



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Carpenter Middle School

Principal: **Courtney J. Washington**

Mission Statement:

At Carpenter Middle School, our mission is to provide a safe environment which promotes respect and motivates students to learn and to act responsibly. We believe education is the shared responsibility of the student, home, school and community. The ultimate goal of Carpenter is to provide an excellent education for each student.

Vision Statement:

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Planning Timelines and Meeting Dates

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **July - September 2017**
- Campus teacher data analysis day: **August - September 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): **Wednesday, October 18, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Thursday, February 01, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Thursday, May 31, 2018**

2017-2018 Campus Status Check all that apply

- Title III English Language Learner Campus
 Non-Title I Campus
 Title I School-wide Campus

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	6 (PI)	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	7 (Tran)	Transition
3 (HQ)	Instruction by State Certified Teachers	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Staffing	\$ 173,313	Total Funding for 2.5 Title I Support Teachers	
Parental Engagement	\$ 1,000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$ 3,500	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.			
Goal 1	Recruit, support, and retain Teachers and Principals	Goal 3	Connect high school to career and college
Goal 2	Build a foundation of reading and mathematics	Goal 4	Improve low-performing schools

Information regarding the TEA Strategic Plan may be accessed here: [http://tea.texas.gov/About TEA/Welcome and Overview/TEA Strategic Plan/](http://tea.texas.gov/About%20TEA/Welcome%20and%20Overview/TEA%20Strategic%20Plan/)

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Ashley Ogal/Lindsay Beattie	Faculty Member	2017-2018	XX	X	XX
Frederick Nickens	Faculty Member	2017-2018	X		X
Marshall Morris	Faculty Member	2017-2018		X	X
Kelly Palmer	Faculty Member	2017-2018	X	X	X
Nimet Bata	Faculty Member	2017-2018	X	X	X
Evelyn Jones/Nikki Romney	Faculty Member, Special Ed	2017-2018	X		X
Courtney Washington	Principal	Permanent Member	X	X	X
Cristi Foreman	District Professional	2016-2017	X		
Joy Blasius	Campus Professional, Non-teaching	2015-2016	X	X	X
Samantha Castillo	Support Staff Member	2015-2016	X	X	X
Jeanna Davis	Parent-Selected by PTA	2017-2018	X		
Laura Retta	Parent-Selected by Principal	2017-2018	X	X	
Crystal Reed	Parent	2017-2018	X	X	X
Sarah Albers	Parent	2015-2016			
Christine Mendillo	Parent	2017-2018	X		
Amber Lee	Parent	2017-2018	X	X	
Brandie McDonald	Community Member	2017-2018			
Christine Sorenson	Community Member	2017-2018	X	X	X
Lawrence Mann	Business Representative	2014-2015			
<i>Committee member search still in progress</i>	Business Representative				
Paul Meredith/Wendy Prater	Additional Members ^{Optional}	Permanent Members	X	X	X

Information regarding the SBIC Committee, membership, terms, etc. (BQB Local) may be accessed here: <http://pol.tasb.org/Policy/Code/312?filter=BQB>

District-Wide Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.
2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.
3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.
4. Increase the percentage of students meeting STAAR Advanced performance rates.
5. Increase high school graduation rates and ensure students are on track to graduate.
6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.
7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (60% meet the Approaches Grade Level Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
<p>Health, Fitness and Attendance: The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Violence Prevention and Bullying</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Parental Involvement: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.</p>	<p>1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)</p>	<p>All</p>
<p>Transition: The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.</p>	<p>1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)</p>	<p>All</p>
<p>State Certified Teachers and Highly Qualified Paraprofessional Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	<p>1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)</p>	<p>All</p>

Summary of Critical Actions

The areas for school-wide and/or targeted grade level Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level diagnostic);
- STAAR/EOC GAP Analyses;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Grade Level Critical Actions
<p>1. ELA - Increase the percentage of all students performing at the Approaches grade level standard to decrease the gap between the campus and district</p>
<p>2. Math - Increase the percentage of all students performing at the Approaches grade level standard to decrease the gap between the campus and district</p>
<p>3. Social Studies - Increase the percentage of all students performing at the Approaches grade level standard to decrease the gap between the campus and district</p>
<p>4. Science - Increase the percentage of all students performing at the Approaches grade level standard to decrease the gap between the campus and district</p>

Critical Action 1 – ELA

Critical Action (Goal): Increase the percentage of all students performing at the Approaches grade level standard to decrease the gap between the campus and district.

