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**Plano Independent School District  
Campus Improvement Plan**

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**Carlisle Elementary School**

**6525 Old Orchard**

**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**

The mission for Carlisle students is that students develop a sense of self worth, a desire to help others and a strong academic foundation from which to continue a lifelong pursuit of learning.

## Campus Information

### Administration Team

**Principal,** Dr. Linda Patrick

### About Us

The school is named for Henry Bascom Carlisle. He was born in August 1855 in Tennessee. He married Dona Norton and in 1888 they moved to Denison and a year later to Plano, where he later served on the city council. They had four children: Manley, Idalee, Julia, and Willie Glynne. Mr. Carlisle started a grocery business located on the east end of Mechanic Street. In this store, there was always a cracker barrel open, a hoop of cheese with a cutter and a pickle barrel. He bought produce, such as watermelons, by the railroad carload and sold them right off the car. Squawking chickens were sold live and weighed on big scales. They also sold grain, hay and cotton seed. “Chiney” Williams delivered groceries in the small wooden wagon pulled by two mules stabled behind the Carlisle house and children came by the store after school for a pickle or cookie. This was a favorite place for everyone when they came to town. By the mid 1890’s, his brother J. M. Carlisle joined him in business and the store changed the name to Plano Grocery Company. In the 1920’s, Willie joined his father’s business also. After forty-five years of selling on credit, the unpaid bills owed him and the Depression forced him out of business. Mr. Carlisle died in 1934 at the age of 78. From 1981 until Carlisle Elementary was completed in the fall of 1984, students attended Schimelpfenig.

### Campus Status

X Non-Title I Campus

Title I School-wide Campus

### Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/30/2018 03:15 pm

Meeting 2: Progress monitoring and review of strategic plan - 02/07/2019 03:15 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/21/2019 03:15 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/](http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/)

**Site-Based Improvement Committee Members**

<b>Committee Member Name</b>	<b>Role</b>	<b>1st Year on SBIC</b>	<b>Meeting 1 Attendance</b>	<b>Meeting 2 Attendance</b>	<b>Meeting 3 Attendance</b>
Joanna Yule	Faculty Member	2018	X	X	
Karen Musgrave	Faculty Member	2018	X	X	X
Rebecca Cabrera	Faculty Member	2018	X	X	X
Brooke Voytoski	Faculty Member	2018	X	X	X
Sarah Hartman	Faculty Member	2017	X	X	X
Connie Hoffmann	Faculty Member, Special Ed	2018	X	X	X
Linda Patrick	Principal	1998	X	X	X
Jennifer Ruth	District Professional	2018		X	X
Kendra Hensley	Support Staff Member	2018	X	X	X
Kristen Harner	Parent-Selected by PTA	2017	X	X	
Heath McCrady	Parent-Selected by Principal	2018	X		X
Laura Kearney	Parent	2017		X	
Carlos Ruiz	Parent	2017		X	
Rabiya Khatoon	Parent	2018	X	X	
Annie Rice	Parent	2018	X		X
Margaret Dyer	Community Member	2017			
Jackie Urcuyo	Faculty Member	2018	X	X	X
Stephanie Paholski	Principal	2017	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

<b>SCE Total</b>	\$69,664.00	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.
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**Comprehensive Needs Assessment Summary**

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	Great diversity of cultures at Carlisle.	Increase staff population to be reflective of student population	Increase mentor opportunities for at-risk students.
<b>Student Achievement</b>	<p>Lower level students grew a tremendous amount</p> <p>SpEd STAAR scores much higher than the year previous</p>	<p>Higher achieving students (Q1-Q2) did not grow as much as other quintiles as compared to last years PES scores</p> <p>Focus on increasing Writing scores across all sub populations</p> <p>Maintain those students in the meets or masters category so they are achieving a full years growth</p> <p>Continue to increase rigor for sped and ELL population</p>	Increase rigor for Q1 and Q2 students.
<b>School Culture and Climate</b>	<p>The majority of staff and students feel good about our school and that it is safe and orderly</p> <p>We have multiple ways to acknowledge students who demonstrate our motto of respectful, responsible, and ready to learn behavior</p> <p>High involvement from parents and community in programs offered at our school for students and community</p> <p>SEL focus has been very positive at our school</p>	<p>Increase opportunities for staff and community to provide feedback (including opportunities for anonymous feedback</p> <p>Increase communication involving all initiatives working on campus wide</p>	Create opportunities for feedback



