timely, focused feedback to strengthen instructional planning while identifying campus-wide trends requiring additional support.
- **Connect Planning to Classroom Implementation:**
Use walkthrough evidence to determine whether planned learning objectives, instructional strategies, differentiation, and formative assessment practices are evident during classroom instruction.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • District curriculum and pacing guides • District/campus lesson-planning templates • Lesson internalization protocols/resources • Curriculum calendars/Year-at-a-Glance • State, district, and campus student data • i-Ready data • Formative/common assessment resources • Campus progress-monitoring system • Google Drive/shared instructional planning folders • District-approved technology tools for instructional planning • Exemplars/models of effective lesson plans • Professional learning and coaching resources	• Weekly lesson plans • Lesson-plan submission/review documentation • Lesson internalization documents • CLL/PLC agendas and collaborative planning documentation • Annotated/revised lesson plans • Administrator/instructional coach feedback • Professional learning agendas and attendance records • Walkthrough documentation • Evidence of differentiation and formative assessment within lesson plans • Shared instructional planning folders/resources • Documentation of instructional planning support/coaching	• Increased percentage of lesson plans meeting established campus/district instructional planning expectations. • Increased alignment among TEKS, learning objectives, instructional activities, and formative assessments. • Walkthrough data demonstrates increased implementation of planned instructional practices. • Increased evidence of differentiation, scaffolding, checks for understanding, and formative assessment during classroom instruction. • Reduction in recurring instructional planning concerns identified through lesson-plan reviews. • Increased consistency of standards-aligned instruction across grade levels and content areas. • Formative and common assessment data demonstrates increased student mastery of targeted standards. • Student performance data demonstrates growth over the course of the school year.	• Lesson-plan review data • Lesson-plan submission/completion records • Lesson internalization documentation • Walkthrough trend data • CLL/PLC documentation • Teacher feedback/coaching documentation • Formative/common assessment data • Student work samples • i-Ready and district assessment data, when appropriate

Goal Area 3: Leadership Growth

Strategy 2: Implement a consistent collaborative planning and instructional support system that provides teachers with dedicated time, resources, coaching, and feedback to strengthen standards-aligned lesson planning and improve the quality of classroom instruction.

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Establish Consistent Collaborative Planning Time:**
Provide regularly scheduled CLC/common planning opportunities for grade-level and content-area teams to collaboratively plan instruction, share effective practices, and address common instructional needs.
- **Establish a Clear Focus for Collaborative Planning:**
Use planning sessions to examine grade-level standards, curriculum expectations, pacing, learning objectives, instructional rigor, formative assessments, differentiation, and anticipated student misconceptions.
- **Provide Instructional Leadership and Coaching Support:**
CLLs, team leads, and/or administrators will provide guidance, modeling, resources, and feedback during collaborative planning based on identified teacher and student needs.
- **Use Student Data to Guide Instructional Decisions:**
Teachers will review available formative, diagnostic, common assessment, and progress-monitoring data to identify learning gaps and plan appropriate reteaching, differentiation, intervention, and acceleration.
- **Share and Develop Effective Instructional Practices:**
Collaborative planning sessions will provide opportunities for teachers to share successful instructional strategies, develop common resources, analyze student work, and identify practices that can be implemented across classrooms.
- **Connect Collaborative Planning to Classroom Practice:**
Campus leadership and instructional support staff will use walkthrough evidence and student performance data to determine whether instructional practices discussed during collaborative planning are being implemented effectively.
- **Provide Targeted Follow-Up Support:**
When instructional needs are identified, campus leadership and instructional support staff will provide appropriate follow-up through coaching, modeling, co-planning, resources, professional learning, or additional collaborative support.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- District curriculum and pacing guides - TEKS Resource System - Year-at-a-Glance/curriculum calendars - District/campus lesson-planning templates - Lesson internalization protocols and resources - CLC/common planning agendas and protocols - State, district, and campus student performance data - i-Ready data - Formative and common assessment resources - Student work samples - Walkthrough trend data - Instructional coaching resources - Shared Google Drive/planning folders - District-approved technology tools for instructional planning - Exemplars/models of effective instructional practices	- CLC/common planning schedules - CLC agendas and meeting documentation - Collaborative planning/lesson internalization documents - Teacher attendance/participation records, when applicable - Lesson plans developed or refined through collaborative planning - Coaching/co-planning documentation - Shared instructional resources - Student data-analysis documentation - Student work-analysis documentation - Administrator/coach feedback - Walkthrough documentation connected to identified instructional priorities - Professional learning/modeling documentation	- Increased consistency and quality of standards-aligned lesson planning across grade levels/content areas. - Increased alignment among standards, learning objectives, instructional activities, and formative assessments. - Walkthrough data demonstrates increased implementation of instructional practices addressed during collaborative planning. - Increased evidence of differentiation, appropriate rigor, student engagement, and checks for understanding during classroom instruction. - Teachers demonstrate increased use of student data to make instructional decisions. - Reduction in recurring instructional concerns identified through walkthroughs and lesson-plan reviews. - Increased consistency of curriculum implementation and pacing across classrooms. - Formative/common assessment data demonstrates increased student mastery of targeted standards. - BM1/BM2 and district assessment data demonstrates student growth over time.	- CLC/common planning documentation - Lesson plans/internalization documents - Walkthrough trend data - Coaching/feedback documentation - Formative and common assessments - Student work samples - BM1/BM2 and district assessments - i-Ready diagnostic/progress data - STAAR/TELPAS data, when appropriate

Goal Area 3: Leadership Growth

Strategy 3: Campus leadership and instructional support staff will monitor instructional planning and classroom implementation and provide timely, actionable feedback to strengthen teacher practice, promote continuous improvement, and increase consistency in high-quality instruction.

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Establish a Consistent Monitoring Process:**
Develop and use a streamlined rubric or checklist aligned to campus and district instructional expectations to periodically review lesson plans for standards alignment, learning objectives, instructional activities, differentiation/scaffolds, and formative assessment.
- **Provide Timely and Actionable Feedback:**
Provide teachers with focused feedback that identifies instructional strengths and one or more manageable next steps for improvement. Feedback will be provided in a timely manner through established campus processes.
- **Connect Lesson Planning to Classroom Implementation:**
Use classroom walkthroughs to monitor whether standards, learning objectives, instructional strategies, differentiation, and formative assessment practices identified during planning are evident in classroom instruction.
- **Identify Trends and Areas for Support:**
Campus leadership will periodically analyze lesson-plan reviews and walkthrough data to identify individual, grade-level, content-area, and campus-wide strengths and instructional needs.
- **Provide Follow-Up Support:**
When areas for improvement are identified, teachers will receive appropriate support through coaching, modeling, co-planning, lesson internalization, collaborative planning, professional learning, or instructional resources.
- **Monitor Progress Following Feedback:**
Leadership and instructional support staff will revisit identified areas during subsequent lesson-plan reviews, walkthroughs, or coaching sessions to determine whether instructional practices have improved and whether additional support is needed.
- **Highlight and Share Effective Practices:**
Identify and share strong instructional practices, planning exemplars, strategies, and resources during CLC meetings, professional learning opportunities, or other appropriate campus communication to build collective teacher capacity.

