



**Plano Independent School District
Campus Improvement Plan**

CARPENTER MIDDLE SCHOOL

3905 Rainier Street

Plano, TX 75023

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD 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.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus 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.

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.

Campus Information

Administration Team

Principal, Courtney J. Washington

Assistant Principal, Evan Lee

Assistant Principal, Katherine Morales

About Us

Carpenter commemorates early cattleman Robert Washington Carpenter (1832-98), who moved to Spring Creek from Kentucky in 1852. He donated land for the Bethany church and school. Four of his descendants have been on the Plano school board and the Carpenter Middle School was built on his son's farm. Carpenter Middle School opened in 1978 at a cost of \$3.3 million.

School Hours: 8:30 a.m. - 3:30 p.m.

Enrollment: 659

School Colors: Blue, White, and Silver

Mascot: Carpenter Cowboys

Motto: Excellence in action.

Year Opened: 1978

Feeder Schools:

Clark High School

Plano Senior High School

Student Motto: Carpenter Middle School inspires me to strive for excellence: I am capable, I matter, I am a Cowboy!

Campus Status

Non-Title I Campus

X Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 09/05/2018 03:45 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/29/2019 03:45 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/16/2019 03:45 pm

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit, support, and retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

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/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Marshall Morris	Faculty Member	2017-2018	X	X	X
Katie Webb	Faculty Member	2018-2019	X	X	X
Akeisha Shipman	Faculty Member	2018-2019	X	X	X
Kelly Palmer	Faculty Member	2017-2018	X	X	X
Cassandra Ray	Faculty Member	2017-2018	X		X
Evelyn Jones	Faculty Member, Special Ed	2018-2019	X	X	X
Courtney J. Washington	Principal	Permanent	X	X	X
Autry Daniel	District Professional	2018-2019		X	X
Joy Blasius	Campus Professional, Non-teaching	2016-2017	X	X	X
Stephanie Lookenbill	Support Staff Member	2018-2019	X	X	X
Amber Lee	Parent-Selected by PTA	2017-2018	X	X	
Christine Sorenson	Parent-Selected by Principal	2017-2018	X	X	X
Laura Retta	Parent	2017-2018	X	X	
Jeanna Davis	Parent	2017-2018		X	X
Ann Boles	Parent	2018-2019		X	
Crystal Reed	Parent	2017-2018			
Brandie McDonald	Community Member	2017-2018	X	X	X
William Mitchell	Faculty Member	2018-2019	X	X	X
Carolyn Mauldin	Campus Professional, Non-teaching	2017-2018	X	X	X
Evan Lee	Faculty Member	2018-2019	X	X	
Katherine Morales	Faculty Member	2018-2019	X	X	X

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD’s compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state’s eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	\$224,637.00	State Compensatory Ed funds allocated for allowable supplemental resources and support staff.
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Title I Program Information

Title I - Schoolwide Components

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

Title I, Part A Program Funding

Staffing	\$220,017	Total Funding for 192,017 Title I Support Teachers (including tutoring, adult temp staff) and for 28,000 Paraprofessionals.
Professional and Consulting Services	\$0	Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	\$1,300	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	\$0	Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
Parental Engagement	\$2,370	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<p>Overall diversity of the campus</p> <p>Overall staff diversity</p> <p>Improved STAAR performance for our ELL population (gap has closed -25% to +8% as compared to the district)</p>	<p>Increase specialized programs to meet the diverse needs of our gifted students</p> <p>Increase parental/community involvement</p> <p>Maintain and sustain a positive community perception</p>	<p>Increase the circulation of correspondence with our community using different avenues</p> <p>Create opportunities to invite parents to campus to share in positive experiences</p> <p>Use social media as a well to "tell our story" to the community</p> <p>Increase the involvement of parents in PTA</p>
Student Achievement	<p>Improved STAAR performance in various core subjects and at each grade level as compared to the district</p> <p>Improved STAAR performance for individual students as they transition from sixth to seventh and seventh to eighth</p> <p>Effective, campus-wide literacy program</p>	<p>Continue implementation of programs and best instructional practices focused on student performance and closing performance gaps between the campus and the district</p>	<p>Differentiate instruction and classroom experiences more effectively to meet the diverse needs of our students</p> <p>Create opportunities to meet the needs of our students that have not mastered the content at grade-level as well as for those that have mastered the content at grade-level</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
			Continue teaching the curriculum with fidelity with support from the district, as needed
School Culture and Climate	<p>Positive student to teacher and staff to staff relationships</p> <p>Campus procedures and protocols are clearly stated</p> <p>Several opportunities for students to build character and positive peer relationships</p> <p>Strong proactive tutorial program</p> <p>Strong PBIS and Restorative Practices for students</p> <p>Implementation Community in Schools to meet the needs of students and the community</p> <p>School safety and security is a focus for students and staff</p> <p>Extra-curricular programs and Fine Arts programs are celebrated and well-attended</p>	<p>Increase parental/community involvement</p> <p>Seek opportunities to intentionally/overtly share the vision and mission with all stakeholders</p> <p>Create opportunities for staff and the community to provide feedback to enhance the needs of the campus</p> <p>Create other opportunities for students to develop a sense of community outside of the classroom</p> <p>Continue discussing consistent expectations for both academics and campus management</p> <p>Create opportunities to build school pride</p> <p>Create opportunities to enhance communication between administration and staff</p>	<p>Create opportunities to invite parents to campus to share in positive experiences</p> <p>Continue discussing consistent expectations for both academics and campus management during PLC meetings/collaborative meetings specific to the analysis of survey data</p> <p>Increase opportunities to be more inclusive when celebrating students and staff</p> <p>Create opportunities to share the vision/mission statement with school community</p> <p>Continue to build staff capacity in shaping and ownership of school climate and culture</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>Students are celebrated for achievement as a campus and in the classroom</p> <p>Student and staff recognition opportunities are positive and specific</p> <p>Overall diverse, real-world school population</p>	<p>Continue the idea that a positive culture and climate is shared responsibility of the entire staff</p> <p>Initiate more cultural competency and equity training for consistency with our student population</p>	
Staff Quality/ Professional Development	<p>All staff meet the highly certified/specialized requirements</p> <p>Staff understand and meet the special challenges of a Title I school</p> <p>Consistent, collaborative approach to the district's hiring protocols within campus leadership</p> <p>Effective teacher mentor program</p> <p>Professional development opportunities are based on campus and student needs</p>	<p>Continue monitoring the implementation of learned professional development for fidelity</p> <p>Continue shared decision making with regards to professional development (learning opportunities)</p> <p>Create opportunities to assess mentor program for effectiveness</p>	<p>Continue monitoring the implementation of learned professional development for fidelity</p> <p>Continue shared decision making with regards to professional development (learning opportunities)</p>
Curriculum, Instruction, Assessment	<p>Effective implementation of the district's PLC (planning) protocol</p>	<p>Analyze each student's academic history and adjust instructional</p>	<p>Seek additional opportunities/strategies to meet the</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>PISD's curriculum is taught with fidelity; supplemented based on student need</p> <p>Staff responds to academic needs based on informal and formal data as well as classroom observations</p>	<p>practices based on the needs of each student</p> <p>Continue engaging in the planning protocols to unpack the curriculum and to discuss informal and formal assessments</p> <p>Continue engaging in conversations with colleagues and district experts on research-based instructional practices</p>	<p>academic needs of students that have not met grade-level mastery</p>
Family and Community Involvement	<p>Active and consistent involvement of PTA board members</p>	<p>Increase parental/community involvement</p>	<p>Create opportunities for parental voice/presence which mirrors each represented student population</p> <p>Create opportunities to invite parents to campus to share in positive experiences</p>
School Context and Organization	<p>The staff of Carpenter is committed to providing a quality education for students.</p>	<p>Create other opportunities for students to develop a sense of community inside and outside of the classroom</p> <p>Create opportunities to build school pride</p> <p>Continue the idea that a positive culture and climate is shared responsibility of the entire staff</p>	<p>Maintain and sustain a positive community perception</p> <p>Continue the idea that a positive culture and climate is shared responsibility of the entire staff</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Technology	<p>Access to on-campus technology experts</p> <p>Access to district-level technology experts</p> <p>Access to technology: teachers and students</p> <p>Professional development opportunities for staff at the campus-level</p>	<p>Continue providing professional develop or encourage self-selected professional develop focused on instructional technology</p>	<p>Implement instructional technology training, at various levels of technology mastery, to enhance instruction and student comprehension</p>