<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Staff Quality/ Professional Development</b>	<p>Great staff who care about each other and our students</p> <p>TTESS well received</p>	<p>Continue to find ways to collaborate, including collaboration with sped staff to best meet student needs</p> <p>Adequate support staff</p> <p>Increase opportunities for staff to receive training on strategies to work with students with behavioral/social and emotional challenges</p>	<p>Increase opportunities for collaboration.</p>
<b>Curriculum, Instruction, Assessment</b>	<p>Technology 1 to 1 roll out in 3rd and 5th grade</p> <p>Extended planning well received</p>	<p>Increase opportunities to consistently use data to drive instruction through data digs, data talks and analyzing common/interim assessments</p> <p>Continued training on assessment data and using it to clarify and enhance instructional rigor</p> <p>Adjust master schedule so teachers have input and more time to teach effectively</p> <p>Time to collaborate and analyze data including common assessments</p>	<p>Increase opportunities to use data to drive instruction.</p>
<b>Family and Community Involvement</b>	<p>Our PTA is very active and involved</p> <p>C2 Mentoring Program</p> <p>Watch Dogs Program</p>	<p>Need more business/community partnerships</p> <p>Need to increase parental awareness of school priorities</p> <p>Need to increase opportunities for parents to provide input about things going on in our school or ideas they have for improvement</p>	<p>Enhance community partnerships.</p>

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
	<p>Mystery Readers</p> <p>Lil Pups Early Literacy Program</p> <p>Team with Community Partner - Brookdale Senior Living</p>	<p>Increase articulation of consistent expectations across school/grade levels for behavior and provide opportunities to continue to learn more about SEL.</p> <p>Find ways to increase parental involvement /not just attendance at events/from families with second languages spoken in the home</p> <p>Increase diversity on PTA</p>	
<b>School Context and Organization</b>	<p>Our school has a good reputation in the community for caring teachers and good communication channels between parents and staff</p> <p>Staff is open to and seeks out opportunities to have district support (curriculum coordinators) come out and provide training and opportunities for learning</p>	<p>Increase opportunities for involvement of all staff in decision making</p> <p>Increase opportunities for student success celebrations traditions</p> <p>Increase opportunities for parent feedback through surveys</p>	<p>Increase opportunities for feedback.</p>
<b>Technology</b>	<p>Teachers use communication options such as Bloomz and Twitter to communicate with our parents/community</p> <p>Staff open to using technology and seek out opportunities to learn how to effectively integrate it for instruction</p>	<p>Need to complete staff web pages</p> <p>Increase time to engage with new technology options</p>	<p>Increase 1:1 technology and training to support effective integration.</p>

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
	Chromebook roll out of 1 to 1 in 3rd and 5th grade	Need to implement GoGuardian consistently across classrooms which have 1:1 chromebooks  Increase openness to new ideas and increase true technology integration	

**Critical Action #1**

<b>Problem Statement</b>	The percentage of students meeting the Approaches, Meets and Masters Grade Level Standard is below the district average in the following groups: 3rd grade math and 5th grade reading and science.
<b>Root Cause and Strategy</b>	We will increase opportunities to collaborate and analyze data to provide informed instruction at an appropriate rigor based on student needs.
<b>Goal</b>	Increase student achievement by implementing focused tier one, data-driven instruction to fill gaps in reading, math, and science.
<b>Project Lead</b>	Administration, All staff
<b>Staff, Title I Staff</b>	All grade level classroom teachers K-5, ESL, special education, PACE and instructional support
<b>Materials and Resources</b>	TEKS, PISD curriculum, Edugence, SEL supports, Data Meetings

