



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

## **Carlisle Elementary**

Principal: **Linda Patrick**

### **Mission Statement:**

Carlisle Elementary School is a safe, caring and united community that fosters high expectations and meets the needs of all learners while building relationships and promoting responsibility.

## 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): **Tuesday, October 03, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Tuesday, February 06, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Tuesday, May 29, 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			
<b>1 (CNA)</b>	Comprehensive Needs Assessment	<b>6 (PI)</b>	Strategies to Increase Parental Involvement
<b>2 (RS)</b>	Reform Strategies	<b>7 (Tran)</b>	Transition
<b>3 (HQ)</b>	Instruction by State Certified Teachers	<b>8 (A)</b>	Teacher Decision-Making Regarding Assessments
<b>4 (PD)</b>	High-Quality Professional Development	<b>9 (M)</b>	Effective and Timely Assistance to Students
<b>5 (R/R)</b>	Strategies to Attract State Certified Teachers	<b>10 (Coord)</b>	Coordination and Integration
Program Funding			
<b>Staffing</b>	\$ Enter funding \$	Total Funding for # Title I Support Teachers	
<b>Parental Engagement</b>	\$ Enter funding \$	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
<b>Student and Campus Capacity Building</b>	\$ Enter funding \$	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.			
<b>Goal 1</b>	<u>Recruit</u> , <u>support</u> , and <u>retain</u> Teachers and Principals	<b>Goal 3</b>	Connect high school to <u>career</u> and <u>college</u>
<b>Goal 2</b>	Build a <u>foundation</u> of <u>reading</u> and <u>mathematics</u>	<b>Goal 4</b>	<u>Improve</u> 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_TEA/Welcome_and_Overview/TEA_Strategic_Plan/)

## SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Jennifer Thorn (K)	Faculty Member	2016	X	x	x
Amanda Spradley (1st)	Faculty Member	2017		x	
Whitney Polze (2nd)	Faculty Member	2016	X	x	x
Barbara Broderick (3rd)	Faculty Member	2016	X	x	x
Sarah Hartman (4th)	Faculty Member	2017	X	x	x
Cate Shaw	Faculty Member, Special Ed	2016	X	x	x
Linda Patrick	Principal	1998	X	x	
Ashley Helms	District Professional	2016			
Melody Jones	Campus Professional, Non-teaching	2016	X		x
Joyce Lin	Support Staff Member	2016		x	x
Kristen Harner	Parent-Selected by PTA	2017	X		
Heath McCrady	Parent-Selected by Principal	2016	X	x	
Laura Kearney	Parent	2017	X		
Carlos Ruiz	Parent	2017	X		
<b>Committee member search still in progress</b>	Parent				
<b>Committee member search still in progress</b>	Parent				
Margaret Dyer	Community Member	2017		x	
Mary Swinton	Community Member	2017			
Mark Letterer	Business Representative	2013			
<b>Committee member search still in progress</b>	Business Representative				
Stephanie Paholski, Assistant Principal	Ad Hoc Member <sup>Optional</sup>	2017	X	x	x
Barbara Parente (5th)	Ad Hoc Member <sup>Optional</sup>	2016	X	x	
Carven Holcombe (Specials)	Ad Hoc Member <sup>Optional</sup>	2016	X	Larry Barbour	

### 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
<b>Health, Fitness and Attendance:</b> 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.	10 (Coordination and Integration)	All
<b>Violence Prevention and Bullying</b>	10 (Coordination and Integration)	All
<b>Parental Involvement:</b> 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.	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
<b>Transition:</b> 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.	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	All
<b>State Certified Teachers and Highly Qualified Paraprofessional Staff:</b> The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.	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)	All

### 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 (P<sup>3</sup>A 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
1. Increase reading proficiency across all grade levels.
2. Define high-yield social-emotional strategies and reinforce their use in all classrooms in order to further support the academic learning of all students.
3.
4.
<b>Critical Actions to Address Missed State Safeguards:</b> <ul style="list-style-type: none"><li>● Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P<sup>3</sup>A Best Practice #17)</li><li>● Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P<sup>3</sup>A Best Practice #13)</li><li>● Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P<sup>3</sup>A Best Practice #14)</li></ul>