Critical Action #1

Problem Statement	HISTORY~ Increase the percentage of students reaching the Approaches (65%), Meets (39%), and Masters (24%) grade level standard as compared to the district grade level standards of Approaches (77%), Meets (49%), and Masters (32%).
Root Cause and Strategy	Increase rigor and differentiation strategies for all students. Building background knowledge is essential and must be addressed with all students by implementing: (a) Low stakes daily writing; writing to learn (b) AVID strategies (c) Engagement strategies (d) Reading strategies
Goal	Decrease the gap average between the campus and the district of Approaches, Meets, and Masters for all students.
Project Lead	History Department Chair and Assistant Principal
Staff, Title I Staff	History Teachers, District History Coordinator, District History Instructional Coach, Campus Instructional Coach
Materials and Resources	PISD Curriculum, Edugence

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Grade-level collaborative teams, Title I/Intervention Team will meet weekly (the C&I team will participate as appropriate) to use the district curriculum for planning and enhancing instructional practice. a. Weekly planning meetings are structured to focus on the curriculum implementation, discuss instructional/engagement	Teacher Planning Period		0	Weekly planning protocol meeting with administrative support, and C&I support as needed	Weekly planning protocols meeting notes, feedback provided to teacher, notes from unit goals, agendas	Increase student achievement and academic growth by monitoring and adjusting instruction.	Some Progress	Significant Progress	Significant Progress See attachment for summary.	TEA Strategic Priority: Goal 1, 2, and 4 Title I Component: Funding: State, Local, SCE, Title I

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
practices, informal and formal assessments, reading initiatives.										
<p>Extended time will be provided for teams to implement the planning protocols for unit instructional planning and professional development.</p> <p>a. Days will be scheduled throughout the year centered around planning at the unit level in conjunction with the root causes a-d.</p> <p>**District Funded</p>	Substitute Teachers	6119 - Professional Salaries (Half/Full-Time)	0	Extended team planning times occurring at least once during a nine week period	Notes on unit goals, identifications of prerequisite knowledge, selection of differentiation tools and strategies related to prerequisite skills, intentional planning of formative assessment, schedule of extended team planning meetings, agendas	Increase student achievement and academic growth by monitoring and adjusting instruction.	Some Progress	Significant Progress	Significant Progress See attachment for summary.	TEA Strategic Priority: Goal 1, 2, and 4 Title I Component: Funding: State, Local, SCE, Title I
History Camp will be hosted by history teachers beginning in October to provide Tier 2 support to students showing skill/content deficits.	Instructional Materials	6329 – Supplies and Materials (Teacher Materials)	1000.00	Begin History Camp in October	Roster of students, lesson plans	Increase student achievement and academic growth by monitoring and adjusting instruction.	Some Progress	Some Progress	Some Progress See attachment for summary.	TEA Strategic Priority: Goal 1, 2, and 4 Title I Component: Funding: State, Local, SCE, Title I
	Extra Duty Pay	6118 – Professional Salaries (Extra Duty)	1500.00							
Carpenter Academy will be assigned to students no performing at the passing level (70%) in math, science, history, and/or ELAR. This provides learners in need the targeted	Staff Tutors	6118 – Professional Salaries (Extra Duty)	2000.00	Begin Carpenter Academy in September	Roster of students, teacher lessons/activities	Increase student achievement and academic growth by monitoring and adjusting instruction.	Significant Progress	Significant Progress	Significant Progress See attachment for summary.	TEA Strategic Priority: Goal 1, 2, and 4 Title I Component: Funding: State, Local, SCE, Title I

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
instruction needed beyond the school day.	Snacks	6499 – Other Operating (Student Snacks)	700.00							
History teachers will conduct the second phase of Read Alouds through the creation of a class library of historical books.	Books	6399 – Supplies and Materials (Instructional Supplies)	510.00	Begin Historical Read Alouds in March	Historical books, lesson plans	Increase student achievement and academic growth by monitoring and adjusting instruction.	No Progress	No Progress	Some Progress	TEA Strategic Priority: Goal 1, 2, and 4 Title I Component: Funding: State, Local, SCE, Title I

Critical Action #2

Problem Statement	SCIENCE ~ Increase the percentage of students reaching the Approaches (71%), Meets (45%), and Masters (18%) grade level standard as compared to the district's grade level standards of Approaches (83%), Meets (65%), and Masters (42%).
Root Cause and Strategy	<p>Refine existing structures and systems for curriculum planning and instruction to differentiate more effectively for all students. Use data analysis tools to ensure that assessment and instructional responses are addressed more purposefully.</p> <p>(a) Refine existing structures and systems for curriculum planning and instruction to differentiate more effectively to all students (b) Incorporate cross curricular academic skills into science content (c) Weekly intervention and/or extension strategies included in instructional plans (d) Use data to identify specific groups of students for targeted differentiation (e) Hands on Science Camp - an after-school program specifically designed skill gaps (f) Use leveled questions in all areas of instruction and teacher created assessments to better identify and extend gifted students</p>
Goal	Decrease the gap average between the campus and the district of Approaches, Meets, and Masters for all students.
Project Lead	Science Department Chair and Assistant Principal
Staff, Title I Staff	Science Teachers, District Curriculum Coordinator, District Instructional Specialists, Campus Instructional Coach
Materials and Resources	PISD Curriculum, Edugence Data

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Grade-level collaborative teams, Title I/Intervention Team will meet weekly (the C&I team will participate as appropriate) to use the district curriculum for planning and enhancing instructional practice. a. Weekly planning meetings are structured to focus on the	Conference Period, Before School/After School		0	Weekly planning protocol meeting with administrative support, and C&I support as needed	Weekly planning protocols meeting notes, feedback provided to teacher, notes from unit goals, agendas	Increase student achievement and academic growth by monitoring and adjusting instruction.	Some Progress	Significant Progress	Significant Progress See attachment for summary.	TEA Strategic Priority: Goal 1, 2, and Title I Component: Funding: State, Local, SCE, Title

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
curriculum implementation, discuss instructional/engagement practices, informal and formal assessments, reading initiatives.										
<p>Extended time will be provided for teams to implement the planning protocols for unit instructional planning and professional development. .</p> <p>a. Days will be scheduled throughout the year centered around planning at the unit level in conjunction with root causes b, c, d, f, g.</p> <p>**District Funded</p>	Substitute Teachers	6119 - Professional Salaries (Half/Full-Time)	6240.00	Extended team planning times occurring at least once during a nine week period	Notes on unit goals, identifications of prerequisite knowledge, selection of differentiation tools and strategies related to prerequisite skills, intentional planning of formative assessment, schedule of extended team planning meetings, agendas	Increase student achievement and academic growth by monitoring and adjusting instruction.	Significant Progress	Significant Progress	Significant Progress See attachment for summary.	TEA Strategic Priority: Goal 1, 2, and Title I Component: Funding: State, Local, SCE, Title
<p>Science Camp will be hosted by science teachers beginning in January to provide Tier 2 support to students showing skill/content deficits.</p>	Instructional Supplies	6329 – Supplies and Materials (Teacher Materials)	300.00	Begin science camp in Spring semester	Roster of students, lesson plans	Increase student achievement and academic growth by monitoring and adjusting instruction.	No Progress	Some Progress	Some Progress See attachment for summary.	TEA Strategic Priority: Goal 1, 2, and Title I Component: Funding: State, Local, SCE, Title
	Extra Duty Pay	6118 – Professional Salaries (Extra Duty)	2200.00							

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Carpenter Academy will be assigned to students not performing at the passing level (70%) in math, science, history, and/or ELAR. This provides learners in need the targeted instruction needed beyond the school day.	Staff Tutors	6118 – Professional Salaries (Extra Duty)	2000.00	Begin Carpenter Academy in September	Roster of students, lesson activities	Increase student achievement and academic growth by monitoring and adjusting instruction.	Significant Progress	Significant Progress	Significant Progress See attachment for summary.	TEA Strategic Priority: Goal 1, 2, and Title I Component: Funding: State, Local, SCE, Title
	Snacks	6499 – Other Operating (Student Snacks)	700.00							