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 #)
All instruction is focused to the TEKS and supported by the instructional specialist.				weekly planning meetings	meeting notes, lesson plans, MAP, state/local assessment data	improve academic performance and Tier 1 instruction	Some Progress	On Track to Make Progress	On Track to Make Progress Met consistently (Tuesdays) as a team to discuss lesson plans and to ensure that students needs are being met.  Met with SpEd team on Tuesdays afterschool to ensure collaborative teaming/planning was taking place to meet the needs of students.  Met with Aldridge to do cross-building planning in which we unpacked the TEKS	

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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>and worked to common vocabulary and common understandings of what students should be able to know and show within a given</p> <p>TEK.Created folder for shared plans on Google Drive.</p> <p>Specialists (Instructional Specialist, PACE) pull small groups to focus on areas of need for reading/math.</p>	
Focus on data driven instruction and researched-based instructional strategies.				Monthly grade-level team meetings and campus-wide staff meetings	data-dig meetings, evidence based strategies using Marzano HRS and RELAY, differentiated instructional strategies noted in grade level lesson plans	improve academic performance and Tier 1 instruction	Some Progress	On Track to Make Progress	<p>On Track to Make Progress</p> <p>Participated in Data Digs to review strengths and student areas of need: Oct., Nov., Dec., Jan., Feb., March and April.</p> <p>Focused on Tier I Instruction through use of Jan Richardson Guided Reading Model for small group Guided Reading, as well as had district guided support on best practices in Math to challenge high achievers.</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>Reviewed Unit Assessments and provided Exemplars as well as completed a student analysis on test items to inform instruction moving forward and how to spiral learning.</p> <p>Regular use of Edugence to document and monitor progress.</p> <p>Kid Talk regularly to address student needs both academically and socially/emotionally</p>	
Monitor Effectiveness through walk-through data collection.				data to be reviewed every nine-weeks	walk-through google forms, face-to-face meeting notes	increase the use of quality data to drive instruction	Some Progress	On Track to Make Progress	On Track to Make Progress Admin conducted walk throughs to determine implementation of effective strategies and provided immediate feedback regarding Glo's and Grow's.	

**Critical Action #2**

<b>Problem Statement</b>	The collaborative teams are operating at varying levels of autonomy compared to the collaborative teams that transform PLC processes (policies and practices).
<b>Root Cause and Strategy</b>	With the introduction of and district focus on High Reliability Schools (HRS), the implementation of Professional Learning Communities (PLCs) will support the need for teacher teams and collaborative groups to effectively address curriculum, assessment, instruction and the achievement of all students by ensuring that the PLC process is implemented consistently and with fidelity using district PLC protocols.
<b>Goal</b>	Increase student achievement by implementing the PLC process and attain success with HRS Critical Commitment Level 1.
<b>Project Lead</b>	Administration
<b>Staff, Title I Staff</b>	All Staff
<b>Materials and Resources</b>	PLC/Collaborative Team Training, TEKS, PISD Curriculum

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 #)
Create blocks of time for collaboration of teams.				weekly grade level team meetings, weekly grade level and support staff meetings	Grade level and support staff teams meet bi-weekly to discuss issues regarding curriculum, assessment, instruction, and the achievement of all students,	Increased student achievement.	Some Progress	On Track to Make Progress	On Track to Make Progress Participated in Team Planning meetings on Tuesdays and SpEd case managers sat in on planning on Tuesdays after school.  Extended Planning 4 times during the year with Aldridge	
Ensure all activities strengthen the core academic program.				weekly meetings, monthly surveys	Master schedule revision to maximize special education services in general ed. classrooms,	Efficient use of time & resources for more time on task and strengthened	Some Progress	On Track to Make Progress	On Track to Make Progress Team Meeting Agenda on Google Drive	