## Critical Action 1

**Critical Action: Increase reading proficiency across all grade levels (STAAR/EOC Gap Analyses; State of Texas Accountability Reports)**

<b>Project Lead:</b>	Principal, Assistant Principal, Instructional specialist, Team leaders							
<b>Staff, Title I Staff:</b>	All staff							
<b>Materials and Resources:</b>	Curriculum Planner, TEKS, Accountability Data, Data Analysis, Edugence							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

### Strategies for Accomplishing Critical Action 1:

Action Step <ul style="list-style-type: none"> <li>TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>Title I Component # and Funding Amounts per Action Step</li> </ul>	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Use focus groups of teachers (PLC & Vertical Teams) to study what is to be taught and learned as well as to review assessment data to maximize instruction and close achievement gaps. <ul style="list-style-type: none"> <li>Create a Professional Learning Community (PLC) and a Vertical Team (VT) focused on reading that will research proven interventions that will support each student in mastering grade-level learning.</li> </ul>	September 13 and September 20 to create PLC and VT and then monthly meetings	Develop target goal and implementation steps Progress monitoring through observation reports and data analysis	<u>Formative Notes:</u> PLCs and Vertical Teams are meeting bi-monthly and share out research and ideas with the staff Groups looked at GAP analysis and STAAR reports to determine relevant needs for our campus <u>Summative Notes:</u> PLCs and vertical teams were formed, developed goals and met regularly to evaluate student data related to reading non-fiction/informational texts at each grade level. Committees were comprised of representatives of teachers from each grade level, special education, and instructional specialists. Teachers also participated in UP/DOWN meetings where they shared instructional practices and implementation of strategies and their effectiveness with the grade levels directly above or below them.
Use instructional time efficiently and effectively to maximize learning opportunities. <ul style="list-style-type: none"> <li>Use formal and informal assessments to determine students in need of additional support.</li> <li>Analyze student data and discuss effectiveness of student interventions for those who did not show growth and mastery of target growth scores.</li> </ul>	Beginning of the year assessments  Lessons based on skill level of students	Results of MAP testing, BOY, MOY, EOY Assessments for identified students  Student performance data	<u>Formative Notes:</u> Kindergarten has revamped IE time and worked with 2nd and 4th grades to challenge students 2nd grade is using Words Their Way based on word patterns from BOY/MOY spelling inventories Mr. McCrady commented that new Words Their Way seem to be making a positive impact at home

<ul style="list-style-type: none"> <li>School-wide designated intervention/enrichment (I/E time) to provide targeted instruction.</li> </ul>		<p>based on instruction</p> <p>Activities and lessons made available for each grade level</p>	<p>1st grade is using data from TPRI for instructional decisions; providing intensive interventions and making fluid groups</p> <p>3rd grade is doing read alouds and some SSR</p> <p>4th grade has started novel circles and is being intentional about using higher level questioning/very intentional about using the data for planning</p> <p>Teachers noted trends in the data with MAP scores and not seeing as much progress from spring to winter as they would like to see. The students who have not shown expected growth have been identified for targeted instruction</p> <p>5th grade has targeted expository text and used post-it notes for identifying main ideas and details</p> <p>Worked with district curriculum staff on 3/21/18 “unpacking the standards” to evaluate the effectiveness of how we are planning for instruction and ensuring that students are learning what they need to know at the appropriate times/grade levels according to state/district guidelines.</p> <p><u>Summative Notes:</u></p> <p>I.E. time was provided across the campus to at the same designated time each day for targeted reading instruction in small, flexible groups based on MAP data, Plano Literacy and ongoing formative and summative assessments in the classroom. It was determined that reading will continue to be an area of focus and as such, I.E. time was embedded into our Master Calendar for 2018-19 during each grade levels language arts block. Campus discretionary time was added to every grade levels language arts block to account for this additional instructional time.</p> <p>Teachers were able to purchase some content literacy books to aid in scaffolding instruction with guided reading.</p> <p>At the time of our EOY SBIC meeting, and the first set of 5th grade STAAR Reading scores had come in, 78% of 5th graders had made expected or accelerated</p>
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			growth on that test, with almost 50% of those being accelerated progress.
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## Critical Action 2

**Critical Action:** Define high-yield social-emotional strategies and reinforce their use in all classrooms in order to further support the academic learning of all students.