Critical Action #3

<p>Problem Statement</p>	<p>ELAR ~ Increase the percentage of students reaching the Approaches (64%, 76%, 76%), Meets (31%, 48%, 43%), and Masters (16%, 30%, 22%) grade level standard as compared to the district's grade level standards of Approaches (79%, 84%, 86%), Meets (54%, 64%, 62%), and Masters (32%, 46%, 39%). *Percentages listed as 6th, 7th, and 8th for Reading.</p> <p>Writing ~ Increase the percentage of students reaching the Approaches (67%), Meets (43%), and Masters (13%) grade level standards as compared to the district's grade level standards of Approaches (79%), Meets (60%), and Masters (29%).</p>
<p>Root Cause and Strategy</p>	<p>Based on the data and observations, the English, Language Arts, and Reading Department has determined a need to implement additional supports for ESL and SpEd students.</p> <p>(a) General Education teachers will regularly consult with ESL and SpEd support staff and teachers to design suitable and effective classroom instruction.</p> <p>(b) Attend professional development that instructs general education teachers in strategies for curriculum implementation and differentiation for targeted student groups.</p> <p>(c) General Education teachers will schedule targeted instruction, beyond the school day, to support the needs of our learners.</p> <p>(d) Our campus community will implement a shared novel experience that supports a culture of reading throughout the school year.</p>
<p>Goal</p>	<p>Decrease the gap average between the campus and the district of Approaches, Meets, and Masters for all students.</p>
<p>Project Lead</p>	<p>English/Reading Department Chair and Principal</p>
<p>Staff, Title I Staff</p>	<p>ELAR Teachers, Campus Instructional Coach, District Curriculum Coordinator, District Instructional Specialists</p>
<p>Materials and Resources</p>	<p>PISD Curriculum, Edugence</p>

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>Grade-level collaborative teams, Title I/Intervention Team will meet weekly (the C&I team will participate as appropriate) to use the district curriculum for planning and enhancing instructional practice.</p> <p>a. Weekly planning meetings to maintain alignment to the curriculum and seek to support individual students with differentiation. b. Meet with SpEd teachers and ESL teachers for support on accommodations/modifications and classroom materials. c. Teachers will post Language Objectives in their classrooms that align with learning targets.</p>	Teacher Planning Period, Before or After School Meeting		0	Weekly planning protocol meeting with administrative support, and C&I support as needed.	Weekly planning protocols meeting notes, feedback provided to teacher, notes from unit goals, agendas. Grades are standardized among grade-level teams to ensure equity. MAP scores are used to review individual growth for each student.	Increase student achievement and academic growth by monitoring and adjusting instruction.	Some Progress	Significant Progress	Significant Progress See attachment for summary.	TEA Strategic Priority: Goal 1, 2, and 4 Title I Component: Funding: State, Local, SCE, Title I
<p>Extended time will be provided for teams to implement the planning protocols for unit instructional planning and professional development. .</p> <p>a. Days will be scheduled throughout the year centered around planning at the unit level in conjunction with root cause strategies a and b.</p> <p>* District Funded</p>	Substitute Teachers		0	Extended team planning times occurring at least once during a nine week period.	Notes on unit goals, identifications of prerequisite knowledge, selection of differentiation tools and strategies related to prerequisite skills, intentional planning of formative assessment, schedule of extended team planning meetings, agendas.	Increase student achievement and academic growth by monitoring and adjusting instruction.	Significant Progress	Significant Progress	Significant Progress See attachment for summary.	TEA Strategic Priority: Goal 1, 2, and 4 Title I Component: Funding: State, Local, SCE, Title I

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Writer’s Workshop will be hosted by ELAR teachers, retired teachers, and district C & I personnel beginning in the Spring semester to provide Tier 2 support to students showing skill/content deficits, such as students in our sub pops for ESL and SPED, as well as our students not mastering grade level.	Retired English Teachers	6117 – Professional Salaries (Adult Temp)	2000.00	Begin workshop in Spring Semester.	Roster of students, lesson plans	Increase student achievement and academic growth by monitoring and adjusting instruction.	No Progress	No Progress	Some Progress See attachment for summary.	TEA Strategic Priority: Goal 1, 2, and 4 Title I Component: Funding: State, Local, SCE, Title I
Carpenter Academy will be assigned to students not performing at the passing level (70%) in math, science, history, and/or ELAR. This provides learners in need the targeted instruction needed beyond the school day.	Staff Tutors	6118 – Professional Salaries (Extra Duty)	2000.00	Begin Carpenter Academy in September.	Roster of students, teacher lessons/activities	Increase student achievement and academic growth by monitoring and adjusting instruction.	Significant Progress	Significant Progress	Significant Progress See attachment for summary.	TEA Strategic Priority: Goal 1, 2, and 4 Title I Component: Funding: State, Local, SCE, Title I
	Snacks	6499 – Other Operating (Student Snacks)	700.00							
ESL Saturday Academy will be assigned to support ELLs in ELAR and math. This provides targeted instruction to meet the needs of our learners.	Staff Tutors/Extra Duty Pay	6118 – Professional Salaries (Extra Duty)	1489.00	Begin ESL Saturday School in February.	Roster of students, teacher lessons/activities	Increase student achievement and academic growth by monitoring and adjusting instruction.	No Progress	No Progress	Significant Progress See attachment for summary.	TEA Strategic Priority: Goal 1, 2, and 4 Title I Component: Funding: State, Local, SCE, Title I
	Snacks	6399 – Supplies and Materials (Instructional Supplies)	700.00							

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>Campus Literacy Initiative/One School, One Book - The novel, Moving Target, will be used in classrooms. The novel, The Red Umbrella (as well as La Sombrilla Roja), will be used at Family Literacy Nights. Family literacy nights will be held in English and Spanish in two simultaneous sessions on campus. This provides a shared novel experience that supports a culture of reading throughout the school year.</p> <p>** 2017-2018 Budgeted Funds</p>	Novels	6399 – Supplies and Materials (Instructional Supplies)	1000.00	Begin in September.	Novels, Pictures, Social Media	Increase student achievement and academic growth by monitoring and adjusting instruction.	Some Progress	Significant Progress	Significant Progress See attachment for summary.	TEA Strategic Priority: Goal 1, 2, and 4 Title I Component: Funding: State, Local, SCE, Title I

Critical Action #4

Problem Statement	Math ~ Increase the percentage of students reaching the Approaches (75%, 77%, 75%), Meets (36%, 44%, 43%), and Masters (11%, 22%, 7%) grade level standard as compared to the district's grade level standards of Approaches (85%, 86%, 82%), Meets (59%, 63%, 52%), and Masters (29%, 40%, 18%). *Percentages listed as 6th, 7th, and 8th.
Root Cause and Strategy	There is a need to build foundational skills/knowledge by implementing: (a) Pre-Assessments (b) Reinforcement of prerequisite skills prior to instruction (c) Coordination of intervention with all students for pull out/ small group
Goal	Decrease the gap average between the campus and the district of Approaches, Meets, and Masters for all students.
Project Lead	Math Department Chair and Principal
Staff, Title I Staff	Math Teachers, Title I Math Teachers, District Curriculum Coordinator, District Instructional Coach
Materials and Resources	PISD Curriculum, Edugence Data

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Grade-level collaborative teams, Title I/Intervention Team will meet weekly (the C&I team will participate as appropriate) to use the district curriculum for planning and enhancing instructional practice. a. Weekly planning meetings are structured to focus on the curriculum implementation, discuss instructional/engagement practices, pre-assessments, informal and formal assessments.	Teacher Planning Period		0	Weekly planning protocol meeting with administrative support, and C&I support as needed	Weekly planning protocols meeting notes, feedback provided to teacher, notes from unit goals, agendas	Increase student achievement and academic growth by monitoring and adjusting instruction.	Significant Progress	Significant Progress	Significant Progress See attachment for summary.	TEA Strategic Priority: Goal 1, 2, and Title I Component: Funding: State, Local, SCE, Title

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>Extended time will be provided for teams to implement the planning protocols for unit instructional planning and professional development.</p> <p>a. Days will be scheduled throughout the year centered around planning at the unit level in conjunction with root causes a-c.</p> <p>* District Funded</p>	Substitute Teachers	6119 - Professional Salaries (Half/Full-Time)	0	Extended team planning times occurring at least once during a nine week period	Notes on unit goals, identifications of prerequisite knowledge, selection of differentiation tools and strategies related to prerequisite skills, intentional planning of formative assessment, schedule of extended team planning meetings, agendas	Increase student achievement and academic growth by monitoring and adjusting instruction.	Significant Progress	Significant Progress	Significant Progress See attachment for summary.	TEA Strategic Priority: Goal 1, 2, and Title I Component: Funding: State, Local, SCE, Title
Math Tutorials will be hosted by retired math teachers beginning in September to provide Tier 2 support to students showing skill/content deficits.	Retired Math Teachers	6117 – Professional Salaries (Adult Temp)	3800.00	Begin tutorials in September	Roster of students, lesson plans	Increase student achievement and academic growth by monitoring and adjusting instruction.	Some Progress	Significant Progress	Significant Progress See attachment for summary.	TEA Strategic Priority: Goal 1, 2, and Title I Component: Funding: State, Local, SCE, Title
Carpenter Academy will be assigned to students no performing at the passing level (70%) in math, science, history, and/or ELAR. This provides learners in need the targeted instruction needed beyond the school day.	Staff Tutors	6118 – Professional Salaries (Extra Duty)	2000.00	Begin Carpenter Academy in September	Roster of students, teacher lessons/activities	Increase student achievement and academic growth by monitoring and adjusting instruction.	Significant Progress	Significant Progress	Significant Progress See attachment for summary.	TEA Strategic Priority: Goal 1, 2, and Title I Component: Funding: State, Local, SCE, Title
	Snacks	6499 – Other Operating (Student Snacks)	700.00							
ESL Saturday Academy will be assigned to support ELLs in ELAR and math. This provides targeted instruction to meet the needs of our learners.	Staff Tutors	6118 – Professional Salaries (Extra Duty)	1489.00	Begin ESL Saturday School in February	Roster of students, teacher lessons/activities	Increase student achievement and academic growth by monitoring and adjusting instruction.	No Progress	No Progress	Significant Progress See attachment for summary.	TEA Strategic Priority: Goal 1, 2, and Title I Component: Funding: State, Local, SCE, Title