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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 #)
					development of team norms, develop agendas to structure team planning meetings, ongoing teacher/staff/community surveys, teacher lesson plans submitted in Google Drive	academic program for students.			Lesson Plans weekly on Tuesday uploaded to Google Drive	
Continually disaggregate data to determine need of sub populations.				weekly team meetings, monthly data-dig meetings, RTI/CMIT/504 ongoing.	data-dig meetings, revision of CMIT/504/RTI processes with specific criteria and data collection required for new referrals, emphasis on different sub populations during planning	More focused, intentional instruction based on specific student needs as a result of data analysis. Improved student academic performance.	Some Progress	On Track to Make Progress	On Track to Make Progress Data Digs focused on different quintile levels to determine students needs and strategies to address those needs.	



**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	Fall 2018		Campus Wellness Captain: Alexann Yancey. A team was formed and goals were established.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	All Year		Lesley Hemby is the Wellness Team Campus Parent Representative
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.	Principal	Coordinated School Health Curriculum	All Year		All components of the Coordinated School Health Curriculum have been delivered in an appropriate setting this 18-19 school year.
K-8	Create a Coordinated School Health bulletin board inside the school	P.E. Teacher/ Staff	Coordinated School Health Curriculum	All Year		A Healthy Corner bulletin

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
	building for students, staff and parents to view.					board display was created in the gym for viewing by students, staff and parents. This healthy corner had tips for all on making healthy choices.
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	Spring 2018		We have used our marquee, SMORE newsletters and Thursday packets to notify parents/community members ie Fun Run PTA Event of 2018 and promotion of summer sports camps for K-5.

**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	All Year		All eligible students were

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
						pre and post assessed using fitness test components.
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	All Year		All data for 3-5 students was entered on time and fitness report cards printed and sent home to parents.

**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 (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	All Year		Students received 135 min. weekly of physical education
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	All Year		No progress was made on this goal as the school is still waiting on equipment needed to arrive.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	All Year		TEKS were followed and students participated in physical education 90% of class time. There was very little wait time for students.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	All Year		All students received recess this school year. Holding students from recess for other things was limited in nature this 2018-19 school year.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	All Year		All classes provided opportunities for brain breaks and breathing activities each day.

**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	All Year		Created and refined monitoring system to include communication to parents from teachers and administration. Held 5 attendance BIP meetings: 3 showed significant improvement with no further action needed, 2 referred to truancy court. Continual communication to parents regarding student requirement to bring a doctors note within three days of a doctors appointment to be excused.



**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	All Year		AT the beginning of the year, middle of year and end of the year, high risk areas were discussed and plans were crafted and reviewed in order to maintain a high level of focus on these areas to limit opportunities for bullying and other types of misbehavior.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	All Year		High risk areas were continually monitored throughout the school year, including playground, bike racks, restrooms

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					and lunch room areas.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	All Year		All campus rules/expectations explained to students and reminders throughout the school year, especially when returning from long breaks such as winter break and spring break so students are reminded of what needs to happen to maintain safety on the campus.

**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	August 8, 2018		Annual staff training was done on August 8, 2018; however, throughout the year, the counselor and admin followed



Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					up with staff and individual staff members as needed.
Review referral process.	Principal or designee	Campus referral plan	August 8, 2018 and review all year		The referral process was continually reviewed throughout the 18-19 school year.

**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	Prior to the start of school and monitor all year		The Discipline Referral Process was discussed and reviewed at the beginning of the year and throughout the 18-19 school year. The referral flow chart highlighted what is handled in the classroom and what behaviors are automatic referrals to the office for admin

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					to handle. This process was reviewed with staff throughout the school year.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Prior to the start of school and monitor all year		Campus referral plan was reviewed at the beginning of the 18-19 school year and reviewed periodically during the year at staff meetings as well as team planning times.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	All Year		Discipline Management strategies were used with all students. The focus was on restorative discipline strategies such as the use of peace corners and calm down baskets as well as Think sheets for reflection and small group teacher/admin

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					facilitated restorative circles.