<b>Project Lead:</b>	Principal, Assistant Principal, Team leaders							
<b>Staff, Title I Staff:</b>	All staff							
<b>Materials and Resources:</b>	Momentous Institute, district SEL resources, Mind Up Curriculum, Circle Up, Tribes, Morning Meeting Book, Mindful Classrooms							
<b>Targeted Area:</b>	<input type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

### Strategies for Accomplishing Critical Action 2:

<b>Action Step</b> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
Create a Professional Learning Community (PLC) focused on SEL/PBIS.	September 2017		<b>Formative Notes:</b> PLCs were formed in the following areas to address this goal: <ul style="list-style-type: none"> <li>• SEL, Mindset, GRIT, Restorative Discipline</li> <li>• Student Engagement, Flexible Seating, AVID</li> <li>• Research Based Instructional Strategies</li> </ul> <b>Summative Notes:</b> Created Character Traits Bulletin Board/Morning announcements related to character traits Kindness Week/Calendar of Kindness activities/kindness stations Topics for Community Circles were emailed to teachers monthly K-2, 3-5 and Office "Make it Right" Think Sheets Implemented campus-wide
Daily community circles in every classroom.	Daily in classrooms beginning		<b>Formative Notes:</b> Teachers doing circles in their classrooms daily (sometimes twice a day) Teachers have been to Momentous and have had training on how the brain works. They feel that students are more respectful and tolerant and

	September 2017		<p>understanding the brain and building community is building a more respectful community.</p> <p><u>Summative Notes:</u> End of Year Feedback on Survey about Community Circles from PLC showed that teachers and students value daily community circles in the classroom. Students show care and concern for one another and teachers feel that circles set a collaborative, empathetic tone in the classroom.</p>
Staff training focused on SEL practices.	August 17, 2017		<p><u>Formative Notes:</u> Sharon Bradley coming in February to work with Staff on Zones of Regulation, SEL standards and Respect Agreements Region #10 coming in April to work with staff on Restorative Practices and using Restorative Circles Teachers would like to consider more options for seating next year.</p> <p><u>Summative Notes:</u> Some teachers began using the Zones of Regulation this year and felt that was very successful. Think Sheets have been successful, but we make some edits to them for next year to encourage greater use of them. Dr. Patrick shared weekly “mindful moments” of meditation and yoga for students. Mrs. Paholski read the book, <u>The 7 Habits of Happy Kids</u> to individual and groups of classes, addressing one habit at a time.</p>
Teachers participate in “peer observations” focused on SEL practices	<p>1 x per semester</p> <p>Spring Semester only</p>		<p><u>Formative Notes:</u> Teachers completing peer observations using T-TESS rubric to focus on one another using Domain III</p> <p><u>Summative Notes:</u> Teachers completed walkthroughs with one another where all K-2 teachers observed ALL 3-5 classrooms and 3-5 observed all K-2 classrooms, and documented evidence of SEL and classroom management practices, took pictures, wrote notes to one another, and shared ideas. Teachers said they really enjoyed doing this and seeing what other teachers did who they didn’t typically work with.</p>

			Several teachers were also able to observe teachers on other campuses this year to evaluate practices and incorporate new ideas into their own classrooms.
SEL practices/resources shared with parents	Weekly in SMORE and shared via ENEWS		<p><u>Formative Notes:</u> Weekly SEL practices shared in S'MORE -SEL Segment Mr. McCrady shared that having resources for parents was beneficial.</p> <p><u>Summative Notes:</u> The "SEL Segment of the Week" was part of every weekly newsletter to parents and included topics related to character building, test anxiety, flexible seating, AVID and community circles, to name a few. There were often links included to CASEL or to sites where parents could go for more information about SEL practices in school. <i>The 7 Habits of Happy Kids</i> book was read aloud and recorded by chapter. These video links were included in the SEL segments as the chapters were read at school, so parents could view it at home with their child if they were interested as well.</p>