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
	Snacks	6329 – Supplies and Materials (Teacher Materials)	700.00							

Critical Action #5

Problem Statement	Create a positive school climate and culture through a shared partnership between the campus and the community to increase school pride and build a positive school perception.
Root Cause and Strategy	Enhance campus climate and culture through effective communication, celebrations, and incentives: (a) Consistent celebrations of student and staff achievements (b) Remind 101 for campus and community outreach (c) Assemblies to build positive culture (d) Celebrations bulletin boards (e) Teacher of the Month (visible to all, such as marquee) (f) 100% PTA participation for teachers to foster positive relationships/partnerships with parents (g) Newsletters to keep lines of communication open at the campus and community levels (h) Maintain a master calendar for all communication (i) Host parent events to solicit more involvement
Goal	Foster a positive school climate for all staff and the community at large at Carpenter Middle School.
Project Lead	Seventh Grade Team Leader, Assistant Principals, Principal, Librarian, Instructional Coach
Staff, Title I Staff	Leadership Team
Materials and Resources	Incentives, Snacks, Assemblies, Volunteers, Campus supplies

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Implement various strategies to increase positive communication between the campus and the community. a. Host parent-student math study sessions where parents can attend with their child to get help/tutoring/tips on the material that the students are working on in Math class. Each grade level will have one	Snacks	61.6499 – Parent Engagement (Snacks)	525.00	Monthly beginning in September	Lesson Plans, Pictures, Social Media, Invitations	Increase student achievement and academic growth by monitoring and adjusting instruction. Increase parental involvement and positive community partnerships.	Some Progress	No Progress Parents stopped attending.	No Progress	TEA Strategic Priority: Goal 1, 2, and 4 Title I Component: Funding: State, Local, SCE, Title I
	Staff Funds	6118 – Professional Salaries (Extra Duty)	588.00							

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
session a month for one hour in the evenings.										
Implement various strategies to increase positive communication within the campus as related to root causes a-h.				Begin in August	Social Media, E-News, PTA Events, Call Logs, Website, Newsletters, Assembly Schedules	Increase open and positive communication and recognition of staff on campus.	Some Progress	Some Progress	Some Progress	TEA Strategic Priority: Goal 1, 2, and 4 Title I Component: Funding: State, Local, SCE, Title I
Campus Literacy Initiative/One School, One Book - The novel, Moving Target, will be used in classrooms. The novel, The Red Umbrella (as well as La Sombrilla Roja), will be used at Family Literacy Nights. Family literacy nights will be held in English and Spanish in two simultaneous sessions on campus. * Budget 2017-2018	Novels	6399 – Supplies and Materials (Instructional Supplies)	1000.00	Begin in September	Novels, Pictures, Notes, Social Media	Increase student achievement and academic growth by fostering a literacy culture on campus. Increase parental involvement and positive community partnerships.	Some Progress	Significant Progress	Significant Progress See attached summary for details.	TEA Strategic Priority: Goal 1, 2, and 4 Title I Component: Funding: State, Local, SCE, Title I
Host a Color Battle in partnership with PTA.				Begin in November	Social Media, E-News, PTA Events, Website, Newsletters, Assembly Schedules	Increase parental involvement and positive community partnerships. Increase school spirit.	Some Progress	Some Progress	Significant Progress See attached summary for details.	TEA Strategic Priority: Goal 1, 2, and 4 Title I Component: Funding: State, Local, SCE, Title I
Host an author visit to foster literacy culture on campus supported by PTA.				Begin in March	Social Media, E-News, PTA Events, Website, Newsletters, Assembly Schedules	Increase student achievement and academic growth by fostering a literacy culture on campus. Increase parental involvement and positive community partnerships.	No Progress	No Progress	Significant Progress See attached summary for details.	TEA Strategic Priority: Goal 1, 2, and 4 Title I Component: Funding: State, Local, SCE, Title I

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Invite a motivational guest speaker during an assembly supported by PTA and Community Partner. No Place for Hate designation.				Begin in March	Social Media, E-News, PTA Events, Website, Newsletters, Assembly Schedules	Increase school spirit. Increase parental involvement and positive community partnerships.	No Progress	No Progress	Significant Progress See attached summary for details.	TEA Strategic Priority: Goal 1, 2, and 4 Title I Component: Funding: State, Local, SCE, Title I
Statewide Parent Engagement Conference	Training	6411 – Other Operating (Staff Training - Registration, etc.)	275.00	December 6-8, 2018	Conference Materials, Supplies	Increase parental involvement and positive community partnerships.	On Track to Make Progress	On Track to Make Progress	Significant Progress	TEA Strategic Priority: Goal 1, 2, and 4 Title I Component: Funding: State, Local, SCE, Title I
Host a concert with Ron Bultongez (former PISD student), American Idol contestant. RB will share common experiences with the students to build character and a sense of community pride.				October 24, 2018	Technology, Staging, Media publications	Increase school spirit. Increase parental involvement and positive community partnerships.	On Track to Make Progress	On Track to Make Progress	Some Progress Due to the rain, we believe, that not very many participated. However, for those that participated, it was well received.	TEA Strategic Priority: Goal 1, 2, and 4 Title I Component: Funding: State, Local, SCE, Title I
Administrative Team conduct a book study on school climate using, School Climate Change: How Do I Build a Positive Environment for Learning?	Book	6399 – Supplies and Materials (Instructional Supplies)	28.00	Begin February 2019	Implementation of strategies	Notes from discussions and documented strategies Positive survey results	No Progress	No Progress	Some Progress We will continue with the book study into the fall.	TEA Strategic Priority: Goal 1, 2, and 4 Title I Component: Funding: State, Local, SCE, Title I
Campus Green Team was established to build an environmentally responsible community.				Begin November 2018	Supported by the City of Plano	Increase school spirit. Increase parental involvement and positive	No Progress	Some Progress	Significant Progress See attached summary for details.	TEA Strategic Priority: Goal 1, 2, and 4 Title I Component: Funding: State, Local, SCE, Title I

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
						community partnerships.				

Health, Fitness and Attendance

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)

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	Monthly meetings	Wellness Team coordinated awareness days, healthy tip announcements , and healthy tip bulletin boards.	Wellness Team coordinated awareness days, healthy tip announcements , and healthy tip bulletin boards. The Team plans to implement fitness walks during the 2019-2020 school year.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Monthly meetings	A parent participated on the team.	Team will solicit another parent for the team next year.
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	Every nine weeks	Health curriculum taught during PE class.	Health curriculum will be taught separately.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	Updated monthly	Bulletin board in the cafeteria and in the gym maintained by Wellness Team members.	Bulletin board in the cafeteria and in the gym maintained by Wellness Team members.
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	Monthly communication	Healthy tips and activities are on social media.	Healthy tips and activities are on social media.

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Monthly	Staff follow PISD expectations.	Staff follow PISD expectations.
4th & 7th	Ensure all data for 3rd - 8th 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	Monthly	Staff follow PISD expectations.	Staff follow PISD expectations.

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Daily	Master schedule developed to meet physical	Master schedule developed to meet physical

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
	(MVPA) 50% of the physical education class period.				education needs. Staff follow curriculum. Students participate in morning and lunch recess daily, as weather permits.	education needs. Staff follow curriculum.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Monthly	Staff follow curriculum. Limited supplies.	Staff follow curriculum. Limited supplies.
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	Daily	Staff follow curriculum. Staff enhance curriculum through creative activities during free time. The physical education teachers collaborated with the elementary and high school staff regarding basic skill	Staff follow curriculum. Staff enhance curriculum through creative activities during free time. During the 2020-2021 school year, the physical education department would like to implement a pre-athletics

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					requirements in preparation at both levels.	class/plan for sixth grade students.