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Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District curriculum and pacing guides • Year-at-a-Glance/curriculum calendars • District/campus lesson-planning template • Lesson-plan review rubric/checklist • Campus walkthrough tool • Lesson internalization resources • CLC/common planning resources • Instructional coaching resources • Feedback forms/tools • State, district, and campus student data • i-Ready reports • Formative/common assessment data • Exemplars of effective instructional planning and practices • Professional learning resources	• Completed lesson-plan review rubrics/checklists • Lesson-plan review documentation • Teacher feedback documentation • Walkthrough records • Walkthrough trend reports • Coaching and follow-up documentation • Revised/annotated lesson plans • CLC agendas documenting instructional feedback/follow-up • Professional learning documentation • Documentation of shared instructional exemplars/effective practices • Evidence of follow-up monitoring	• Increased percentage of lesson plans meeting established instructional planning expectations. • Increased alignment among standards, learning objectives, differentiation, and formative assessments. • Walkthrough data demonstrates improvement in identified instructional practices following feedback and support. • Reduction in recurring instructional concerns identified through lesson-plan reviews and walkthroughs. • Increased consistency of high-quality instructional practices across classrooms. • Increased implementation of differentiation, checks for understanding, student engagement strategies, and formative assessment. • Teacher practice demonstrates improvement following coaching and feedback cycles. • Formative/common assessment data demonstrates increased student mastery of targeted standards. • BM1/BM2 and district assessment data demonstrates student growth over time.	• Lesson-plan review data • Walkthrough trend data • Teacher feedback/coaching documentation • CLC/common planning documentation • Follow-up monitoring evidence • Formative/common assessments • Student work samples • BM1/BM2 and district assessments • i-Ready data • STAAR/TELPAS data, when appropriate

Goal Area 3: Leadership Growth

OBJECTIVE 2: By May 2027, campus leadership will implement a data-driven evaluation and professional growth system that provides targeted support to 100% of instructional staff identified with areas for growth, while strengthening instructional effectiveness and supporting staff retention.

Strategy 1: Campus leadership will use evaluation data, classroom evidence, and identified staff needs to provide targeted professional learning, coaching, and individualized support designed to strengthen instructional practice and promote continuous professional growth.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Analyze Evaluation and Instructional Data:**
Campus leadership will review T-TESS evaluation data, walkthrough trends, instructional rounds, lesson-plan evidence, and other relevant information to identify individual and campus-wide areas of strength and professional growth.
- **Identify Professional Learning Priorities:**
Use evaluation trends and instructional evidence to establish focused professional learning priorities aligned with campus goals, teacher needs, and student achievement needs.
- **Develop Individualized Growth Supports:**
Collaborate with teachers to establish meaningful professional growth goals and identify appropriate supports based on evaluation feedback, self-reflection, classroom evidence, and individual professional needs.
- **Provide Targeted Professional Learning:**
Offer professional learning opportunities aligned with identified needs through campus PD, CLCs, modeling, instructional resources, collaborative planning, book studies, or other appropriate learning structures.
- **Implement Coaching and Support Cycles:**
Provide targeted coaching, co-planning, model lessons, peer observations, mentoring, and/or instructional support for teachers based on identified areas for growth.
- **Provide Opportunities for Peer Learning:**
Create opportunities for teachers to observe effective instructional practices, collaborate with colleagues, share successful strategies, and reflect on how practices can be adapted to their own classrooms.
- **Monitor Professional Growth and Adjust Support:**
Campus leadership will periodically review evidence of teacher growth and provide follow-up feedback and support. Professional learning and coaching will be adjusted based on teacher progress and emerging needs.

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Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• T-TESS rubric and evaluation resources • T-TESS observation/evaluation data • Campus walkthrough tools and trend data • Instructional rounds documentation • Teacher self-reflection and goal-setting tools • Professional growth plans • Campus/district professional learning resources • Instructional coaching resources • CLC/common planning resources • Peer observation protocols • Model lesson/exemplar resources • District curriculum and instructional framework • Student performance data, when applicable • Mentoring resources for new teachers • Professional learning agendas/materials	• T-TESS evaluation/observation documentation • Campus evaluation trend analysis • Teacher professional growth goals/plans • Professional development agendas and attendance records • Coaching cycle documentation • Instructional coaching/feedback records • CLC agendas and professional learning documentation • Peer observation documentation • Model lesson/co-planning documentation • Walkthrough records • Instructional rounds documentation • Teacher reflection/follow-up documentation • Mentoring documentation, when applicable	• Increased teacher growth within identified T-TESS dimensions/domains. • Walkthrough and observation data demonstrates improvement in targeted instructional practices. • Reduction in recurring areas of concern identified through evaluation and walkthrough data. • Increased implementation of high-impact instructional practices addressed through professional learning and coaching. • Teachers demonstrate progress toward identified professional growth goals. • Teacher feedback indicates increased confidence and effectiveness in targeted areas of practice. • Increased participation and application of professional learning. • Improved instructional consistency across classrooms. • Increased retention of effective teachers from year to year. • Student formative, benchmark, and other achievement data demonstrates growth in areas connected to targeted instructional improvements.	• T-TESS observation/evaluation data • Walkthrough and instructional rounds data • Teacher professional growth goals • Coaching/follow-up documentation • Professional development participation • Teacher self-reflections and feedback • Peer observation documentation • CLC/PLC documentation • Teacher retention data • Student formative/common assessment data • BM/district assessment data • i-Ready and other student growth data, when appropriate

Goal Area 3: Leadership Growth

Strategy 2: Campus leadership will use evaluation trends, campus instructional priorities, and identified characteristics of effective educators to strengthen recruitment and selection practices and attract candidates who demonstrate the knowledge, skills, and competencies needed to support student success.

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Identify Characteristics of Effective Educators:**

Review T-TESS trends, walkthrough data, campus instructional priorities, and effective teacher practices to identify key competencies and characteristics associated with successful teaching on the campus.

- **Identify Campus Staffing Needs:**

Review vacancies, certification needs, student/program needs, grade-level/content-area needs, and other staffing data to determine recruitment priorities.

- **Develop Consistent, Competency-Based Interview Protocols:**

Use structured interview questions and scoring criteria that assess candidates' instructional knowledge, classroom management, use of student data, differentiation, collaboration, responsiveness to feedback, and ability to meet the needs of diverse learners.

- **Incorporate Instructional Evidence Into the Selection Process:**

When appropriate, use demonstration lessons, instructional scenarios, lesson-planning tasks, or other job-related activities to provide additional evidence of candidates' instructional knowledge and decision-making.

- **Include Teacher Leaders in the Selection Process:**

When appropriate, involve effective teacher leaders, CLLs, content specialists, or other instructional staff in interview panels or candidate-selection activities to provide diverse perspectives and develop leadership capacity.

- **Recruit Candidates Based on Identified Campus Needs:**

Participate in district recruitment opportunities and utilize available recruitment channels to identify qualified candidates in high-need certification areas and positions.

- **Review Hiring Outcomes:**

Periodically review the performance, support needs, and retention of newly hired staff to determine the effectiveness of recruitment and selection practices and make adjustments for future hiring cycles.

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Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• T-TESS rubric and evaluation trend data • Campus walkthrough/instructional trend data • Campus staffing and vacancy data • District hiring procedures and guidelines • Job descriptions and certification requirements • Structured interview questions/protocols • Candidate interview scoring rubrics • Demonstration lesson or instructional scenario protocols, when utilized • District recruitment resources • Job fair/recruitment materials • Teacher Incentive Allotment (TIA) information, when applicable • Campus instructional priorities • New-hire performance and retention data • Teacher leader/CLL participation	• Identified teacher competencies/selection criteria • Campus staffing needs analysis • Standardized interview protocols • Interview questions and scoring rubrics • Candidate interview documentation • Recruitment/job fair participation documentation • Candidate screening documentation • Teacher leader participation in interview panels, when appropriate • Demonstration lesson/instructional task documentation, when utilized • Hiring recommendations/documentation • New-hire onboarding/support records • Periodic review of new-hire performance and retention	• Increased percentage of campus vacancies filled with appropriately certified and qualified candidates. • Reduction in the number of unfilled or long-term vacant instructional positions. • Newly hired teachers demonstrate effective instructional practices through walkthrough and evaluation data. • New hires demonstrate progress within identified T-TESS dimensions/domains. • Increased retention of newly hired teachers from one school year to the next. • Reduction in instructional vacancies occurring during the school year. • New-hire feedback demonstrates successful onboarding and appropriate campus support. • Campus leadership identifies increased alignment between newly hired staff competencies and campus instructional expectations. • Student performance data demonstrates growth in classrooms supported by effective instructional staffing over time.	• Vacancy and staffing data • Applicant/candidate data • Interview scoring documentation • Certification/qualification data • Recruitment activity data • New-hire walkthrough data • T-TESS observation/evaluation data • New-hire feedback • New-teacher support/coaching documentation • Mid-year staffing changes • End-of-year retention data

Goal Area 3: Leadership Growth

Strategy 3: Campus leadership will implement meaningful recognition, professional growth, and leadership opportunities that acknowledge staff contributions and instructional growth, strengthen staff engagement, and support the retention of effective educators.