## Critical Action Addressing Missed State Safeguards

### Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P<sup>3</sup>A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P<sup>3</sup>A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P<sup>3</sup>A Best Practice #14)

<b>Project Lead:</b>								
<b>Staff, Title I Staff:</b>								
<b>Materials and Resources:</b>								
<b>Targeted Area:</b>	<input type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

### Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:

<b>Action Step</b> <ul style="list-style-type: none"> <li>● TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>● Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
<b>SW #17 - Proactively develop intervention plans for students performing below grade level</b> <ul style="list-style-type: none"> <li>● Pre-assess all students to identify their present levels of performance and appropriate interventions</li> <li>● Analyze assessment data of students who did not meet their target growth scores</li> <li>● Utilize campus/district trainings to plan and develop more effective instructional strategies</li> </ul>	Prior to new subject taught  Evaluation in ARD meetings  Bi-weekly planning meetings	BOY, MOY, EOY assessment results Data gathered from assessments and daily activities Lesson plans to address effective strategies	<b>Formative Notes:</b> Teachers are analyzing MAP and individual student data and looking at the strands to determine the basic skills that need mastery. These are then incorporated into lesson plans. <b>Summative Notes:</b> EOY assessments from 2017 or BOY assessment data was used to determine students' present levels of performance along with prior progress/mastery of IEP goals. Lesson plans were shared between grade level teams and special education teachers through google drive so that assessments and daily activities could be evaluated for the most appropriate strategies to meet the learning needs of all learners. Teachers participated in vertical teams, PLCs and Up/down meetings in addition to trainings with the curriculum department on our campus evaluating the TEKS at each grade level to plan for more effective instruction.
<b>SW #17 - Provide proactive support for students performing below grade level</b>	During Pre-ARD meetings	IEP Goals and Progress Reports	<b>Formative Notes:</b> IEP goals targeted at gap areas using the strand from the TEKS

<ul style="list-style-type: none"> <li>Analyze specifically missed questions/content area on STAAR, MAP and classroom assessments</li> <li>Develop and share test taking strategies with students to help alleviate anxiety</li> <li>Train support staff on utilizing instructional strategies focused on academic gaps.</li> <li>Develop IEP goals targeted at gap areas for students performing below grade level</li> </ul>	<p>Weekly and prior to major tests</p> <p>Planning sessions with support staff</p> <p>Pre-Ard planning sessions</p>	<p>Strategies will be included in daily instruction</p> <p>Design specific strategies focused on academic gaps</p> <p>IEP Goals will reflect focus on gap areas for students</p>	<p>Special Education has access to grade level lesson plans through google drive</p> <p>Challenges are in the areas of time and staffing: It is challenging for special ed. staff to have students in multiple grade levels, ARD meetings and no common planning times.</p> <p><u>Summative Notes:</u></p> <p>Teachers were provided with access to the Lead4ward field guides and STAAR student portal after students completed the first administration of STAAR testing this spring. Item analyses and formative assessments determined specific areas for growth.</p> <p>These growth areas were discussed during staffing meetings prior to ARDs, weekly Special Education Planning meetings where teachers would discuss specific student needs and during ARD meetings. Test taking strategies were specifically and systematically taught throughout the year including online test taking strategies, breathing techniques, and weekly mindfulness practices videotaped and shared with the campus by the principal.</p>
<p><b>SW #17 - Provide academic support aligned with the district curriculum</b></p> <ul style="list-style-type: none"> <li>Special Education Department will use Universal Design Learning Principles for lesson planning.</li> </ul>	<p>Planning sessions for Special Ed.</p>	<p>UDLP will be present in lesson plans</p>	<p><u>Formative Notes:</u></p> <p>Using the UDL principles and working to do that more consistently</p> <p><u>Summative Notes:</u></p> <p>Special Education Team met weekly with admin after school to review plans and discuss student needs. The UD model was reviewed in the fall and throughout the year as teachers were expected to use this model for designing Special Education lesson plans. All grade level and Special Education lesson plans were shared in google drive.</p>
<p><b>SW #17 - Evaluate the effectiveness of student interventions</b></p> <ul style="list-style-type: none"> <li>Special Education Department will collaborate with grade level teams in the evaluation of student interventions effectiveness and make adjustments in instruction as needed.</li> </ul>	<p>At the end of each grading or testing period</p>	<p>MAP - IEP Goals</p>	<p><u>Formative Notes:</u></p> <p>Grade levels are very collaborative, sharing plans and coordinating instruction</p> <p>teachers collaborate for progress reports and following MAP and to look at goal progress</p> <p><u>Summative Notes:</u></p> <p>Teachers collaborate for planning, instruction and to look at progress and effectiveness of instruction. When</p>