Problem Statement:	Overall in STAAR Reading the percentage of all students performing at the Approaches grade level performance for the campus is below the overall district performance. The current gaps between the campus and district 6 th through 8 th grade are: Campus STAAR Reading (6 th - 71%, 7 th - 66%, 8 th -75%) District STAAR Reading (6 th - 81%, 7 th - 82%, 8 th - 87%)							
Root Cause and Strategy:	(a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement curriculum planning and instruction with fidelity.							
Project Lead:	ELA Department Chairs, Principal, District C&I Team							
Staff, Title I Staff:	All grade level team teachers, Title I Support Staff, ESL Support Staff, SpED Support Staff,							
Materials and Resources:	District curriculum, Edugence							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other: Grades 6, 7, and 8

Strategies for Accomplishing Critical Action 1:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
<p>Root Cause (a) Activities: Effective Planning</p> <ol style="list-style-type: none"> District curriculum and instruction team members will provide staff trainings and planned professional development opportunities on district planning protocols. on district planning protocols. <ol style="list-style-type: none"> Team Planning Protocols District Curriculum – UBD, “How to unpack a unit”, Assessments, etc. Reading Strategies (i.e. vocabulary, academic language, Reading Nonfiction, Notice & Note, EL Strategies, Talk Read Talk Write, Marking the text, etc.) Grade level teams, ESL teachers, SpEd teachers, Title I/Intervention Team will meet weekly with the C&I 	<ol style="list-style-type: none"> Various staff meetings, PLC meetings, and planned PD dates Weekly Planning Protocol meetings, weekly support by C&I teams, weekly Administration and C&I Walk Throughs Extended team planning times 	<ol style="list-style-type: none"> MLP training log, agendas, and materials Weekly planning protocols meeting notes, feedback provided to teachers from C&I team, Walk Through Data, documents/notes Notes on unit goals, identification of 	<p>Expected Outcome – Increase academic performance by implementing planning and instruction protocols with fidelity.</p> <p>Short Term Status: On Track to Make Progress – Lesson plans and instruction will be aligned with the district curriculum and include daily learning and language targets as <u>modeled</u> by the district C&I team.</p> <p>Intermediate Status: Significant Progress – Lesson plans will be aligned with the district curriculum and include daily learning and language targets <u>with consultation</u> from the district C&I team.</p> <p>Long Term Status: Significant Progress – Using the planning protocols, lesson plans aligned with the district curriculum, will include daily learning and</p>

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
<p>team to use the district curriculum for planning and instructional practice.</p> <ol style="list-style-type: none"> a. <u>Weekly</u> planning meetings to maintain alignment to the curriculum b. <u>Weekly</u> instructional support by C&I team (i.e. provide feedback to teachers on strategies, planning, instructional approaches, etc.) c. <u>Weekly</u> Walk Throughs by Administration and C&I team to document implementation of the plans into instructional practice. <p>3. Extended time will be provided for teams to implement the planning protocols for unit instructional planning.</p> <ol style="list-style-type: none"> a. Four days will be scheduled throughout the year centered around planning at the unit level for ELA grades 6, 7, and 8. <p>TEA Strategic Priority: Goals 1, 2 and 4 Title I Component: Funding: State, Local, SCE, Title I</p>	<p>occurring once every 9 weeks</p>	<p>prerequisite knowledge (i.e. writing styles, grammar), selection of differentiation tools and strategies, intentional planning of formative assessment, Schedule of extended team plan meetings</p>	<p>language targets, and will be implemented effectively by grade level teams.</p> <p>Results: See attached document. Planning protocols implemented with fidelity.</p> <p>Next Steps: Using Title 1 funds for Author visit and writer’s workshop. Teachers will attend PD session this summer at the NCTECELA conference. Extended planning day included looking at data to determine which students will benefit from targeted reading instruction for 2018-2019. Read aloud strategies conducted in all classes. All classes participated in World Read Aloud Day.</p>