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach

Action Steps:

- **Establish Meaningful Staff Recognition Practices:**
Recognize staff throughout the school year for instructional growth, effective practices, collaboration, student support, leadership, innovation, and contributions to campus goals through established campus recognition systems.
- **Celebrate Professional Growth and Success:**
Use appropriate opportunities such as staff meetings, CLCs, newsletters, recognition boards, campus communications, or awards to highlight staff accomplishments and professional growth.
- **Provide Teacher Leadership Opportunities:**
Identify opportunities for effective educators to contribute beyond their classrooms through roles such as mentor teacher, CLL lead, committee member, model classroom teacher, professional learning facilitator, or other campus leadership opportunities.
- **Provide Opportunities for Peer Leadership and Learning:**
Encourage teachers demonstrating effective practices to share strategies, model instruction, support colleagues, participate in peer observations, and contribute to collaborative professional learning.
- **Conduct Staff Growth and Retention Check-Ins:**
Campus leadership will conduct periodic check-ins with staff to discuss professional growth, campus support, leadership interests, career goals, and factors that may influence continued employment at the campus.
- **Respond to Staff Feedback and Identified Needs:**
Use staff feedback, climate surveys, conversations, and retention information to identify common concerns and implement reasonable campus-level adjustments or supports when appropriate.
- **Monitor Staff Retention and Leadership Development:**
Review staff retention, leadership participation, and professional growth data to identify trends and determine whether recognition and development efforts are contributing to a positive professional culture and staff stability.

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Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• T-TESS/TEEMS evaluation and growth data • Teacher Incentive Allotment (TIA) information, when applicable • Campus/district recognition programs • Staff recognition boards/walls • Campus newsletters and communication platforms • Staff meeting/CLC agendas • Teacher leadership opportunities • Mentor teacher programs/resources • District leadership development opportunities • Professional learning opportunities • Staff climate/engagement surveys • Staff feedback tools • Retention and staffing data • Certificates, banners, or other campus recognition materials • District-approved stipends or supplemental-duty opportunities, when available	• Staff recognition documentation • Recognition announcements/newsletters • Shout-out or recognition board documentation • Staff meeting/CLC agendas • Teacher leadership assignments • Mentor teacher/mentee documentation • Peer learning or model classroom documentation • Professional learning facilitator records • Staff growth/check-in documentation • Staff feedback or survey results • Documentation of campus responses to identified staff needs • Participation in leadership/professional growth opportunities	• Increased retention of effective teachers from year to year. • Reduction in mid-year instructional staff vacancies. • Increased percentage of returning instructional staff. • Increased teacher participation in campus leadership and mentoring opportunities. • Staff survey data demonstrates improved perceptions of recognition, support, professional growth, and campus climate. • Increased number of teachers assuming leadership or mentoring responsibilities. • Teacher feedback demonstrates increased opportunities for professional growth and contribution. • Increased retention of newly hired teachers. • T-TESS/evaluation data demonstrates continued professional growth among returning staff. • Exit feedback, when available, demonstrates a reduction in campus-level factors contributing to staff departures.	• Staff climate/engagement surveys • Staff feedback • Mid-year check-in information • Recognition participation/documentation • Teacher leadership participation • Mentoring participation • T-TESS/TEEMS professional growth data • Staffing and vacancy data • Mid-year turnover data • End-of-year retention data • New-teacher retention data • Exit feedback, when available

AREA LEADS: Vianey Villegas, Dr. Liza Ramos, Christina Rubio



GOAL AREA 4: Family Community and Empowerment

Areas Reviewed: Attendance, family engagement, community partnerships, student success

Strengths

Edith & Ethel Carman Elementary recognizes that strong partnerships among the school, families, and community are essential to improving student attendance, academic achievement, and overall student success. The campus works to establish a welcoming school environment in which families are encouraged to participate in their children's education and remain informed about campus programs, student progress, attendance expectations, and available resources. The campus uses multiple methods of communication to maintain consistent contact with families and provide opportunities for meaningful engagement. Teachers, administrators, counselors, and support staff collaborate with families to address student needs and strengthen the connection between home and school.

- The campus provides families with ongoing communication regarding school events, academic expectations, attendance, student progress, and opportunities for family involvement.
- Parent and family engagement opportunities are provided throughout the school year to encourage families to become active partners in their children's education.
- Teachers and campus staff communicate with parents regarding student academic progress, behavioral concerns, attendance, and other areas that may affect student success.
- The campus promotes regular student attendance by communicating attendance expectations to families and emphasizing the connection between consistent attendance and academic achievement.
- Campus personnel work collaboratively to identify students with attendance concerns and communicate with families to determine possible barriers to regular attendance.
- Families are provided with information, resources, and support to help them better understand academic expectations and assist their children with learning at home.
- Community partnerships and available district and community resources are utilized to support students and families with academic, social, and other identified needs.
- The campus provides a welcoming environment and encourages families to participate in school activities, parent meetings, student events, and educational opportunities.
- Campus staff recognize and celebrate student accomplishments, attendance, academic growth, and family participation to strengthen a positive school culture and sense of community.

Challenges

Although Edith & Ethel Carman Elementary continues to provide opportunities for family engagement and communication, increasing consistent family participation remains an area of focus. The campus recognizes the need to strengthen systems that engage families throughout the school year, particularly families of students who demonstrate attendance concerns or require additional academic or behavioral support.

Student attendance is also an area requiring continued attention. Chronic absenteeism, frequent absences, and tardiness can negatively affect academic achievement and may contribute to learning gaps. A more proactive and systematic approach is needed to monitor attendance trends, identify students who are at risk, determine barriers to attendance, and provide timely interventions in collaboration with families.

- Increasing consistent parent and family participation in academic events, parent meetings, workshops, conferences, and other campus engagement opportunities.

- Strengthening proactive communication with families before attendance concerns become chronic or significantly affect student achievement.
- Establishing a consistent campus-wide system for monitoring attendance data and identifying students who demonstrate patterns of absences, tardiness, or other attendance concerns.
- Identifying and addressing barriers that may prevent students from attending school regularly and connecting families with appropriate campus, district, or community resources.
- Increasing family understanding of the relationship between regular attendance, instructional time, academic achievement, and long-term student success.
- Expanding opportunities for families to learn strategies they can use at home to support reading, mathematics, homework routines, and other academic needs.
- Ensuring communication with families is timely, accessible, understandable, and responsive to the needs of the school community.
- Strengthening community partnerships that can provide additional resources and services to students and families.
- Increasing participation among families who may be less connected to the school or who have historically participated less frequently in campus activities.
- Developing additional opportunities to gather family input and feedback so that parent and community perspectives can be incorporated into campus planning and decision-making.

Goal Area 4: Family Community and Empowerment

Annual Goal 1: By May 2027, Carman Elementary will achieve and maintain an average daily attendance rate of **95% or higher** by implementing proactive attendance monitoring, timely family outreach, targeted student supports, community partnerships, and positive attendance initiatives.

OBJECTIVE 1: By June 2027, at least 90% of families will receive information and resources regarding state attendance requirements, district attendance expectations, the importance of regular school attendance, and available campus supports, as documented through campus communication and family outreach efforts.

Strategy 1: Implement a proactive campus attendance improvement system that uses regular data monitoring, early family outreach, individualized support, and positive recognition to identify and address attendance concerns before they become chronic.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: School administration, teachers, Counselors, Parental director, Parental educator, Community engagement recruiters, attendance committee

Action Steps:

- **Monitor Attendance Data Regularly**
Review campus and individual student attendance data at least weekly to identify attendance trends, students approaching or falling below the campus attendance expectation, and students demonstrating patterns of chronic absence.
- **Implement Early Family Outreach**
Initiate timely, supportive communication with families when attendance concerns or patterns emerge through phone calls, messages, conferences, letters, or other district-approved communication methods.
- **Inform Families of Attendance Expectations and Requirements**
Provide families with clear, accessible information regarding state attendance requirements, district attendance guidelines, campus attendance goals, the impact of absences on student learning, and available campus supports.
- **Identify Barriers to Regular Attendance**
Work collaboratively with students and families to identify barriers contributing to absences, such as transportation, family circumstances, student engagement, or other challenges, and connect families with available campus, district, or community resources when appropriate.
- **Develop Individualized Attendance Support Plans**
For students demonstrating persistent or significant attendance concerns, develop individualized attendance plans that identify attendance goals, family communication, appropriate supports, and follow-up actions.
- **Coordinate Additional Support and Referrals**
When appropriate, coordinate conferences, home visits, counseling support, community-resource referrals, or other available services to address barriers affecting regular attendance.
- **Implement Positive Attendance Recognition**
Recognize students and/or classrooms demonstrating strong attendance, improved attendance, or progress toward individual attendance goals through developmentally appropriate recognition and incentives.