			adjustments are needed, teams work collaboratively together to determine what the most effective interventions will be to help each individual student meet learning goals and master TEKS.
<b>CL #13 - Provide tutorials that target specific objectives</b> <ul style="list-style-type: none"> <li>Daily skill building in all classrooms will target specific objectives.</li> </ul>	Daily skills will be included in lesson plans	Student progress reports	<u>Formative Notes:</u> Special Education teachers use gen. ed. lesson plans to guide teachers as to how to best reinforce skills where students have gaps. <u>Summative Notes:</u> Daily intervention time has been included into each student's day to include targeted instruction in areas of need.
<b>CL #14 - Seek support from team members to assist students performing below grade level</b> <ul style="list-style-type: none"> <li>Collaboration between Special Education and Grade Level teachers to identify areas of need for each student.</li> <li>Work collaboratively to implement instructional strategies.</li> </ul>	Weekly/Biweekly team meetings Instructional teams plan/work collaboratively	Team meeting notes Lesson plans reflecting collaborative efforts	<u>Formative Notes:</u> Grade levels are very collaborative, sharing plans and coordinating instruction, although we do not have common planning times for SpEd and Gen Ed. <u>Summative Notes:</u> Grade level teams meet weekly and collaborate with administrators. Because collaborative planning time has been challenging this year between gen ed and special ed, we have decided to group students in smaller groups within each grade level for 2018-19. This will provide strong instructional support for students as well as opportunities for the special education and general education teachers to collaborate more directly if they cannot meet together during the school day.
<b>CL #14 - Seek support from multiple staff members</b> <ul style="list-style-type: none"> <li>Utilize instructional specialist and ESL teacher to assist in implementation of instructional strategies.</li> <li>Instructional specialist and ESL teacher assist in the use of small group instruction.</li> </ul>	Create schedule to include Instructional Specialists and ESL for small group instruction  Small group instruction will be scheduled for students in need	Lesson plans including small group instruction with ESL and Instructional Specialist  Small group instruction data	<u>Formative Notes:</u> School-Wide schedule is updated as appropriate when specialists have changes and can support additional students or classrooms. <u>Summative Notes:</u> Instructional support staff's schedules were updated and changed throughout the year as students' needs changed. If support staff were able to go into classrooms or provide more intensive Tier 3 pull-out support, they coordinated with grade level teams to look at data and plan for such instruction.