Critical Action 2 – Math

Critical Action (Goal): Increase the percentage of all students performing at the Approaches grade level standard to decrease the gap between the campus and district.

Problem Statement:	Overall in STAAR Math the percentage of all students performing at the Approaches grade level performance for the campus is below the overall district performance. The current gaps between the campus and district 6 th through 8 th grade are: Campus STAAR Math (6 th - 78%, 7 th - 73%, 8 th -70%) District STAAR Math (6 th - 86%, 7 th - 84%, 8 th - 83%)							
Root Cause and Strategy:	(a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement curriculum planning and instruction with fidelity.							
Project Lead:	Math Department Chair, Assistant Principals, District C&I Team							
Staff, Title I Staff:	All grade level team teachers, Math Title I Support Staff, Math/ESL Support Staff, SpED Support Staff,							
Materials and Resources:	District curriculum, Edugence,							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Other: Grades 6, 7, and 8

Strategies for Accomplishing Critical Action 2:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
Root Cause (a) Activities: Effective Planning 1. District curriculum and instruction team members will provide staff trainings and planned professional development on district planning protocols. <ol style="list-style-type: none"> Differentiation Strategies Unit Pacing Additional scaffolding resources to supplement curriculum 2. Grade level teams, Title I/Intervention Team will meet weekly with the C&I team to use the district curriculum for planning and instructional practice. <ol style="list-style-type: none"> <u>Weekly</u> planning meetings to maintain alignment to the curriculum <u>Weekly</u> instructional support by C&I team (i.e. provide feedback to teachers on 	4. Various staff meetings, PLC meetings, and planned PD dates 5. Weekly Planning Protocol meetings, weekly support by C&I teams, weekly Administration and C&I Walk Throughs 6. Extended team planning times occurring once every 9 weeks	4. MLP training log, agendas, and materials 5. Weekly planning protocols meeting notes, feedback provided to teachers from C&I team, Walk Through Data, documents/notes 6. Notes on unit goals, identification of prerequisite	Expected Outcome – Increase academic performance by implementing planning and instruction protocols with fidelity. Short Term Status: On Track to Make Progress – Lesson plans and instructional strategies will be aligned with the district curriculum and include daily learning targets as <u>modeled</u> by the district C&I team. Intermediate Status: Significant Progress – Lesson plans and instructional strategies will be aligned with the district curriculum and include daily learning targets <u>with consultation</u> from the district C&I team.

<p>Action Step</p> <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	<p>Implementation Timeline per Action Step</p>	<p>Implementation Evidence per Action Step</p>	<p>Outcome, Status and Results per Action Step</p>
<p>strategies, planning, instructional approaches, etc.)</p> <p>c. <u>Weekly</u> Walk Throughs by Administration and C&I team to document implementation of the plans into instructional practice.</p> <p>3. Extended time will be provided for teams to implement the planning protocols for unit instructional planning.</p> <p>a. Four days will be scheduled throughout the year centered around planning at the unit level for math 6, math 7, math 8</p> <p>TEA Strategic Priority: Goals 1, 2 and 4 Title I Component: Funding: State, Local, SCE, Title I</p>		<p>knowledge, selection of differentiation tools and strategies related to prerequisite skills, intentional planning of formative assessment, Schedule of extended team plan meetings</p>	<p>Long Term Status: Significant Progress – Using the planning protocols, lesson plans and instructional strategies aligned with the district curriculum, will include daily learning targets, and will be implemented effectively by grade level teams.</p> <p>Results: See attached document. Planning protocols implemented with fidelity. 100% of students passed Algebra I EOC.</p> <p>Next Steps: 2 extended planning days for math teachers so far out of 3 total. District coordinator and specialist participate in planning meetings with teachers. Title 1 funds were used to hire retired teachers to conduct tier 2 interventions with targeted students.</p>

Critical Action 3 – Social Studies

Critical Action (Goal): Increase the percentage of all students performing at the Approaches grade level standard to decrease the gap between the campus and district.