- **Review Effectiveness and Adjust Supports**

The attendance team will periodically review student and campus attendance trends to determine whether outreach, interventions, and incentives are improving attendance and adjust supports as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District/campus attendance tracking system • Weekly and six-week attendance reports • State and district attendance guidelines/resources • Family attendance information/resources • Parent communication platforms • Attendance letters and conference forms • Individual attendance plan templates • Attendance intervention documentation • ARP/attendance recovery resources, if applicable • Counseling/student support resources • Community resource directory • Community engagement/recruitment support • Family engagement resources • Attendance incentives and recognition materials • Certificates/awards	• Weekly attendance data reviews • Attendance committee meeting documentation • Family contact logs • Attendance letters/notifications • Documentation of attendance information provided to families • Parent/family conference documentation • Individual attendance support plans • Home-visit documentation, when applicable • Community/support-service referrals • Attendance intervention documentation • Six-week attendance incentive/recognition records • Student/classroom recognition documentation • Documentation of follow-up with identified students and families	• Campus average daily attendance demonstrates progress toward and/or maintains the 95% target. • Reduction in the percentage/number of students identified as chronically absent. • Increased percentage of students meeting campus attendance expectations. • Students receiving targeted attendance interventions demonstrate improved attendance over time. • Reduction in repeated attendance concerns among students receiving individualized support. • Increased family awareness of attendance expectations and available supports. • Improved attendance following family conferences, individualized plans, or targeted outreach. • Increased student participation and engagement resulting from improved attendance.	• Weekly attendance reports • Six-week campus attendance rates • Grade-level attendance trends • Individual student attendance data • Chronic absenteeism data • Family contact/outreach documentation • Individual attendance plan progress • Intervention/referral documentation • Attendance incentive participation • Family feedback • Attendance before and after targeted intervention

Goal Area 4: Family Community and Empowerment

Strategy 2: Strengthen family and community partnerships by providing consistent attendance education, accessible resources, and opportunities for collaboration that increase awareness of the importance of regular attendance and support families in addressing barriers that may impact student attendance.

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: School administration, teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Communicate Attendance Expectations and the Importance of Regular Attendance**
Provide families with clear, family-friendly information regarding state attendance requirements, district expectations, campus attendance goals, and the connection between regular attendance, academic achievement, and student success.
- **Provide Consistent Attendance Messaging**
Include attendance reminders, tips, celebrations, and available support resources in established family communication platforms such as newsletters, campus messages, social media, ClassDojo, and other district-approved communication tools.
- **Incorporate Attendance Awareness Into Family Events**
Use existing family nights, parent meetings, conferences, registration events, and other campus activities as opportunities to share attendance information, answer questions, and connect families with available support.
- **Ensure Attendance Information Is Accessible to All Families**
Provide attendance information in clear, family-friendly language and in families' home languages, when appropriate, to ensure families understand attendance expectations and available campus resources.
- **Engage Community Partners to Address Attendance Barriers**
Collaborate with district departments, community organizations, and available service providers to connect families with resources that may help address barriers affecting regular school attendance.
- **Develop Attendance Ambassadors and Advocates**
Engage staff, families, and community partners, when appropriate, to promote positive attendance messaging, share resources, and encourage a campus-wide culture that values regular attendance.
- **Gather Family Feedback**
Provide opportunities for families to share feedback regarding attendance challenges, communication needs, and available supports. Use feedback to improve campus attendance outreach and family engagement efforts.
- **Celebrate Attendance Progress**
Share campus attendance progress and recognize students, families, classrooms, and/or grade levels demonstrating strong or improved attendance to reinforce the shared commitment to regular school attendance.

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Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Family communication platforms • Campus newsletters and social media • State and district attendance information • Family-friendly attendance resources • Translated/bilingual attendance materials • Campus attendance reports and data • Family engagement events and activities • Parent conference resources • Community partner/resource directory • District student and family support services • Attendance campaign materials • Recognition and incentive materials • Family feedback/survey tools	• Family communication platforms • Campus newsletters and social media • State and district attendance information • Family-friendly attendance resources • Translated/bilingual attendance materials • Campus attendance reports and data • Family engagement events and activities • Parent conference resources • Community partner/resource directory • District student and family support services • Attendance campaign materials • Recognition and incentive materials • Family feedback/survey tools	• Increased family awareness of attendance expectations and the connection between attendance and student achievement. • Increased family awareness of campus, district, and community resources available to address attendance barriers. • Increased family engagement and communication regarding student attendance. • Improved attendance among students whose families receive targeted outreach and support. • Reduction in recurring attendance concerns among identified students. • Increased percentage of students meeting campus attendance expectations. • Reduction in chronic absenteeism. • Campus attendance demonstrates progress toward and/or maintains the annual goal of 95% or higher. • Family feedback demonstrates increased understanding of attendance expectations and available supports.	• Weekly and six-week attendance reports • Chronic absenteeism data • Family communication/outreach documentation • Family event participation data • Family surveys and feedback • Community partnership/referral documentation • Attendance trends among students receiving targeted family support • Campus attendance rates • Attendance recognition/incentive participation

Goal Area 4: Family Community and Empowerment

Strategy 3: Provide predictable, inclusive, and meaningful family engagement opportunities throughout the school year that strengthen school-family partnerships, increase family participation, empower families to support student success, and provide opportunities for families to contribute to the campus community.

Timeline: September 2026- May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Establish a Predictable Family Engagement Calendar**
Develop and publish a monthly family engagement calendar that provides families with advance notice of academic, cultural, informational, and student-centered activities throughout the school year.
- **Provide Academic and Student-Success Events**
Offer family learning opportunities such as Literacy Night, Math/STEAM Night, Curriculum Night, TELPAS information sessions, parent workshops, and other events that provide families with practical strategies and resources to support learning at home.
- **Plan Culturally Responsive and Inclusive Activities**
Design family engagement opportunities that recognize and celebrate the cultures, languages, experiences, and traditions represented within the school community.
- **Showcase Student Learning, Talent, and Achievement**
Create opportunities for students to share academic work, performances, projects, cultural expressions, and accomplishments with families and the community.
- **Create Opportunities for Family Voice and Leadership**
Invite families to participate in advisory groups, committees, volunteer opportunities, family events, and other campus activities that allow them to contribute ideas, provide feedback, and take an active role in the school community.
- **Ensure Events and Communications Are Accessible**
Promote family engagement opportunities through multilingual and family-friendly communication using campus newsletters, social media, ClassDojo, flyers, invitations, and other district-approved communication platforms.
- **Engage Community Partners**
Collaborate with community organizations, businesses, district departments, and service providers, when appropriate, to provide additional resources, information, services, or learning opportunities for students and families.
- **Monitor Participation and Gather Family Feedback**
Track participation in family engagement opportunities and collect feedback through surveys, conversations, digital responses, or other appropriate methods to determine family interests, needs, and barriers to participation.
- **Use Feedback to Improve Future Opportunities**
Review participation and family feedback regularly and adjust the timing, format, topics, communication methods, and types of family engagement opportunities to increase accessibility and meaningful participation.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Monthly family engagement calendar • Parent/Family Engagement Staff • Campus administration and staff • Counselor • Community Engagement Recruiters • Community partners and organizations • District family engagement resources • District/campus social media • ClassDojo and other approved communication platforms • Campus newsletters and flyers • Multilingual/translated communication materials • Family workshop materials and presentations • Academic take-home resources • Family surveys and feedback tools • Student showcase materials • Campus facilities and technology	• Monthly family engagement calendar • Family event agendas • Sign-in sheets/participation records • Invitations, flyers, brochures, and newsletters • Multilingual family communications • Presentation materials/PowerPoints • Family workshop resources • Photos or documentation of family engagement activities • Student showcase/event documentation • Family volunteer and leadership participation records • Community partner participation documentation • Family surveys and feedback records • Social media and digital communication documentation	• Increased family participation in campus engagement opportunities. • Increased participation across different grade levels and student populations. • Family survey data demonstrates increased satisfaction with engagement opportunities and campus communication. • Increased percentage of families reporting that they feel informed and equipped to support their child's academic success. • Increased family participation in volunteer, advisory, and leadership opportunities. • Increased use of academic resources and strategies shared through family learning events. • Family feedback demonstrates an increased sense of connection, inclusion, and partnership with the campus. • Increased collaboration between the campus, families, and community partners. • Participation and feedback data demonstrate improvement in the accessibility and relevance of family engagement opportunities.	• Monthly family event participation data • Family sign-in/attendance records • Family surveys and feedback • Family volunteer and leadership participation • Multilingual communication/outreach data • Social media and communication engagement data • Community partner participation • Event-specific feedback • Participation trends across grade levels and student populations