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Daily	Monitored by attendance clerk and assistant principals. Students brought brought through the CMIT process.	New truancy guidelines have been challenging to navigate.

Violence Prevention and Bullying

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)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Beginning of the year	Areas identified by campus staff and students.	PBIS meetings and Leadership meetings identified areas of concern.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily	Areas monitored by campus staff.	Areas monitored daily by all campus staff (Hot Spots identified).
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Daily	Administration hosted presentations at the beginning of the year.	Administration hosted C2J talks with students by grade level throughout the year.

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	Beginning of the year; As needed	Counselors and administrators trained at the beginning of the year.	No Place For Hate designation.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Review referral process.	Principal or designee	Campus referral plan	Beginning of the year; As needed	Referral process developed by administration.	Referral process monitored and revised, as needed.

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Beginning of the year; As needed	Discipline plan reviewed with staff at the beginning of the year. PBIS Team shared strategies with staff.	PBIS strategies will include the classroom during the 2019-2020 school year.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Daily; As needed		
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Daily; As needed	Instructional Coach shared strategies with teachers. Teachers participated in peer observations, as needed.	Instructional Coach will share additional strategies with teachers. Teachers will participate in peer observations, as needed. Teachers will share best practices during staff meetings.

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Beginning of the year; As needed	Follow the Student Code of Conduct. Implementation of PBIS and SEL strategies.	Follow the Student Code of Conduct. Implementation of PBIS and SEL strategies.
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily		

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	As needed	Shared with staff.	Share with staff. Revise, as needed.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	CMIT, Administrators, SEL Coordinator	As needed	Follow the Student Code of Conduct. Implementation of PBIS and SEL strategies.	Follow the Student Code of Conduct. Implementation of PBIS and SEL strategies.
Employ discipline interventions.	Designated staff	CMIT, Administrators, SEL Coordinator	As needed	Follow the Student Code of Conduct. Implementation	Follow the Student Code of Conduct. Implementation

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				of PBIS and SEL strategies.	of PBIS and SEL strategies.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	CMIT, Administrators, SEL Coordinator, Counselors, CIS	As needed	Gary Carter, Sharon Bradley, Sherman McCray supported the campus. Rebranding of the ISS room to the Reset Room. SEL focus.	Gary Carter, Sharon Bradley, Sherman McCray supported the campus. Rebranding of the ISS room to the Reset Room. SEL focus.
Conference with parents/students.	Teachers or other staff	CMIT, Administrators, SEL Coordinator, Counselors, CIS	As needed	Teacher or team initiated. CMIT Coordinator initiated. Counselor initiated. Administrator initiated.	Teacher or team initiated. CMIT Coordinator initiated. Counselor initiated. Administrator initiated.

Parent 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.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
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	Administrators	Administration PTA Board	Beginning of the year; As needed	Messages sent at the beginning and end of the year for parents to register.	Messages sent at the beginning and end of the year for parents to register. Each year, participation increases.
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	Counselors Administration	Beginning of the year; As needed	Very few parent participate.	Very few parents participate.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	CTA	CTA Principal	As needed	Principal partnered with CTA.	Principal partnered with CTA
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Receptionist and Principal	CTA PTA Receptionist	Weekly	Principal, and other staff as applicable, partnered with CTA. PTA hosts FB and website.	Principal, and other staff as applicable, partnered with CTA. PTA hosts FB and website.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Utilize social media to keep parents and community informed. Funding source: State and Local	All Staff	CTA Administration Coaches Fine Arts Teachers Teachers	As needed per event	All staff have the opportunity to post to Twitter. Campus Twitter and FB account led by principal. Consistent use of marquee and eNews.	All staff have the opportunity to post to Twitter. Campus Twitter and FB account led by principal. Consistent use of marquee and eNews.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal	Principal PTA President Teacher Liaisons	Monthly; As needed	Monthly meetings.	Monthly meetings.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Counselors	Principal PTA Board Counselors	As needed	Support with Color Battle Support Evening with Ron Bultongez Support No Place For Hate Support Reading Initiative Support teachers for classroom needs	Support with Color Battle Support Evening with Ron Bultongez Support No Place For Hate Support Reading Initiative Support teachers for classroom needs

Transition

The campus will assist students in making a successful transition between middle school to high school (grades 9 and 10).

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
<p>Middle school counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local</p>	Counselors	Counselors	Each semester	Counselors facilitate programs listed in staff resources.	Counselors facilitate programs listed in staff resources. Counselors meet with students and student groups regularly, as needed, for behavior and academics.
<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 source: State and Local</p>	Counselors	Counselors, Child and Family Guidance Center, Safety Net, EPIC	Monthly; As needed	Counselors facilitate programs listed in staff resources. Counselors meet with students and student groups regularly, as needed, for behavior and academics.	No Place For Hate designation PBIS/SEL Campus
<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</p>	Counselors	Counselors/PISD standards and expectation	Spring Semester	Held by eighth grade counselor in the spring. High school counselors share	Held by eighth grade counselor in the spring. High school counselors share

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Funding Sources: State and Local				what is needed for the transition.	what is needed for the transition.
Parent programs are held to explain high school courses and scheduling to parents. Title I Components: 7 Funding Sources: State and Local	Counselors	Counselors	Spring Semester	Facilitated by CMS counselors and HS counselors.	Facilitated by CMS counselors and HS counselors.

State Certified Teachers and Highly Qualified Paraprofessionals

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators	Administrator and Leadership Team	End of the year; As needed	Interview staff with support of district staff, as available. HR provides list of candidates from which to consider.	Follow hiring protocols as established by HR Team. Leadership members or appropriate staff participate in the hiring process.

SBIC ~ ESL at CMS

The ESL Department goal is to promote literacy and strengthen community relations.

The ESL Department partnered with the Literacy Committee to promote literacy and community outreach.

Held two ESL Parent Outreach events:

- (1) To inform families ESL exit criteria and courses offered at Clark
- (2) To inform families about reading opportunities in the Summer

As a result, ESL received funds to use towards buying books for students

The ESL Department worked with Title I to hold ESL Saturday School to prepare 6th, 7th, and 8th graders for STAAR reading and math.

ESL teachers worked with the ESL District Coordinator to write curriculum for newcomer social studies and ELA.

ESL worked with the Librarian to hold the annual Culture Fair to bring the community together and enhance cultural awareness.

CMS Campus Needs Assessment - SBIC

Campus Needs Assessment

In the course of our work with the Campus Needs Assessment, we were able to discover several new processes to enhance many aspects of our campus. We have been able to leverage several items with regard to data and communication that have helped direct us through the year and give us a more specific vision for how we ensure continued growth at Carpenter. Some examples of our most impactful stride this year include:

1. Working directly with teachers to gather their input on specific areas of need and concern throughout the year.
2. Continuing to promote strong support on campus with PTA involvement in socials, extra curricular events and fundraisers.
3. Refining our approach to Collaborative Teams and readying ourselves for the next level of HRS.
4. Creating a campus specific form for walkthroughs that includes an outlet for teacher feedback.

Long Term Goals

While working through and reflecting on the examples above, several opportunities have emerged that we are excited to develop as we move into the 19-20 school year

1. Creating a common language around instruction and operations on the Carpenter Campus.
2. Building on common language to create an effective teaching rubric "The Cowboy Way".
3. Expanding opportunities for staff to have voice in campus concerns and solutions.
- 4.

CMS Attendance Summary - SBIC

Attendance

Our goal this year for attendance was to monitor the attendance of students and follow upon chronic absences. There were several interventions we utilized in the monitoring process:

1. Attendance Clerk would send a letter home to parents after 3 unexcused absences.
2. The Assistant Principal of the grade called home and spoke with the parent in order to inform them of the unexcused absences.
3. BIP is utilized. Parents and AP come up with a plan to keep the student on track. This meeting is to get to the root cause of the absences. The parent is also referred to the "I'm Present" program.
4. If the absences are due to excessive tardies, the student will be assigned to Wednesday Night Round Up. They will serve a 3 hour detention in which they help custodial staff clean the school.
5. AP and attendance clerk continue to monitor those who are on the radar-CIS is utilized for home visits if necessary.
6. Truancy is filed as a last resort.

Long Term Goals

We have been in the process of discussing interventions to implement for next year.

1. Grade level detentions for tardies as a precursor to Wed. night round-up.
2. More involvement from CIS
3. Absences monitored more closely by CMIT staff
4. Positive interventions and incentives for those who have good attendance

Social Emotional Learning at Carpenter Middle School

On Mondays and Fridays, our staff engaged in Huddle Ups, which are community building circles. At the beginning, some students were reluctant to participate, but as the year progressed, more students were actively engaged. Huddle Ups helped teachers build a positive, equitable community in the classroom. (To be continued next year.)