Problem Statement:	Overall in 8th grade STAAR Social Studies the percentage of all students performing at the Approaches grade level performance for the campus (61%) is below the overall district performance (76%).							
Root Cause and Strategy:	(a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement curriculum planning and instruction with fidelity.							
Project Lead:	History Department Chair, Assistant Principal, District C&I Team							
Staff, Title I Staff:	All grade level team teachers, Title I Instructional Coach							
Materials and Resources:	District curriculum, Edugence							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other: Grades 6, 7, and 8

Strategies for Accomplishing Critical Action 3:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
<p>Root Cause (a) Activities: Effective Planning</p> <p>1. District curriculum and instruction team members will provide staff trainings and planned professional development opportunities on district planning protocols.</p> <ol style="list-style-type: none"> Team Planning Protocols Implementation of the district’s UBD curriculum (i.e. pacing, differentiation, interventions, formative assessments, etc.) Reading Strategies <p>2. Grade level teams including ESL and SpEd teachers, Title I/Intervention Team will meet weekly with the C&I team to use the district curriculum for planning and instructional practice.</p> <ol style="list-style-type: none"> <u>Weekly</u> planning meetings to maintain alignment to the curriculum <u>Weekly</u> instructional support by C&I team (i.e. provide feedback to teachers on strategies, planning, instructional approaches, etc.) 	<ol style="list-style-type: none"> Various staff meetings, PLC meetings, and planned PD dates Weekly Planning Protocol meetings, weekly support by C&I teams, weekly Administration and C&I Walk Throughs Extended team planning times occurring once every 9 weeks Monthly peer observations 	<ol style="list-style-type: none"> MLP training log, agendas, and materials Weekly planning protocols meeting notes, feedback provided to teachers from C&I team, Walk Through Data, documents/notes Notes on unit goals, selection of differentiation tools and strategies, intentional planning of formative and summative 	<p>Expected Outcome – Increase academic performance by implementing planning and instruction protocols with fidelity.</p> <p>Short Term Status: Some Progress – Lesson plans and instruction will be aligned with the district curriculum and include daily learning and language targets as <u>modeled</u> by the district C&I team.</p> <p>Intermediate Status: Some Progress – Lesson plans will be aligned with the district curriculum and include daily learning and language targets <u>with consultation</u> from the district C&I team.</p> <p>Long Term Status: On Track to Make Progress – Using the planning protocols, lesson plans aligned with the district curriculum, will include daily learning and language targets, and will be implemented effectively by grade level teams.</p>

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
<p>c. <u>Weekly</u> Walk Throughs by Administration and C&I team to document implementation of the plans into instructional practice.</p> <p>3. Extended time will be provided for teams to implement the planning protocols for unit instructional planning.</p> <p>a. Extended planning days will be scheduled throughout the year, every 9 weeks centered around unit curriculum development (i.e. aligning assessments, planning instruction) for grades 6, 7 and 8 History</p> <p>4. History teacher will visit other content areas once a month to observe classroom procedures, instructional practices, and classroom management.</p> <p>a. Teachers will debrief observation in a department meeting sharing notes taken on campus created observation form.</p> <p>5. Instructional coach will lead bi-weekly department meeting to assist the team in incorporation of reading strategies, instructional strategies, differentiation, etc.</p> <p>TEA Strategic Priority: Goals 1, 2 and 4 Title I Component: Funding: State, Local, SCE, Title I</p>	<p>5. Bi-weekly Department Meetings</p>	<p>assessments, Schedule of extended team plan meetings</p> <p>4. Peer observation forms, Department discussion notes</p> <p>5. Reading strategies, team meeting notes</p>	<p>Results: See attached document. Planning protocols implemented with fidelity in sixth and seventh grade, progressing in eighth grade.</p> <p>Next Steps: Meet weekly with district coordinator and instructional specialists for planning. Using read aloud strategies in class. Author visit is tied to social studies, so the classes will be able to discuss the history in the author’s books. Social studies teachers participated in a professional development day to learn strategies to implement in the classroom.</p>