<p><b>CL #14 - Seek support from parents</b></p> <ul style="list-style-type: none"> <li>Regularly communicate with parents about student needs.</li> <li>Provide parents with material to work with students at home.</li> <li>Encourage use of computer programs for home instruction.</li> <li>Meet with parents to provide awareness of student academic needs.</li> </ul>	<p>Schedule ARDs as needed</p> <p>Teachers send work home with students</p> <p>Provide parents access to programs provided for use at home</p> <p>ARD meetings as well as parent conferences</p>	<p>ARD records</p> <p>Student work from home returned completed</p> <p>Student access record</p> <p>ARD minutes</p>	<p><u>Formative Notes:</u></p> <p>All teachers send work home as appropriate for enrichment or practice</p> <p>Online programs are shared with student access to use at home: Dreambox, RazzKids, FrontRowEd (now called Freckle)</p> <p>ARD and CMIT meetings are scheduled annually for review of student progress and to collaborate with parents</p> <p>parent conferences are scheduled according to the district calendar in order to provide opportunities for teachers and parents to meet and share concerns</p> <p><u>Summative:</u></p> <p>Teachers call and email parents to discuss progress and concerns. CMIT meetings are held more than annually in order to provide systematic progress updates and evaluate the effectiveness of accommodations.</p>
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## 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)
	<b>COORDINATED SCHOOL HEALTH:</b>			
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	Coach Larry Barbour is campus wellness captain.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Leslie Hemby is Carlisle's parent representative.
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	Coordinated School Health Curriculum is followed throughout the year and implementation is monitored by the principal.
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	There is a Coordinated School Health, Healthy Corner board in gym. Posters displayed and discussed with students during PE lessons. Coach Barbour also uses a bulletin board in the main hallway for annual information related to fitness/field day.
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	All events are posted on the marquee and through the web page and s'more. This year, Carlisle added a Facebook page that we communicated regularly through to parents as well.
	<b>FITNESS:</b>			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Fitness test components are tested on all eligible students.
4 <sup>th</sup> & 7 <sup>th</sup>	Ensure all data for 3 <sup>rd</sup> - 8 <sup>th</sup> grade students is entered on timely basis, fitness report cards	P.E. Teacher	Fitnessgram Student Report	Fitness gram scores are printed and sent home.

	are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.			
	<b>PHYSICAL ACTIVITY REQUIREMENTS:</b>			
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.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	PE coaches ensure moderate to vigorous activity each class period with daily running warm up practice and physical wellness games that promote aerobic activity through play. Moderate to vigorous physical activity is consistently achieved in the gym as appropriate to the age and abilities of students.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	PE Staff has followed required action step.
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.	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	PE Staff uses district curriculum meeting appropriate number of active minutes of student time in class
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	All students receive 30 minutes of recess daily. Coach Barbour would like to work with teachers on some activities for students to participate in during rainy recess days during the 2018-19 school year.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Brain breaks are highly encouraged on a regular basis through morning announcements, weekly mindful moment emails to staff from Dr. Patrick, and during staff meeting discussions.
	<b>ATTENDANCE:</b>			
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	<p><u>Formative Notes:</u></p> <p>AP developed an initial contact sheet for teachers to document contact with parents and explanation of attendance policy developed spreadsheet shared between secretary and AP to keep regular monitoring of attendance bi-weekly attendance reports run through Pinnacle with follow up phone calls, emails, letter and invitations to "I'm Present".</p> <p><u>Summative Notes:</u></p> <p>Teachers maintained documentation of first contact with parents after 3 unexcused absences or equivalent tardies. They were required to make three attempts and document contact with parents. AP and campus secretary maintained daily</p>

				communication of chronic absences and tardies via a google spreadsheet and both met with Ann Jackson in January for ongoing advice on best practices for managing attendance/truancy issues. At the end of the school 2018 school year Carlisle had to file truancy with only two families.
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## 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	<b>PREVENTION:</b>			
	Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Monthly collaboration with teams to assess safety and bullying concerns. We will meet with Schimelfpenig Middle School to discuss our concerns for our 5th grade students at the end of the year.
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	Increased supervision in high risk areas.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Provide appropriate consequences and teach piece as a disciplinary intervention based on individual need. Reflecting on behaviors and filling out the think sheets. A restorative discipline form is completed when needed.  Review discipline management system
Staff	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Professional Learning - Safe Schools Videos August 2017
	Review referral process.	Principal or designee	Campus referral plan	Professional Learning - Safe Schools Videos August 2017
Staff	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	August 2017. Completed. Behaviors are reviewed and plan adjusted throughout the school year based on needs.

	Implement campus referral plan.	Principal or designee	Campus Referral Plan	August 2017 reviewed
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Staff utilizes a variety of discipline management strategies and systems for supporting positive behavior. Assistant Principal attend monthly student management meetings and debrief these with Principal and Counselor.