Goal Area 4: Family Community and Empowerment

OBJECTIVE 2: By May 2027, family involvement and interaction with Carman Elementary will increase through predictable, meaningful, culturally responsive engagement opportunities that strengthen school-family relationships, empower families as partners in education, and support student success. **Strategy 1:** Provide families with meaningful opportunities, resources, and information that strengthen their ability to support student learning, academic progress, social-emotional development, and overall school success.

Timeline: September 2026 – May 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Identify Family Interests and Needs**
Gather family input through surveys, conversations, conferences, and other feedback opportunities to identify topics, resources, and supports that families would find most beneficial.
- **Provide Academic Family Learning Opportunities**
Offer family workshops and events focused on topics such as literacy, mathematics, curriculum expectations, assessment information, technology resources, TELPAS, STAAR, and strategies families can use to support learning at home.
- **Provide Student-Success Resources**
Share practical resources and information related to attendance, study habits, social-emotional development, digital citizenship, behavior expectations, school routines, and other areas that contribute to student success.
- **Strengthen Two-Way Communication**
Use established campus communication platforms to regularly share academic information, campus resources, upcoming opportunities, and student-success information while also providing families with opportunities to ask questions, provide feedback, and communicate their needs.
- **Ensure Communication and Resources Are Accessible**
Provide family information in clear, family-friendly language and in families' home languages, when appropriate. Utilize multiple communication methods to increase access and participation.
- **Connect Families With Campus, District, and Community Resources**
Provide families with information and referrals to available academic, social-emotional, health, technology, and community resources that can help address barriers to student success.
- **Encourage Family Participation in Student Learning**
Provide opportunities for families to participate in student showcases, curriculum activities, learning celebrations, conferences, academic nights, and other experiences that allow families to engage directly with their child's learning.
- **Monitor Family Participation and Feedback**
Track participation in family learning opportunities and review family feedback to identify successful practices, barriers to participation, and areas requiring additional support or communication.
- **Adjust Family Engagement Supports Based on Identified Needs**

- Use participation and feedback data to adjust topics, schedules, communication methods, resources, and family engagement opportunities throughout the school year.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Parent/Family Engagement Staff • Campus administration and instructional staff • Counselor and student support personnel • Community Engagement Recruiters • District family engagement resources • Campus/district curriculum resources • Family-friendly academic resources • STAAR/TELPAS information and family resources • Literacy and mathematics take-home resources • ClassDojo and district-approved communication platforms • Campus newsletters and social media • Multilingual/translated materials • Family workshop presentations and handouts • Community resource directory • Family surveys and feedback tools • Campus technology resources	• Family workshop/event calendars • Event agendas and presentation materials • Family sign-in sheets/participation records • Family communication logs • Newsletters, flyers, invitations, and digital communications • Multilingual/translated family resources • Academic take-home materials • Family workshop resources • Family surveys and feedback documentation • Parent-teacher/student conferences • Community resource/referral documentation • Student showcase and academic event documentation	• Increased family participation in academic and student-success activities. • Increased percentage of families participating in multiple campus engagement opportunities throughout the year. • Family feedback demonstrates increased understanding of curriculum, assessments, and strategies for supporting learning at home. • Increased family awareness and use of campus, district, and community resources. • Increased two-way communication between families and campus staff. • Family survey results demonstrate an increased sense of connection, inclusion, and partnership with the campus. • Increased family participation in student conferences, academic nights, student showcases, and other learning-centered activities. • Families report increased confidence in supporting their child's academic and social-emotional success. • Participation data demonstrates increased engagement across grade levels and student populations.	• Family event participation data • Family sign-in/attendance records • Family surveys and feedback • Parent-teacher conference participation • Family communication/outreach data • Multilingual communication data • Academic event participation • Community resource/referral documentation • Family resource utilization • Participation trends across grade levels and student populations

Goal Area 4: Family Community and Empowerment

Strategy 2: Establish and strengthen meaningful partnerships with families and community organizations to increase family involvement, expand access to resources and support services, promote two-way communication, and create shared responsibility for student success.

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters, CLL, Reading Coach, Community Partners

Action Steps:

- **Identify Family and Community Needs**
Use family surveys, conversations, campus data, and staff feedback to identify academic, social-emotional, family, and community needs that may impact student success and family engagement.
- **Develop and Maintain Community Partnerships**
Collaborate with local businesses, organizations, agencies, and community groups to provide resources, services, learning opportunities, and support that address identified student and family needs.
- **Strengthen Two-Way Family Communication**
Use newsletters, digital platforms, texts, phone calls, conferences, and other district-approved communication methods to regularly share campus information while providing families with opportunities to ask questions, express concerns, and provide input.
- **Connect Families With Available Resources**
Provide families with information and referrals to appropriate campus, district, and community resources related to academics, social-emotional wellness, basic needs, technology, family education, and other areas that support student success.
- **Create Opportunities for Family Voice and Leadership**
Invite families to participate in campus committees, advisory groups, volunteer opportunities, family events, surveys, and other activities that allow them to contribute ideas and participate in campus decision-making and improvement efforts.
- **Engage Community Partners in Campus Activities**
Invite community partners to participate in appropriate family events, student programs, career and educational activities, resource fairs, celebrations, and other opportunities that strengthen connections between the school and community.
- **Ensure Inclusive and Accessible Engagement**
Provide family communications, resources, and engagement opportunities in family-friendly language and in families' home languages, when appropriate, while considering scheduling and other barriers that may limit participation.
- **Recognize Family and Community Contributions**
Acknowledge families, volunteers, organizations, and community partners who contribute time, resources, expertise, or support to students and the campus.
- **Monitor Partnerships and Family Engagement**
Review participation, family feedback, community partnership activities, and resource utilization at designated intervals to determine effectiveness and identify opportunities for improvement.

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Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Parent/Family Engagement Staff • Community Engagement Recruiters • Counselor and student support personnel • Campus administration and instructional staff • Family communication platforms • Campus newsletters and social media • Multilingual/translated communication resources • Family surveys and feedback tools • Community resource directory • District family and student support services • Local businesses and community organizations • Family engagement events and workshops • Volunteer and family leadership opportunities • Community partnership agreements/contact information • Campus facilities and technology	• Family communication/outreach documentation • Family surveys and feedback • Community partner contact/participation records • Community resource/referral documentation • Family event sign-in sheets • Family volunteer participation records • Campus committee/advisory participation • Newsletters, flyers, invitations, and digital communications • Multilingual/translated family communications • Community partner participation in campus events • Family workshop/event agendas • Documentation of resources or services provided to families • Family and community recognition documentation	• Increased family participation in campus activities and engagement opportunities. • Increased family participation in volunteer, advisory, and leadership opportunities. • Increased number of active community partnerships supporting campus, student, and family needs. • Increased utilization of campus, district, and community resources by families. • Family feedback demonstrates increased awareness of available resources and support services. • Family survey data demonstrates improved perceptions of communication, inclusion, and partnership with the campus. • Increased two-way communication between families and campus staff. • Increased participation across grade levels and student populations. • Community partners demonstrate continued or expanded involvement with the campus. • Families report an increased sense of connection, voice, and partnership in supporting student success.	• Family participation data • Family surveys and feedback • Family communication/outreach records • Volunteer and leadership participation • Community partner participation • Community resource/referral data • Family resource utilization • Event participation records • Multilingual communication/outreach data • Participation trends across grade levels and student populations

Goal Area 4: Family Community and Empowerment

Strategy 3: Create meaningful opportunities for families to provide input, participate in campus activities and decision-making, and assume leadership roles that strengthen school-family relationships and promote shared responsibility for student success. Establish a proactive system to monitor attendance trends, identify students at risk, and provide timely interventions in collaboration with families.