Critical Action 4 – Science

Critical Action (Goal): Increase the percentage of all students performing at the Approaches grade level standard to decrease the gap between the campus and district.

Problem Statement:	Overall in 8th grade STAAR Science the percentage of all students performing at the Approaches grade level performance for the campus (69%) is below the overall district performance (84%).							
Root Cause and Strategy:	(a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement curriculum planning and instruction with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses.							
Project Lead:	Science Department Head, Assistant Principal over Science Dept., District C&I Team							
Staff, Title I Staff:	Science grade level teams, Sped Inclusion Teacher, Paras							
Materials and Resources:	District curriculum, Data Tools (Edugence, ZIP Grade, Gravity Kills, etc.)							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Other: Grades 6, 7, and 8

Strategies for Accomplishing Critical Action 4:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
<p>Root Cause (a) Activities: Effective Planning</p> <p>1. District curriculum and instruction team members will provide staff trainings and planned professional development opportunities on district planning protocols.</p> <ol style="list-style-type: none"> ESL – (Karen Stanton) Reading Strategies (i.e. Reading Nonfiction, Notice & Note, Etc.) SpEd – Differentiation Strategies (Angie Davis) <p>2. Grade level teams, Title I/Intervention Team will meet weekly with the C&I team to use the district curriculum for planning and instructional practice.</p> <ol style="list-style-type: none"> <u>Weekly</u> planning meetings to maintain alignment to the curriculum <u>Weekly</u> instructional support by C&I team (i.e. provide feedback to teachers on 	<ol style="list-style-type: none"> Various staff meetings, PLC meetings, and planned PD dates Weekly Planning Protocol meetings, weekly support by C&I teams, weekly Administration and C&I Walk Throughs Extended team planning times occurring once every 9 weeks 	<ol style="list-style-type: none"> MLP training log, agendas, and materials Weekly planning protocols meeting notes, feedback provided to teachers from C&I team, Walk Through Data, documents/notes Schedule of extended team plan meetings 	<p>Expected Outcome – Increase academic performance by implementing planning and instruction protocols with fidelity.</p> <p>Short Term Status: Some Progress – Lesson plans and instruction will be aligned with the district curriculum and include daily learning and language targets as <u>modeled</u> by the district C&I team.</p> <p>Intermediate Status: Some Progress – Lesson plans will be aligned with the district curriculum and include daily learning and language targets <u>with consultation</u> from the district C&I team.</p> <p>Long Term Status: Significant Progress – Using the planning protocols, lesson plans aligned with the district curriculum, will include daily learning and language targets, and will be implemented effectively by grade level teams.</p>