To rebrand our In-School Suspension room from a negative environment to a positive environment, we renamed and restructured the room. The Reset Room is equipped with SEL lessons and decompressing objects, such as low light lamps and stress balls. This rebranding is a labor of love, thus it is currently still in progress. The change to this room was supported by Sherman McCray and Sharon Bradley as well as our PTA. (To be continued next year.)

Respect Agreements were piloted with 2 teachers during the spring semester. The RA are designed to rebuild relationships as well as to create an understanding of others. Respect Agreements also supports the work of Restorative Circles, which our counselors and administrators led throughout the school year. These agreements also support our equity work at CMS. (To be continued next year.)

SEL for Staff ~ Wellness Wednesdays activities were facilitated by our leaders, Janet Jordan and Lindsay Robinson. Time is always an issue when we do not have a staff member solely assigned to this important program; however, the team worked to make the structured activities a priority. (To be continued next year.)

CMS Campus Management Summary - SBIC

Campus Management

In order to continue providing a safe and orderly experience for all of our students and staff, we have continued to refine the systems we have in place to strategically handle campus issues while also creating a long term vision for how our campus can continue to run more efficiently into perpetuity.

1. Climate surveys were given to staff in the fall and spring to gauge issues and perceptions on campus.
2. Based on the results of district HRS surveys follow-up staff questions were created to learn more information about specific trends spotted in the original HRS surveys.
3. Discipline data was regularly reviewed to spot any trends or patterns on campus.
4. Based on discipline data and input from grade level teams, entire grade levels met with administrators in small groups to clarify expectations and ensure students were aware of why they were being asked to follow certain rules or protocols.
5. Teams consistently request intervention conferences with parents and students who were struggling with academics and or discipline issues.
6. Students with frequent discipline challenges were given O-sheets with specific measurable expectations to help them correct their behavior in advance of the possibility of an SPC referral.
7. A guest speaker provided strategies on bullying prevention as part of our No Place for Hate initiative and in response to data.
8. All campus emergency drills were completed and reviewed on time through the entire year.

Long Term Goals

As we moved through the year, we began to discuss areas where we could continue to improve our management processes in order to make our campus more efficient.

1. Create a more efficient system to report results of discipline referrals back to instructional staff.
2. Creating a clear and concise flow chart of how to proceed through a discipline referral that includes documented intervention strategies.
3. Establishing a consistent system to gain student input strategically during the school year.
4. Expanding our system of gaining strategic survey data from staff.

Carpenter Middle School- PBIS

School Culture/ Perceptions

Carpenter is in the 3rd year of implementation of PBIS. This year we continued with the following strategies to promote a safe, healthy, and positive school environment:

1. Pride posters stating and describing hallway and cafeteria expectations. This is introduced at the beginning of the school year by each grade level team to everyone.
2. Hot Spot Duty Stations-teachers monitor “hot spots” in the hallways
3. Principal’s 225 club cards-Students are rewarded for following the PRIDE expectations in the hallway and cafeteria. Teachers and admin give the cards to students explaining specifically what they did to get the card.
4. BINGO board in the cafeteria-This year we had at least 1 bingo each 9 weeks. Incentives such as skating passes to Thunderbird R.R. and passes to Cinemark were given. Students also get free incentives such as a pass to get in line 1st for lunch.
5. Big prize given at an assembly at the end of each 9 weeks.
6. At the beginning of each semester, teachers are presented with discipline data related to our campus referral. From there we come up with targeted interventions that address our most problematic students AND our most frequently seen behaviors.
7. The PBIS Committee has been engaging in a book study “School Wide PBIS, An Implementation Guide for PLC” which has helped us formulate a plan for next year.
8. The CMS PTA has given us \$500 for PBIS incentives and \$250 for SEL related items to “redo” our ISS Room.

Long Term Goals

1. Starting next school year we will move PBIS into the classroom using our PRIDE expectations.
2. Teachers will design respect agreements with their classes (data continuously shows a lack of common language around the word “respect”).
3. Continue to involve parents through workshops with the district SEL coordinators and CIS.
4. In September we will begin a book study with staff School Wide Positive Behavioral Interventions and Supports by Marzano. The book is available in the free PD Library. https://link.galegroup.com/apps/pub/9780990345886/GVRL?u=pisd_main&sid=cma
5. Continue our staff recognition program “Teacher’s 25 Club,” but be more consistent about giving rewards, and praise based on specific duties performed.

Math:

The Math Department focused on team planning and reaching struggling students through in-school RTI protocols (Response to Intervention). The Carpenter Math Team has worked diligently throughout the school year to deliver consistently high-quality instruction with the needs of the students guiding every decision. The team is prepared to continue moving forward with intentionality to hone their individual skills as educators, to deliver a guaranteed and viable curriculum to all learners and to deepen the impact they have on developing literate, inquisitive capable learners.

Team Planning:

The Math Department continued working with a common planning protocol, which they implemented last year with the guidance of the PISD Math Curriculum Department. Carpenter Math teachers used the protocol in weekly planning meetings and extended planning days. They continued incorporating the PISD Understanding by Design process used by district curriculum teams to clarify the connection between expected student outcomes and instructional design.

Throughout the school year, teams met at least on a weekly basis to plan for ongoing instruction and reteaching. Using the planning protocol, Math teams reviewed unit curriculum documents, considered past experiences to inform decisions about instruction, discussed the needs of the student population as a whole and with specific groups of students, and analyzed student performance data to guide future instruction. Additionally, the Math Department met three times for extended planning efforts at an off-campus location for a distraction-free, productive environment. Campus personnel captured all instructional planning efforts on a Google document in order to document meetings and as a reflective tool to guide instruction, to discuss instructional practices, and to highlight strengths and areas for growth.

Response to Intervention (RTI):

During the Fall and Spring semesters, a retired teacher provided seventeen weeks of push-in/pull-out tutoring leading up to the first administration of the STAAR test. Carpenter teachers utilized formal and informal data to select the students for the tutorial.

NO PLACE FOR HATE AT CARPENTER MIDDLE SCHOOL

With public displays of hate on the rise, it is more important than ever for schools to commit to programs that clearly define expectations in behavior for all members of the community. Whether you are a student, educator, or family member, you have a role to play in combating bias and bullying as a means to stop the escalation of hate.

No Place for Hate is a self-directed program helping all of the stakeholders take the lead on improving and maintaining school climate so all students can thrive. To be designated No Place for Hate, a school must complete the following:

- Needs assessment (Carpenter did this through a student survey at the end of the 2017-2018 school year)
- Formation of a No Place for Hate committee (Carpenter worked through Student Council as the No Place for Hate committee)
- Signing of the Resolution of Respect by all students (During the Fall of 2018, all students at Carpenter signed our No Place for Hate Promise through their 4th period class)
- Design and implementation of three school-wide anti-bias or bullying prevention activities
- Our first activity was a Humans of Twitter activity. The activities objective was to show the differences and diversity at Carpenter. Student Council members created interview questions, interviewed different students from all three grade-levels, and then we posted them on Twitter for all to see.
- Our second activity was identifying hurtful and "feel-good" words. The objective of this activity was to discuss the effect of words on people. Teachers went through a Powerpoint presentation during their 4th period classes, were they had discussions about hurtful words and words that make them feel good. Students then filled out words that make them feel good about themselves on little cowboy boots and hats. We posted the cowboy boots and hats on a bulletin board in the cafeteria.
- Our third activity was to have a presentation by Jeff Veley, a nationally known motivational speaker. The objective for the activity was to discuss bullying, specifically how to stop it. Mr. Veley presented to all three grade-levels through 3 separate assemblies. Jeff then met with our Student Council and Communities in School groups, to provide strategies to our student leaders for de escalating bullying situations.

On May 17th, Carpenter Middle School will become the first secondary campus in Plano ISD to be designated a No Place for Hate Campus. We will presented with a No Place for Hate banner from the Anti-Defamation League.

SBIC Science 2018-2019

Science:

The Science Department focused on two main initiatives this year: evaluating assessments using the Zipgrade program, increasing content literacy, and improving team planning. Further, 6th and 8th grade teams used Gravity Kills to evaluate rigor and validity on unit summative assessments. Finally, the Science Department engaged in a Science Camp to prepare eighth grade students for STAAR.

Assessments:

The Science Department continued using Zipgrade at all grade levels. We began using Gravity Kills to analyze the individual assessment questions.