Timeline: September 2026 – May 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Campus Administration, Content Teachers, Counselor, Parent/Family Engagement Staff, Community Engagement Recruiters, CLL, Reading Coach and Community Partners

Action Steps:

- **Provide Regular Opportunities for Family Voice**
Gather family input throughout the school year through surveys, conferences, informal conversations, digital feedback, family meetings, and other accessible methods to better understand family needs, interests, concerns, and priorities.
- **Increase Family Participation in Campus Decision-Making**
Invite and encourage families to participate in appropriate campus committees, advisory groups, planning meetings, Title I activities, and other opportunities where family perspectives can contribute to campus improvement and student success.
- **Develop Family Leadership Opportunities**
Provide opportunities for interested family members to serve as volunteers, parent representatives, event leaders, family ambassadors, or participants in other campus leadership and engagement activities.
- **Provide Families with Information and Resources to Support Advocacy**
Share family-friendly information regarding curriculum, assessments, campus programs, student supports, attendance expectations, and available resources so families are equipped to make informed decisions and advocate for their children.
- **Strengthen Two-Way Communication with Campus Leadership**
Provide opportunities for families to communicate directly with teachers, administrators, counselors, and other campus staff through conferences, family meetings, listening sessions, and established communication platforms.
- **Ensure Inclusive Family Representation**
Make intentional efforts to include families representing different grade levels, programs, languages, and student populations in family leadership, feedback, and decision-making opportunities.
- **Respond to Family Feedback**
Review family input at designated intervals and communicate, when appropriate, how feedback has informed campus decisions, family engagement opportunities, communication practices, or available supports.
- **Recognize Family Contributions and Leadership**
Acknowledge families who contribute their time, ideas, leadership, and support to campus activities and initiatives through appropriate campus recognition.
- **Monitor Family Leadership and Engagement**
Review family participation, representation, feedback, and leadership involvement throughout the year to identify areas of strength and opportunities to expand meaningful family participation.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Parent/Family Engagement Staff • Campus administration and staff • Counselor • Community Engagement Recruiters • Family surveys and feedback tools • Campus committees and advisory groups • Title I family engagement resources • Parent volunteer opportunities • Family leadership/ambassador resources • Family communication platforms • Campus newsletters and social media • Multilingual/translated materials • Family meeting and workshop materials • District family engagement resources • Community partners • Campus and district student-support resources	• Family surveys and feedback documentation • Family meeting agendas and sign-in sheets • Parent participation in campus committees/advisory groups • Title I family engagement documentation • Family volunteer participation records • Family ambassador/leadership participation • Parent-teacher and parent-administrator conference documentation • Family communication/outreach records • Multilingual/translated family communications • Documentation of family suggestions and campus responses • Family recognition documentation • Family workshop and information-session records	• Increased family participation in campus committees, advisory groups, volunteer opportunities, and leadership activities. • Increased representation of families across grade levels, programs, languages, and student populations. • Family survey data demonstrates an increased sense of voice, inclusion, and partnership with the campus. • Increased two-way communication between families and campus staff. • Increased percentage of families reporting that they feel informed and comfortable communicating with campus leadership. • Family feedback demonstrates increased understanding of campus programs, resources, and student supports. • Increased number of families contributing feedback to campus improvement and engagement efforts. • Evidence demonstrates that family input is considered when planning campus activities, resources, and supports. • Increased family participation in activities that directly support student learning and success.	• Family survey results • Family feedback • Committee/advisory participation • Family volunteer participation • Family leadership/ambassador participation • Family meeting and workshop attendance • Family communication/outreach data • Participation across grade levels and student populations • Multilingual family participation • Documentation of campus responses to family input

Title 1, Part A School Wide Components

1. A comprehensive needs assessment of the entire school (including considering the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low- achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupils services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who have trouble mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

ADDENDUM:

Parent & Family Engagement (PFE) Policy

	2026-2027 Parent & Family Engagement (PFE) Program
What is it?	Edith & Ethel Carman Elementary is committed to our vision: Every Edith & Ethel Carman Elementary student is provided an equal opportunity to achieve academic excellence in a safe school environment and excel in a global society.
Funding	Title I, Part A funds are used to support meaningful parent and family engagement activities that strengthen the partnership between home and school and improve student academic achievement. Programs, activities, and procedures are planned and implemented through meaningful consultation with parents of participating students.
Review	This Parent & Family Engagement Policy has been jointly developed with and agreed upon by parents in accordance with Every Student Succeeds Act (ESSA), Section 1116. The policy is reviewed annually with parents to evaluate its effectiveness and to make revisions based on parent feedback, campus needs, and student achievement data.
Distribution of Policy	This Parent & Family Engagement Policy is reviewed annually with parents and distributed to families at the beginning of each school year. To ensure all families have access to the information, the policy is made available through multiple methods, including: • The campus and/or district website • Student registration • Beginning-of-the-year events (Meet the Teacher/Open House) • Annual Title I Meetings • Parent-Teacher Conferences • Email and other electronic communication platforms • Printed copies available upon request through the campus office This policy is also available in Spanish and, to the extent practicable, in a language that parents can understand.
Family Meetings	In addition to Title I meetings, campuses conduct family meetings on a variety of topics that provide families with information, resources, and opportunities to actively participate in their child's education while strengthening the partnership between home and school. These meetings offer families an opportunity to communicate and collaborate with the school, ensuring that essential information is shared and that parents feel valued as partners in their child's education. Parent meetings take place monthly. In August, campus staff meet with parent educators and parent volunteers to discuss the importance of the family unit and review Title I requirements. During this time, teachers and staff are educated on the value and utility of parent and family contributions, and on how to effectively reach out to, communicate with, and collaborate with families as equal partners. In September, each campus must hold two Title I Meetings on different days and times. Campus administrators and Parent Educators work collaboratively to plan and implement the Annual Title I Meetings. The principal or principal's designee leads the required Title I information, while the Parent Educator assists with coordination, parent outreach, logistics, and documentation. In the spring semester,

	parents come together to provide feedback on the Campus Parent and Family Engagement Policy. In addition to this policy, meetings are also held throughout the year to review and update the School–Parent Compact and the Campus Improvement Plan. It is essential that a committee of parents, parent educators, and administrators plan, develop, evaluate, and revise Title I documentation consistently throughout the year to ensure compliance and meaningful family engagement.
Ways Parents and Families Can Get Involved	Parents and family members are encouraged to become active partners in their child's education by volunteering, participating in campus events, attending trainings, and serving on campus committees. Parents interested in volunteering may complete the required volunteer forms and attend a volunteer orientation. They, along with parents who are not volunteers, are invited to participate in family trainings, activities, and campus events throughout the school year. A variety of communication methods are used to invite families to meetings and activities, including, but not limited to, • personal phone calls • ClassDojo • Mass Messenger • personal invitations • email • the campus website • social media • other campus communication platforms. Parents are encouraged to actively participate in the planning, review, and continuous improvement of the • Campus Parent & Family Engagement Policy • School-Parent Compact, the Campus Improvement Plan • other Title I programs Parent input is valued and carefully considered when making decisions that support student achievement, strengthen family partnerships, and improve campus programs. If the Campus Improvement Plan is not satisfactory to parents, parent comments will be documented and submitted to the district when the plan is provided, in accordance with the Every Student Succeeds Act (ESSA).
Family Trainings/ Activities	Family engagement trainings provide parents and family members with opportunities to gain knowledge, develop new skills, and access valuable resources that support student learning both at home and at school. Participation in these trainings and school events empowers families to support their children's learning at home, strengthen relationships with the school community, and become active partners in their child's academic and social success. • Meet the Teacher Night/Open House at Elementary Campuses (August 2026 and March 2027) • Parent-Teacher Conferences (All Grade Levels-August 2026-May 2027) • Cultural Family Night (September 2026) • Halloween Trunk/Treat Family Night (October 2026) • Red Ribbon Parade (October 2026) • District Conference Showcase (October 2026) • National Parent Involvement Day (November 2026)