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
<p>strategies, planning, instructional approaches, etc.)</p> <p>c. <u>Weekly</u> Walk Throughs by Administration and C&I team to document implementation of the plans into instructional practice.</p> <p>3. Extended time will be provided for teams to implement the planning protocols for unit instructional planning.</p> <p>a. Extended planning days will be scheduled throughout the year, every 9 weeks centered around unit curriculum development (i.e. aligning assessments, planning instruction) for grades 6, 7 and 8 Science</p> <p>TEA Strategic Priority: Goals 1, 2 and 4 Title I Component: Funding: State, Local, SCE, Title I</p>			<p>Results: See attached document. Planning protocols implemented with fidelity.</p> <p>Next Steps: Science teachers participate in weekly planning meetings with the district coordinator and instructional specialists. Teachers are using Zip grade to scale and analyze data from common assessments. Using grant money to start the hands on Science camp starting February 13th – once a week after school. Students are invited to the camp based on data from MAP and semester exam scores.</p>
<p>Root Cause (b) Activities: Data Analysis</p> <p>1. Provide training for all grade level teachers, ESL teachers, and special education staff on the purpose and use of formative and summative assessments.</p> <p>a. Data analysis tools (i.e. ZIP Grade, Gravity Kills Edugence, etc.)</p> <p>b. District assessments - MAP, PES, CogAT, Semester Exams</p> <p>c. Use of formative assessments by C&I</p> <p>2. Teachers will establish proficiency criteria in order to create and administer formative and summative assessments.</p> <p>a. Weekly instructional support by the C&I team (i.e. ensure lesson plans are reflective and include targeted interventions based upon current assessment data, provide feedback to</p>	<p>1. Professional Development meeting (scheduled 3 times a year), additional support provided as the need arises</p> <p>2. Weekly grade level team planning</p> <p>3. As the need arises (at least biweekly) in Tier I and Tier II instruction</p>	<p>1. MLP training log, agendas, and materials</p> <p>2. Team meeting notes, document discussions, student data in Edugence and Gradebook</p> <p>3. Classroom observations, progress as measured in student performance data in Edugence (Rtl)</p>	<p>Expected Outcome – Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p>Short Term Status: Some Progress – Lesson plans will begin to include formative and summative assessments of student learning as <u>modeled</u> by the district C&I and Multilingual team.</p> <p>Intermediate Status: Some Progress – Lesson plans will continue to include formative and summative assessments to monitor and adjust student learning <u>with consultation</u> from the district C&I team; and the team discussions will impact future instructional decisions.</p> <p>Long Term Status: On Track to Make Progress</p>

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
<p>teachers on formative and summative assessments, instructional approaches, etc.)</p> <p>3. Teachers will analyze assessment data and use of proper contextual science vocabulary by students to plan for instruction.</p> <p>TEA Strategic Priority: Goals 1, 2 and 4 Title I Component: Funding: State, Local, SCE, Title I</p>			<p>– Weekly instruction, aligned with the district curriculum, will include formative and summative assessments so that teachers utilize the current data to develop instruction to meet student learning needs.</p> <p>Results: See attached document.</p> <p>Next Steps: Include the integration of Gravity Kills to review individual student questions.</p>

Health, Fitness and Attendance

Critical Action: The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (Required Action Steps per SB 892; Education Code 11.253(d); BQ LEGAL)

Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	COORDINATED SCHOOL HEALTH:			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	Formative Notes: Staff will participate in a healthy breakfast week and other healthy living activities where the PE department, FANS, and the nurse work together to make the students aware of the important breakfast and other safe health practices. We will have meetings to discuss how to get people more involved. Summative Notes: February is Heart Health month. Will be conducting campus activities in coordination with cafeteria manager and school nurse.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	We have a Campus Wellness Team with a parent liaison.
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.	Principal	Coordinated School Health Curriculum	We teach the Health curriculum lessons during PE.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	The bulletin board is in the cafeteria and in the main hallway, and they will be updated occasionally.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	We sent out information to parents through the use of e-News, Twitter, and the marquee.
	FITNESS:			