**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)
<b>All Students</b>	<b>PREVENTION:</b>			
	Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Review through morning meetings/community circles, Kelso's Choices, Guidance lessons
	Monitor high risk areas.	All staff	Schedule (if necessary)	Monitor areas with adult supervision based on our duty schedule.
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts.	All teachers	Referral Plan	Beginning of Year review.
<b>All Students</b>	<b>INTERVENTION:</b>			
	(Please complete cells below)			
	Apply classroom interventions.	All teachers	Campus and District discipline management plans	Provide anti-bullying guidance lessons for each grade level K-5. Provide small group counseling for friendships, social skills, study skills/organization, confidence, and other areas needed to prevent bullying.
	Employ discipline interventions.	Designated staff	Campus and District discipline management plans	Work one-on-one with students to reinforce behavior. Communication with parents about specific behaviors and interventions
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	CMIT/504, Campus and district discipline management plans	Events provided to parents, videos on anti-bullying
	Conference with parents/students.	Teachers or other staff	Classroom teachers/provide adequate time for conferencing	Throughout the school year as needed.

## 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. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>	Principal, Assistant Principal, Office Staff, Librarian, CTA, and PTA reps	As the need arises	All parents were encouraged via School Messenger, SMORE, packet pick-up, and emails from staff members to register on Parent Portal to access student information and the tools available via Parent Portal. Computers were made available at packet pick up and first of year meetings.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>	Office Staff, Homeroom teachers	As the need arises	Hard copies of information, phone calls, and computer access on campus are provided as needed.
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: State and Local</b>	Campus Technology Assistant	As the need arises	The campus website is frequently updated and is published in a format that parents can understand. Information is also communicated via twitter and through our Facebook page
Communicate information through eNews and through hard copies when internet access is not available. <b>Funding source: State and Local</b>	Principal, Assistant Principal, Librarian, CTA	Weekly Enews sent out along with hard copy packets on Thursday	ENEWS is sent out weekly through principal. Teachers also email parents with grade level updates via Bloomz. Paper news and information is sent home on Thursdays
Utilize social media to keep parents and community informed. <b>Funding source: State and Local</b>	Principal, Grade level teachers, specialists, CTA, Librarian	Weekly	Facebook, Twitter feeds updated as events and activities occur

PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. <b>Funding source: State and Local</b>	PTA Board, Principal	Monthly and as the need arises	Principal meets with PTA board to discuss events and school needs.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). <b>Funding source: State and Local</b>	Various PTA Board Members, Principal, Assistant Principal, Office Manager, Counselor	September/October 2017	Counselor provides information for parenting classes and meetings. Watch D.O.G.S. meet with principal at the Beginning of the year to establish a parent/Dad volunteer program for the entire school year.



## Transition

**Critical Action Step:** The campus will assist students in making a successful transition between early childhood schools to elementary schools and the transition between elementary to middle school.

### Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Elementary counselors deliver guidance lessons that support and promote the learning process. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Counselor		
Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. All participants go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	District resources		
Kindergarten staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Kindergarten teachers, Special Education Teachers		
<b>Elementary campuses with full day Pre-K Classes –</b> Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	n/a		

## 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.

<b>Project Lead:</b>	Plano ISD HR Employee Recruitment & Retention Department
<b>Staff, Title I Staff:</b>	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
<b>Materials and Resources:</b>	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. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2017 to May 2018	Lists of highly qualified candidates are sent to schools when asked for certain positions.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	Monthly Bilingual Stipends, July 2017 to June 2018	Carlisle is not a bilingual campus.
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2017 to May 2018	Carlisle hosts several student teachers in the fall and spring semesters, as well as student observers.
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. <b>Title I Component 4 and 5</b> <b>Funding source: State and Local</b>	July 2017 to June 2018	My Learning Plan updates teachers on on-going professional development opportunities
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. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	July 2017 to June 2018	Carlisle follows all hiring procedures outlined by Plano ISD. Carlisle staff participated in new hiring practices trainings this year.