	• School Health Advisory Meetings (November 207, March 2026, May 2027) • Cafe Sessions with Counselors (September 2026-May 2027) • Christmas Posada Family Event (December 2026} • District Advisory Council Officer Meetings for all Parent Officers from all Campuses (October 2026, December 2026 and March 2026} • Title I Campus Meetings (September 2026) • Campus Policy Campus Meetings (November 2026) • Campus Compact Meetings (February 2027) • Campus Plan Feedback Meetings (April 2027} • Attendance Meetings (October 2026) • Understanding Assessment Meetings (January 2027}
Curriculum	Carman Elementary utilizes a high-quality, standards-based curriculum designed to promote academic growth and prepare every student for future success. • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • Frogstreet • Age of Learning • SAVVAS My View/Mi Vision • Magnetic/Mosaico • Bluebonnet • I-Ready • Blended Learning • Beanstack
Forms of Academic Assessments	At Carman Elementary all students participate in common formative assessments aligned to the TEKS Resource System to ensure consistency in instruction and academic expectations across the campus. These assessments help teachers monitor student progress and guide instructional decisions throughout the school year. Previous STAAR tests are released and utilized for assessment and instruction in addition to other curriculum.
Expected Achievement levels on academic assessments	The State’s Performance Standards can be found on this website: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards Carman Elementary tracks each child’s growth throughout the year via local assessments (mentioned above). Each child has a folder where teachers help them track their own learning growth.

Ways to Request regular meetings	Carman Elementary values open communication and welcomes every family as an important partner in their child's education. Parents and guardians are encouraged to share suggestions, ideas, questions, and concerns during monthly parent meetings or by scheduling an individual conference with a teacher or campus administrator. Meetings may be requested by visiting the campus, calling the school, or contacting staff by email. Carman Elementary welcomes any ideas, feedback and/or concerns; we value each family in our school district.			
Additional Parent Support	Carman Elementary values the input of every parent and family. In addition to the Parent & Family Engagement activities described in this policy, the campus will provide other reasonable support for parent and family engagement activities, as requested by parents, to the extent practicable and consistent with available resources. Requests for additional parent and family engagement support will be reviewed collaboratively by campus administration and the Parent Educator to determine appropriate assistance that strengthens family engagement and supports student success.			
School-Parent Compact	The School's Responsibilities Provide high-quality curriculum and instruction focused on differentiation to support the growth of every student. Establish a consistent routine for homework, reading, studying, and attendance while maintaining regular communication with the school regarding their child's academic progress. Implement lessons and activities aligned with sustainability goals. Offer parents multiple opportunities to volunteer at any district campus or parent literacy site. Allow parents to participate in academic and extracurricular decisions affecting their children. Engage parents through varied family engagement activities: Host meetings covering a variety of relevant topics,	The Guardian's Responsibilities Provide a dedicated learning space at home for studying, completing homework, and using technology. Support their child's learning through ongoing dialogue, homework assistance, and active listening. Attend parent meetings where educational and extracurricular decisions are discussed. Collaborate with other parents and school staff, maintaining an open mindset and being receptive to new ideas.	The Student's Responsibilities Be open to new ideas and learn from others. Attend school daily and be punctual. Behave responsibly and follow all school rules. Always strive to improve academically and personally. Work collaboratively with others to enhance learning experiences. Treat others with respect and dignity. Ask for help when support is needed in learning.	On-Going Communication To maintain strong home-school partnerships, Carman ensures consistent and ongoing communication through: The PSJA District Website, Facebook, and ClassDojo Parent-Teacher conferences and phone calls Monthly parent meetings and family events offered at varying times and days to accommodate all families Progress Reports every three weeks Report Cards every six weeks
Thank you for partnering with us to support student success. Together, families, schools, and the community create a strong foundation that helps every child learn, grow, and achieve their full potential. We appreciate your continued support and your important role as a member of the PSJA Family. This policy is also available in Spanish. (Esta política también está disponible en español.)				

2025-2026 Programa de Participación de Padres y Familias (PFE)

¿Qué es?	Carman Elementary está comprometida con nuestra visión: Todos los estudiantes de la Escuela Primaria Edith & Ethel Carman reciben igualdad de oportunidades para alcanzar la excelencia académica en un entorno escolar seguro y sobresalir en una sociedad global.
Fondos	Los fondos de Título I serán destinados al programa de Participación de los Padres y las Familias. Los programas, actividades y procedimientos relacionados con la participación familiar serán planificados e implementados en colaboración significativa con los padres de los estudiantes participantes.
Revisión	Esta Política de Participación de los Padres y las Familias ha sido desarrollada conjuntamente con los padres y aprobada por ellos, de conformidad con la Ley Cada Estudiante Triunfa (Every Student Succeeds Act - ESSA), Sección 1116. La política será revisada cada año junto con los padres para evaluar su eficacia y realizar las modificaciones necesarias con base en: • Los comentarios y sugerencias de los padres. • Las necesidades del plantel. • Los datos del rendimiento académico de los estudiantes.
Distribución de la Política	Esta Política de Participación de los Padres y las Familias se revisa anualmente con los padres y se distribuye a las familias al inicio de cada ciclo escolar. Para garantizar que todas las familias tengan acceso a esta información, la política estará disponible a través de diversos medios, entre ellos: • Sitio web del plantel y/o del distrito • Registro e inscripción de estudiantes • Eventos de inicio del ciclo escolar (Conozca al Maestro / Casa Abierta) • Reuniones Anuales de Título I • Conferencias entre Padres y Maestros • Correo electrónico y otras plataformas de comunicación electrónica • Copias impresas disponibles en la oficina del plantel cuando sean solicitadas Esta política también estará disponible en español y, en la medida de lo posible, en un idioma que los padres puedan comprender.
Reuniones de Familias	Además de las reuniones de Título I, los planteles llevan a cabo reuniones familiares sobre diversos temas con el propósito de apoyar, informar y fortalecer a las familias, brindándoles información valiosa y promoviendo una mayor participación en la educación de sus hijos. Estas reuniones ofrecen a las familias la oportunidad de comunicarse y colaborar con la escuela, asegurando que la información importante sea compartida y que los padres sean reconocidos como socios fundamentales en la educación de sus hijos. Las reuniones para padres se llevan a cabo mensualmente. Durante el mes de agosto, el personal del plantel se reúne con el Educador(a) de Padres y los padres voluntarios para dialogar sobre la importancia de la familia y revisar los requisitos de Título I. En este mismo periodo, los maestros y el personal reciben información sobre la importancia de las contribuciones de los padres y las familias, así como estrategias para comunicarse y colaborar eficazmente con ellos como socios en la educación de sus hijos. En septiembre, cada plantel deberá realizar dos Reuniones Anuales de Título I, programadas en diferentes días y horarios. Los administradores del plantel y el Educador(a) de Padres trabajan en conjunto para planificar y llevar a cabo estas reuniones. El director o la persona designada por el director presentará la información requerida de Título I, mientras que el Educador(a) de Padres apoyará