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	We use the Fitness Gram to assess all of the students in PE.
4 th & 7 th	Ensure all data for 3 rd - 8 th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	All the Fitnessgram information will be entered into the Fitness Gram database. Reports have been printed for the 7 th graders.
PHYSICAL ACTIVITY REQUIREMENTS:				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Administrators Athletic Director	Sample daily lesson plans may be provide by P.E./Fitness Teacher	The students have 20 min. of free time, then 8 min. of stretching. The rest of the period is dedicated to a physical activity.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	We did not have the equipment to consistently integrate this activity during class.
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	Administrators Athletic Director	Yearly Plan Form Lesson Plans Visible During Class Time Observation	The students have 20 min. of free time, then 8 min. of stretching. The rest of the period is dedicated to a physical activity.
K-5	Ensure students are receiving daily unstructured play during recess.	Administrators Athletic Director	Master Schedule, Staff Supervising Schedule	Before school recess and also free time during PE (even though this is not a requirement for MS)
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Administrators Wellness Team	Resources available upon request	Periodically during class (even though this is not a requirement for MS) Conducted walk for 10 minutes day during 2 nd period in the fall semester. Most of the campus participated.
ATTENDANCE:				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Asst. Principals Attendance Clerk Counselors CMIT Coordinator	Pinnacle, Attendance Sheet	We meet weekly with the Attendance Clerk and as a CMIT team to review student attendance.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
6-8	Develop Individualized Attendance Plan for students with chronic absences.	Asst. Principals	Counselors 504/SpEd leaders	Assistant Principals, Counselors and the Academic Specialist will develop individual plans about reducing absences, making up work, and addressing the causes of the absences.

Violence Prevention and Bullying

Critical Action: VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	<p>Formative Notes: PBIS ambassadors and all staff identified “hot spots” as areas of focus. PBIS strategies in the cafeteria and hallways will continue, and we have added PBIS to the classrooms. Staff will continue to implement campus and district guidelines and procedures as prescribed in the student code of conduct.</p> <p>Summative Notes: Teachers are conducting community-building circles in classroom to build empathy among students.</p>
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	A duty schedule with maps of the building of “Hot Spots” have been shared and produced for all teachers. They have been shared on the Carpenter Admin site and are posted in all teacher’s lounges.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Behavior Management Guidelines have been established in conjunction with the leadership and PBIS teams. The Student Code of Conduct has been posted throughout the building, and each grade level met with campus administrators to go over Carpenter’s student handbook the first week of school.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Complete training as required by district policy. All staff have completed online modules through SafeSchools.
	Review referral process.	Principal or designee	Campus referral plan	Leadership team and PBIS team will collect discipline data on referrals throughout the school year. CMS will use an on-line

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				referral protocol. All staff were trained before school started during August PD on the campus Behavior Management Guidelines, and how to fill out the new online office referral.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Staff was provided training on RtI and PBIS strategies.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Staff were provided training on filling out the student behavior log and the new online office referral during August PD.
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Grade level team meetings/CMIT meetings/administrative team meetings to discuss specific students and PBIS strategies.

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Administrators have met with each grade as a whole to discuss student expectations/campus rules/citizenship throughout the school year.
	Monitor high risk areas.	All staff	Schedule (if necessary)	Assignments for “Hot Spot” duties have been made, shared, and posted for all staff.
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	The referral process and which administrator to contact has been addressed at staff meetings/professional development meetings. CMS has an online referral process.
All Students	INTERVENTION:			
	Apply classroom interventions.	All teachers	PBIS Strategies Campus Management Plan Parental Contact Log	Teachers will document interventions they have implemented in their classrooms. They shared management strategies prior to the first day of class.
	Employ discipline interventions.	Designated staff	PBIS Strategies Campus Management Plan Parental Contact Log CMIT Plan	Teachers assign warnings, conference with students, assign teacher detentions, contact parents, or have grade-level meeting with student.
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	PBIS Strategies Campus Management Plan Parental Contact Log CMIT Plan	Staff was provided training on RtI and PBIS strategies. Staff will utilize community-building circles when necessary.
	Conference with parents/students.	Teachers or other staff	Parent Conference Log	Staff members will meet individually or as a team with parents/students in regards to academics, discipline, social issues, health issues, or extra-curricular issues.