Team Planning:

Carry forward from last year, the Science Department worked throughout the year to implement a planning protocol. With the guidance of the PISD Science Curriculum Department and campus instructional coaching, Carpenter Science teachers used our planning document and agendas created in 2018-2019 in monthly department meetings, weekly team planning, and extended planning days. Early in the school year, the department developed meeting norms, engaged in group building by identifying individual team members' strengths, and examined best practices for team planning. They aligned and developed their knowledge of the Understanding by Design process used by district curriculum teams, learned to unpack units, and clarified the connection between expected student outcomes and instructional design. New for 2019-2020, teams began to add language objectives to our planning materials

Throughout the year, teams met weekly, during the school day when possible, to plan for ongoing instruction. Using a protocol developed by Secondary Curriculum, Science teams reviewed unit curriculum documents, considered past experiences and data analysis to inform decisions about instruction, discussed the needs of the student population as a whole and targeted specific groups of students. Performance data was used to inform revisions as needed to planning materials. As the year progressed, the department and teams gradually took on more responsibility for guiding planning efforts and paved the way for continuing the work with gradual release of district support. Additionally, the Science Department met four times for extended planning at an off-campus location for a distraction-free, productive environment. All instructional planning efforts were captured on a Google document by district and campus personnel. The information captured on the documents were used as a reflective tool to guide instruction, to discuss instructional practices, and to highlight strengths and areas for growth.

Content Literacy:

English language support personnel trained the department, through grade level team meetings, in writing and integrating learning objectives for our English learners. Further, the Science Department received guided training in differentiating instruction for advanced students

Science Camp:

Students who need additional remediation in science beyond what is offered in class are invited to attend after-school sessions that allow smaller groups of students to interact with teachers from

throughout the building to practice hands-on, inquiry-based instructional activities. Though the short-term emphasis is on success on the STAAR, the students who attend develop transferable skills that will increase their success in their classes.

The Carpenter Science Team has worked diligently throughout the year, embracing the more structured planning protocols developed last year, to deliver consistently high-quality instruction with the needs of the students guiding every decision. Having built a strong foundation using the planning protocols, the team continues to move forward with intentionality, improving individual skills as educators, to delivering a guaranteed and viable curriculum to all learners, and deepening the impact they have on a population of inquisitive, capable and engaged students.

Green Team

Environmental Club at CMS

Sponsor: Sarah Brawdy

2018-2019 Goal: Earn Green School Certification status.

November: CMS Green Team began November 15, 2018 as a staff effort. Our teachers and staff were trained on the recycling program as well as Green School Certification.

January: On January 16, 2019, our student Green Team was formed. This year, our goal is to meet all criteria to earn Green School Certification from the City of Plano. Our student Green Team is made up of 6 students, grades 6-8. We meet on Wednesdays after school, 3:30 to 4:30.

January 23rd: The City of Plano trained our student club on proper recycling. The club has since been raising student awareness by creating and displaying signs and posters in the hallways.

February: We have adopted two additional recycling initiatives: plastic bag recycling and marker recycling. The City of Plano donated 1 plastic bag recycle bin for our school. Mrs. Brawdy signed Carpenter up for Crayola Colorcycle, a free marker recycling program. The student Green Team created signs for each and a marker collection box for Crayola.

March: We sent our first box of markers (151 total) to Crayola Colorcycle.

April: Students created a "Environmental Fact of the Day" for Earth Month to be read over the announcements each day.

April 17: Students plant flowers in the cement flower pots outside the front door. Students also receive their own small pot to plant a vegetable seed in. Students will take theirs home for the summer.

April 24th: City of Plano teaches their "Litter: Here Today, Still Here Tomorrow" lesson in the library. All students and staff are welcome. Minimum of 15 students requested by City.

April 27th: Carpenter Cleanup Day 10:30 to 11:30. PTA budget will cover bottled water and donuts to participants. This event is registered with the City of Plano.

May 1st: Custodian Appreciation Day hosted by Green Team students and staff members.

May 3rd: Submit the completed Green School Certification checklist, along with pictures, to the City of Plano.

May: Water flowers & weed flower beds; care for vegetable seeds/plants.

Costs: PTA Budget of \$100

- **\$33** color-printed signs for bins (out-of-pocket)

- **\$63.31** for plants, gloves, soil, and seeds for flower pots and students to each plant a vegetable to take home at the end of the year. (PTA budget)
- **Requested** a storage shed to hold our equipment, extra soil, etc. from Home Depot at the cost of **\$299** (PTA Teacher Grants Request)
- **Estimated \$15-\$20** for case of bottled water and donuts for Carpenter Cleanup Day participants. (PTA budget)
- **Approximately \$50-\$60** in incentives for teachers (bamboo straws & lunch set) and snacks for club meetings. (out-of-pocket)
- Custodian Appreciation Day - anticipating donations from staff members - donuts & coffee, chips & dip, tea or soda

Long-term goals for Green Team

- Earn at least 1 Green Star School Certification in 2019-2020
- Square-foot Gardening (2019-2020)
- Eliminate all large trash bins (except for 1 per hall maybe) from hallways - 2019-2020
- Increased PTA budget (2019-2020)
- A field trip to Plano's new recycling facility
- Print cartridge collection and recycling 2019-2020
- Water bottle filling stations (high-cost, long-term)
- Composting program (2019-2020 or 2020-2021)

Sense of Community: Recycling is something many of our school families do at home as well as at school, but without education on recycling it is not likely to happen properly. Our student club brings together students from all grade levels learning together and working toward a common goal to make our school a greener place. What students learn from Green Team meetings or signs around school can be shared with their families to improve or start recycling at home. Our campus cleanup encourages more families to join in the efforts to reach our goals.

Sense of Pride: Green Team students feel proud when they can see the impact of their hard work: posters and signs for the hallways, flowers planted at the front entrance, growth in their vegetable seeds, and observing other students pause and think before throwing something away. Because all of the environmental efforts are helpful causes, students feel extrinsically and intrinsically motivated by participating, whether in the club or not. My hope is for students to realize what a nice facility our school is and to gladly take pride and responsibility in keeping it clean inside and out.

Positive Culture: Our recycling program is only possible with the help of every person on campus. It starts with educating teachers and students. Then, those groups move to modeling and educating others. Ideally, everyone will see and hear the reasons for and positive effects of being environmentally conscious. Recycling, conserving energy, picking up trash, etc. are individual acts that have a positive impact on everyone around us.

SBIC 2018-2019 Social Studies

Social Studies:

The Social Studies Department main goal this year was to decrease the gap between the campus and the district approaches meets and masters achievement scores. Knowing that there is not just one solution to accomplish this goal for our population of diverse student learners, the department implemented a variety of researched based strategies and best practices to achieve this goal.

Intentional Planning:

As part of the campus goal for improving instructional planning, the Social Studies Department worked throughout the year to implement a planning protocol. With the support of the PISD Social Studies Curriculum Department, Carpenter Social Studies teachers used the protocol in monthly department meetings, weekly team planning, and extended planning days.

During the initial months of the school year, the department developed meeting norms, engaged in group building by identifying individual team members' strengths, and examined best practices for team planning. They aligned and developed their knowledge of the Understanding by Design process used by district curriculum teams, learned to unpack TEKS/ units, and clarified the connection between expected student outcomes and instructional design.

The Social Studies Department met three times for full day extended planning and professional development. Using a protocol developed by Secondary Curriculum, Social Studies teams reviewed unit curriculum documents, considered past experiences to inform decisions about instruction, discussed the needs of the student population as a whole and specific groups of students, and analyzed student performance data to guide future instruction. Extended planning meetings also included special guest from the district's special education department, Angie Davis and Tyler Aitken that shared best practices about modification, additional district approved educational resources, classroom behavior and management. Carpenters instructional specialist Joy Blasius attended all meetings to provide the department educator with support and assistance with lesson design. In addition, PISDs Social Studies Instructional Specialist Jana Fry attended extended planning days and shared best practices with the team. All instructional planning efforts were captured on Google documents. The information captured on the documents were used as a reflective tool to guide instruction, to discuss instructional practices, and to highlight strengths and areas for growth.

Monthly department meetings throughout the year provided opportunities for team building, plan for upcoming department activities and responsibilities as well as share reflection and best practices.

Throughout the year, grade level teams met during their weekly conference periods, to reflect on students learning, achievement and teaching strategies and best practices. Teams used formative and informative assessments to analyze student's success from that week. This process allowed teams to decide on next steps as it relates to reteach strategies, differentiation and moving forward with subsequence TEKS and learning activities.