	en la coordinación, invitación a los padres, organización, logística y documentación correspondiente.
Cómo Participar	Se invita a los padres de familia a participar como padres voluntarios completando la solicitud correspondiente y asistiendo a una orientación para voluntarios. Tanto los padres voluntarios como aquellos que no participan en el programa de voluntariado son invitados a formar parte de las capacitaciones para familias, actividades y eventos escolares que se llevan a cabo durante todo el ciclo escolar. Para mantener informadas a las familias e invitarlas a participar, el plantel utiliza diversos medios de comunicación, entre ellos: • Llamadas telefónicas personales • ClassDojo • Mass Messenger • Invitaciones personales • Correo electrónico • Sitio web del plantel • Redes sociales • Otras plataformas de comunicación utilizadas por la escuela Se anima a los padres a participar activamente en la planeación, revisión y mejora continua de: • La Política de Participación de los Padres y las Familias del plantel. • El Acuerdo entre la Escuela y los Padres. • El Plan de Mejoramiento Escolar. • Otros programas de Título I. La opinión de los padres es valorada y tomada en cuenta al tomar decisiones que apoyan el aprovechamiento académico de los estudiantes y fortalecen la colaboración entre la escuela y las familias. Si el Plan de Mejoramiento Escolar no es satisfactorio para los padres, sus comentarios serán documentados y enviados al distrito junto con el plan, de conformidad con la Ley Cada Estudiante Triunfa (ESSA).
Entrenamientos/ Actividades Para Familias	Mantenga solo aquellas que aplican a su plantel, elimine las que no correspondan e incluya actividades adicionales que involucren a los padres o a la comunidad. Las capacitaciones para las familias brindan oportunidades para que los padres y otros miembros de la familia adquieran nuevos conocimientos y habilidades con el apoyo de educadores, líderes comunitarios y otros padres. La participación en estas capacitaciones y eventos escolares fortalece la capacidad de las familias para apoyar el aprendizaje de sus hijos en casa, fomenta relaciones positivas con la escuela y promueve una participación activa en el éxito académico y social de los estudiantes. Ejemplos de actividades • Noche para Conocer al Maestro / Casa Abierta en escuelas primarias y secundarias (agosto de 2026 y marzo de 2027). • Conferencias entre Padres y Maestros (todos los niveles escolares, de agosto de 2026 a mayo de 2027). • Noche Cultural Familiar (septiembre de 2026). • Evento Familiar de Halloween (Trunk or Treat) (octubre de 2026). • Desfile del Listón Rojo (octubre de 2026). • Exposición Distrital de Programas (octubre de 2026)).

	• Día Nacional de la Participación de los Padres (noviembre de 2026). • Reuniones del Comité Consultivo de Salud Escolar (SHAC) (noviembre de 2026, marzo de 2027 y mayo de 2027). • Cafecitos con los Consejeros Escolares (septiembre de 2026 a mayo de 2027). • Posada Navideña Familiar (diciembre de 2026). • Reuniones del Consejo Consultivo del Distrito para Oficiales de Padres de todos los planteles (octubre y diciembre de 2026, y marzo de 2027). • Reuniones de Título I del Plantel (septiembre de 2026). • Reuniones para Revisar la Política del Plantel (noviembre de 2026). • Reuniones para Revisar el Acuerdo entre la Escuela y los Padres (febrero de 2027). • Reuniones para Recibir Comentarios sobre el Plan del Plantel (abril de 2027). • Reuniones sobre Asistencia Escolar (octubre de 2026). • Reuniones sobre el Currículo (diciembre de 2026). • Reuniones para Comprender las Evaluaciones Académicas (enero de 2027)
Currículo	Estos son ejemplos de los programas de estudio implementados en todo el distrito. Mantenga solo los que apliquen a su plantel, elimine los que no correspondan e incluya programas o iniciativas adicionales específicas de su escuela. Carman Elementary utiliza planes de estudio de alta calidad que apoyan el éxito estudiantil, como el Sistema de Recursos TEKS Ejemplos de programas curriculares • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • Frogstreet • Age of Learning • SAVVAS My View/Mi Vision • Magnetic/Mosaico • Bluebonnet • I-Ready • Blended Learning • Beanstack
Formas de Evaluación Académica	Carman Elementary Todos los estudiantes participan en evaluaciones formativas comunes alineadas con el Sistema de Recursos TEKS para garantizar la consistencia en la enseñanza y en las expectativas académicas en todo el plantel. Estas evaluaciones ayudan a los maestros a monitorear el progreso académico de los estudiantes y a orientar las decisiones de instrucción durante todo el ciclo escolar. Además, las evaluaciones STAAR publicadas por el estado se utilizan como herramientas para la evaluación y la enseñanza, junto con otros recursos curriculares implementados por el plantel.
Niveles de Logro Esperado en las evaluaciones	Los Estándares de Desempeño del Estado se pueden consultar en el sitio web oficial: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards (NOMBRE DE LA ESCUELA) da seguimiento al progreso académico de cada estudiante durante todo el ciclo escolar mediante las evaluaciones

académicas	locales descritas anteriormente. Cada estudiante cuenta con un registro de progreso académico que le permite, junto con sus maestros, monitorear su crecimiento y reconocer sus avances a lo largo del año escolar.			
Formas de solicitar reuniones periódicas	Nuestra escuela da la bienvenida a todas las familias. Los padres, madres y tutores pueden compartir sugerencias, ideas o inquietudes durante las reuniones mensuales para padres. Si algún padre, madre o tutor desea reunirse con un administrador o con el maestro de su hijo en otro momento, puede visitar el plantel, llamar por teléfono o comunicarse por correo electrónico para programar una cita. Carman Elementary valora las ideas, opiniones y preocupaciones de cada familia. Su participación es importante y contribuye al éxito de nuestros estudiantes.			
Apoyo Adicional para los Padres y las Familias	Carman Elementary reconoce y valora la participación de todos los padres y las familias. Además de las actividades de Participación de los Padres y las Familias descritas en esta política, el plantel proporcionará otro apoyo razonable para fomentar la participación familiar cuando así lo soliciten los padres, siempre que sea posible y de acuerdo con los recursos disponibles. Las solicitudes serán revisadas de manera colaborativa por la administración del plantel y el Educador(a) de Padres, con el propósito de brindar apoyo que fortalezca la colaboración entre la escuela y las familias y contribuya al éxito académico de los estudiantes.			
Pacto entre la Escuela y los Padres	Las responsabilidades de la escuela - Proporcionar un plan de estudios e instrucción de alta calidad enfocados en la diferenciación para apoyar el crecimiento de cada estudiante. - Implementar lecciones y actividades alineadas con los objetivos de sostenibilidad. - Ofrecer múltiples oportunidades para que los padres sean voluntarios en cualquier campus o centro de alfabetización. - Permitir que los padres participen en decisiones académicas y extracurriculares que afecten a sus hijos. - Involucrar a los padres a través de actividades variadas de participación familiar, como clases gratuitas para padres y clubes de lectura (con libros gratis en inglés o español). - Implementar sesiones colaborativas que	Las responsabilidades del guardián - Proporcionar un espacio adecuado para el aprendizaje en casa. - Apoyar el aprendizaje de su hijo mediante el diálogo, la tarea y la escucha activa. - Asistir a reuniones donde se discutan decisiones educativas y extracurriculares. - Colaborar con otros padres y personal escolar manteniendo una mente abierta y receptiva a nuevas ideas.	Las Responsabilidades del Estudiante - Estar abierto a nuevas ideas y aprender de los demás. - Asistir a la escuela diariamente y ser puntual. - Comportarse responsablemente y seguir las reglas escolares. - Esforzarse siempre por mejorar académica y personalmente. - Trabajar en colaboración con otros para mejorar las experiencias de aprendizaje. - Tratar a los demás con respeto y dignidad. - Pedir ayuda cuando sea	Comunicación Continua Para mantener asociaciones sólidas entre el hogar y la escuela, Carman Elementary garantiza una comunicación constante mediante: - Sitio web del distrito PSJA, sitio web para padres y sitios web de los planteles, Facebook, ClassDojo - Conferencias y llamadas entre padres y maestros. - Reuniones mensuales, entrenamientos, clases de alfabetización y eventos familiares ofrecidos en diferentes horarios.

	ofrezcan estrategias de alfabetización para todos los padres. - Realizar reuniones sobre diversos temas: evaluaciones, recursos tecnológicos, sostenibilidad, academias universitarias, entre otros.		necesario.	- Reportes de progreso cada tres semanas. - Boletas de calificaciones cada seis semanas.
Valoramos a cada padre y tutor en nuestro distrito escolar. ¡Gracias por ser una parte importante de nuestra Familia PSJA! Esta política también está disponible en inglés.				