Parent Involvement

Critical Action: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Administration PTA Board	August 2017 – May 2018 (During parent conferences, Meet the Teacher Night, Open House, General meetings, PTA meetings)	All parents are encouraged to subscribe to e-news, Parent Portal, Facebook, and Twitter to receive campus information during meetings, on the website and from signatures on staff email. Additionally, the campus website and teacher websites are sources of information.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Counselors Administration	As the need arises with new enrollees	A plan to identify families is in place.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	CTA Principal	Initial updates August 2017, weekly and as needed	The campus CTA will consistently maintain the campus website. The campus principal will partner with the CTA.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	CTA PTA	August 2017 – June 2018 Weekly and as needed	The campus receptionist will consistently maintain the e-News. The campus principal and other key staff will partner with the receptionist.
Utilize social media to keep parents and community informed. Funding source: State and Local	CTA Administration Coaches Fine Arts Teachers	August 2017 – June 2018 Twitter, e-News, Facebook, Remind	The campus staff will utilize social media (Twitter) to inform parents about school business and events. We are also actively visible on Facebook and other applications.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal PTA President	Monthly, First Monday August 2017 – June 2018	The campus principal meets with the PTA board monthly.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Principal PTA Board	September 2017- May 2018 At least one per semester	The PTA will host general meetings offering programs during the year.

Transition

Critical Action Step: The campus will assist students in making a successful transition between middle schools to high schools.

Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Middle school counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding Sources: State and Local</p>	Counselors	September 2017-May 2018	<p>Formative Notes: Counselors work individually with students that struggle with grades and organization. Additionally, counselors talk about the learning process and time management with all students.</p> <p>Summative Notes:</p>
<p>Campus implements programs dealing with teasing, criticism, bullying, and anger control help students deal with peer pressure and learn to make wise decisions. Title I Components: 7 Funding Sources: State and Local</p>	Counselors, Child and Family Guidance Center, Safety Net, EPIC	September 2017-October 2017	Counselors work individually and with the other organizations to educate students about healthy choices. Counselors also give a suicide and stress management presentation to all students.
<p>Academic Conferences - Counselors meet with parents and students to discuss academic progress and assist in developing individual 4-year plans for high school. Title I Components: 7 Funding Sources: State and Local</p>	Counselors/PISD standards and expectation	Individual student conferences scheduled December 2017-March 2018	During preregistration process, we discuss academic choices, honors/AP suggestions, and time management. During small group registration, we discuss this with parent and child.
<p>Parent programs are held to explain high school courses and scheduling to parents. Title I Components: 7 Funding Sources: State and Local</p>	Counselors	December 2017-March 2018	Clark High School and PSHS invite perspective parents and students to visit their campus. During our registration process on campus, we provide information about high school course selection.

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action: The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Project Lead:	Plano ISD HR Employee Recruitment & Retention Department
Staff, Title I Staff:	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
Materials and Resources:	Operating Fund, HR Budget, Campus/Curriculum Budget

Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local	August 2017 to May 2018	Formative Notes: Campus leadership/recruitment team will continue to partner with HR to provide information to campus leadership as needed. Summative Notes: The Human Resource department has developed a new hiring protocol. The campus' hiring manager received training on the new protocol; the hiring manager has trained the interview panel on the new protocol.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Title I Component 5 Funding source: State and Local	Monthly Bilingual Stipends, July 2017 to June 2018	NA
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local	August 2017 to May 2018	The campus principal and selected teachers will partner with HR with the placement of student teachers.
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local	July 2017 to June 2018	The campus leadership team, in partnership with the Curriculum and Instruction personnel, will professional development opportunities to support the focus for the campus, which includes, AVID strategies, Fundamental 5 strategies, reading strategies, academic language strategies, effective planning for learning protocol, etc. Teachers are also encouraged to seek professional development opportunities based on TPG/SLO.

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards.</p> <p>Title I Component 5 Funding source: State and Local</p>	<p>July 2017 to June 2018</p>	<p>The campus leadership/recruitment team will partner with HR during the hiring process (i.e. reassignment list and transfer process). Long-term substitutes are also highly qualified.</p>