Literacy:

The Instructional Coach partnered with social studies teams to implement read-alouds in the classroom. Read-alouds that took place at each grade level throughout the school year. Read alouds—carefully curated reading experiences that guide students to deeper thinking about a text and model effective reading strategies—expose learners to new ideas, broaden their vocabulary exposure, and allow them to see that reading is enjoyable and relevant beyond the doors of the English and reading classroom. The instructional Coach worked with grade level team teachers to implement the three Big Questions from *Notice & Note*, text structures strategies, and note-taking to help students engage with texts.

Engaging Conversations and Writing

To close the gap, the team realize how important writing skills are and how important it is for every student to be actively involved during every activity, every day. Early fall, the department lead attended a Kagan cooperative learning professional development and shared strategies for engagement with the department at the first extended planning in October. Using these research based strategies throughout the year taught students skills and techniques that helped them collaborate, discuss and learn from one another in an academic setting and manner. These strategies ensure all students speak about content and participate every class period, every day.

Most notably, the 8th grade Social Studies teachers spent two extended planning days meeting with the English Department in February and March 2019. During this cross curricular collaboration with the English Department, educators discussed strategies to help students write DBQs, references and analyze primary sources. The entire team also incorporated low stakes daily writing to help with writing skills and processing content.

AVID Strategies:

AVID Coordinator and educator, E. Norris provided the Social Studies Department with information about AVID note taking and processing content during the department monthly meeting. In addition to learning more about Cornell notes and teaching the method to students, the department educators had a refreshers about various styles of note taking and strategies to teach learners how to process content after taking notes. In return, students increased their organization skills and study habits due to them gaining a deeper understanding of the note taking process which aided them with making connections with content within curriculum and cross curricular, analyzing, summarizing, process and retaining what they learned for better retrieval during activities and assessments.

History Camp:

The eighth grade team analyzed data to understand content and student population needs. In addition to Edugence and other district resources, the department now utilize Zipgrade to student data from student assessments. This information was used to develop strategies to plan for the campus' STAAR camp. Camps were offered each from late fall to May 8th, a week before the STAAR assessment. Data was used to personally invite students that needed additional instruction based on semester exam data, however, all students were encouraged to attend.

Learner-centered strategies designed to review content and to diagnose student knowledge gaps were used. These strategies activated higher-ordered thinking and required students to make applications and connections. Students were challenged to understand the significance of the historical events and to identify individuals in American history. Strategies and activities that allowed students to actively collaborate in fun and engaging ways as well as reflect and learn independently were also used to meet all learning styles. In addition to the weekly after school camps, morning weekly camp tutorials were offered to accommodate all students' availability.

The Carpenter Social Studies Team has worked diligently throughout the year, embracing the more structured planning protocols to deliver consistently high-quality instruction with the needs of the students guiding every decision. The department has been intentional about learning and utilizing researched based strategies to help students achieve and to close the assessment gap. The department will continue to move forward with intentionality to hone their individual skills as educators, to deliver a guaranteed and viable curriculum to all learners, and to deepen the impact they have on developing literate, inquisitive, capable learners.

SBIC - ENGLISH DEPARTMENT EOY REPORT

- (a) General Education teachers will regularly consult with ESL and SpEd support staff and teachers to design suitable and effective classroom instruction.**
- (b) Attend professional development that instructs general education teachers in strategies for curriculum implementation and differentiation for targeted student groups.**
- (c) Language Objectives/Content Objectives**

Each of our department meetings have been intentional with a focus on one or more of our root causes/strategies. We have invited a guest to each meeting to guide us through some sort of skill or teaching approach that directly connects to our strategies.

- Nikki Romney and Christina McCreary taught us how to modify in the moment for some of our special education students.**
- Sarah Brawdy gave us a brief orientation and guided us through the practice of developing language objectives that connect to our content objectives. (This was also an action step that Courtney and I added into the SBIC document during early revision).**
- Anita Williams led us through the process of practicing what we teach in the form of a poetry lesson.**
- Jennifer Ramby taught us how to analyze data to better serve our students who need a reading class next year. We intend to go through this data early in the school year 2019–2020.**
- Ericka Norris taught us how to do AVID Notes.**
- Katie Webb (me) led the team through culturally responsive classroom libraries and a new strategy: written conversations.**

Our extended planning days, which are designed for general education teachers, have given us the opportunity to revisit some of the tools and skills that were introduced last year – most specifically with a guide for planning, agenda processes, and questions to guide our meetings. We analyzed STAAR data with Jennifer Ramby, one of our district leaders.

Moving into STAAR season, some teachers offered a book club tutorial for students to attend during lunch. In my class, we called them “Literacy Lunches” and students will come to my room, read a book with me, discussed the book, and about half way through we read a nonfiction article that connected with a topic from the book (amnesia). The tutorials were

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overall okay; we would have liked to begin sooner, however, there was a hiccup with ordering books, so we didn't get to start until a week after Spring Break. We still have materials for this program, so ideally in the Fall semester, we will identify students quick, and get some tutorial sessions started.

Teachers taught and practiced test taking skills throughout the spring semester, but more importantly, reading skills that have been taught in classes and were reinforced with students as the need arose.

As the year continued, Aretha Lee and Jennifer Ramby, both district leaders, came to our campus to support our teachers in our planning meetings, as a consultant for various lessons, and as a way to reinforce curriculum in each classroom.

Looking into the summer months, the ELAR department will return to the NTCTELA conference in Hurst, TX. Several of us attended last year and it was awesome. We have a larger group attending this year – 8 of us – and the proposal and check have been finalized.

Another summer program that some of our ELAR teachers will participate in is the Plano Summer Writing Academy. 6th Grade Teachers, Regina, Gaby, and myself, as well as 8th grade teacher Mr. Leal will all attend and apply the writing activities that we learn about into our classes next year.

The Carpenter Middle School English Language Arts Team has worked diligently throughout the year, embracing the more structured planning protocols developed last year to deliver consistently high-quality instruction with the needs of the students guiding every decision. Having built a strong foundation using the planning protocols last year (2017–2018), the team moved forward this year with intentionality. We honed in on our individual skills as educators, and delivered a guaranteed and viable curriculum to all learners, deepening the impact we had on developing literate, inquisitive, capable learners.

School-Wide Literacy: The English team worked with all subject areas to guarantee that Carpenter students experience reading and writing throughout the school day. The Instructional Coach and Librarian trained all campus staff to implement read-alouds in the classroom. Read alouds - carefully curated reading experiences that guide students to deeper thinking about a text and model effective reading strategies - exposes learners to new ideas, broaden their vocabulary exposure, and allow them to see that reading is enjoyable and relevant beyond the doors of the English and reading classroom. The Instructional Coach and Librarian conducted a training with all staff over Steven L. Layne's *In Defense of Read-Aloud: Sustaining Best Practice* to provide a framework for doing read-alouds in all classrooms.

The "big event" for school-wide literacy was a campus visit by Christina Diaz Gonzalez in March. Gonzalez, spoke to each grade level as well as had a special lunch with those students who were part of the afterschool book club. Leading up to the event, all staff conducted read-alouds of Gonzalez' book, *Moving Target*. Additionally, with the support of the PTA, two Family Literacy Nights took place before Gonzalez visited. Students, along with parents, and the community were invited to attend two evening literacy nights to read Gonzalez's book, *The Red Umbrella*. Each literacy night was designed to support all participants including English language learners. Each night was simultaneously conducted in English and Spanish. Using the Book Head Heart framework from *Disrupting Thinking: Why How We Read Matters* by Kyleen Beers and Robert E. Probst, participants learned reading strategies to implement at home as this learning community read the book together. Family Literacy Night concluded with a final meeting where participants met Christina Diaz Gonzalez.

Other school-wide literacy experiences included the following:

- Twice-monthly library visits for ELA students to select books for ongoing independent reading. The Librarian and English teachers worked with individual students to grow their capacities as readers, recommending titles and encouraging students to push themselves to read more challenging texts and explore new genres.
- Monthly library lessons for ELA students including "Book Speed Dating" to find titles for additional reading related to what they are studying in class; lessons to develop background knowledge to introduce students to works they will be studying to such as *Anne Frank: The Diary of a Young Girl*, *Crispin*, and *the Hobbit*; and mini-lessons on developing personal reading preferences and using online resources to locate new books to read.

- An after-school book club that meets weekly: student members select, read, and discuss books; set personal reading goals; experience weekly read-alouds; and write personal reviews of the books they study as a club.
- Focused STAAR intervention: Students who need additional remediation in reading and writing beyond what is offered in class are invited to attend lunch book club sessions that allow small groups of students to interact with their teacher to practice literacy skills and build reading strategies using a high-interest novel. Though the short-term emphasis is on success on the STAAR, the students who attend develop transferable skills that will increase their success in their classes.