**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	First 5 days of School/All Year		Classroom rules and expectations were clearly presented at the beginning of the school year as part of the First 5 days of schools. Teacher and students created respect agreements and these were posted in every classroom as a reminder of the agreed upon expectations. These expectations were also reviewed and revised as needed throughout the school year.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Monitor high risk areas.	All staff	Schedule (if necessary)	All Year		All staff monitored high risk areas, especially during lunch/recess and other unstructured times.

**STUDENT EDUCATION**

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	Prior to the first day of the School Year/All Year		The office referral process was explained to students by teachers during the first 5 days of school and all throughout the school year.

**STUDENT INTERVENTION**

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	All Staff	All Year		In most cases, classroom interventions were successful this year and prevented most

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					escalations to the office. Classroom interventions included daily morning and/or closing circles, brain breaks, coyote cash, brags, spirit sticks, bucket fillers, calm down baskets, etc.
Employ discipline interventions.	Designated staff	All Staff, CPI Team, SPED, CMIT/504 Team	All Year		All staff were responsible for employing discipline interventions when needed.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	All Staff	All Year		Admin and the counselor engaged in restorative circles when needed.
Conference with parents/students.	Teachers or other staff	All Staff	All Year		Admin, counselor and teachers regularly involved parents in conferences with their children to resolve any conflict occurring at school.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					Parents were active participants and were available either by phone or in person to participate in conferences with their child and/or separately with just admin, the counselor or the teacher.

**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. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>	Principal, Assistant Principal	classroom teachers, computers & laptops to use during meet-the-teacher night	First 30 days of school		All parents were required to register students via Parent Portal and help was provided to ensure parents were familiar with all areas of Parent Portal so they could get appropriate information.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>	Principal, Assistant Principal, Office Manager, Campus Secretary	classroom teachers; access to the district Mobile Technology Lab	First 30 days of school		Staff connected students/parents without home computers to get assistance through Computers @ Home.
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: State and Local</b>	Principal, CTA	all campus staff	ongoing- August through June		The campus website is continually updated by the campus CTA.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					Ongoing efforts throughout the year were launched to keep the website updated with items that will engage parents and keep them connected to what is going on at Carlisle.
<p>Communicate information through eNews and through hard copies when internet access is not available.</p> <p><b>Funding source: State and Local</b></p>	Principal, Assistant Principal	subscription to a S'MORE account	ongoing- August through June		SMORE newsletters were sent out each Thursday through the ENEWS portal along with a hard copy sent home with students through the Thursday packet so that parents had multiple modalities for communication with regard to school updates/events.
<p>Utilize social media to keep parents and community informed.</p> <p><b>Funding source: State and Local</b></p>	Principal, Assistant Principal, Office Manager, CTA, classroom teachers	staff to create google pages, use of twitter, Facebook and eNews	Weekly		Twitter, Bloomz and Facebook were forms of communication



Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					used to inform parents of special events and good things happening at Carlisle.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. <b>Funding source: State and Local</b>	Principal	Principal and designated PTA staff representative(s)	monthly		PTA President met with the principal monthly either in person, by phone or through email to check in and discuss any positives or areas that need to be addressed.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) <b>Funding source: State and Local</b>	Principal, counselor	Principal and designated PTA staff representative(s), counselor, PTA/district program opportunities	monthly		PTA partnered with the school to offer a variety of parental programs as needed to support families including providing resources whenever necessary.

**Transition**

The campus will assist students in making a successful transition between elementary school to middle school.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Elementary counselors deliver guidance lessons that support and promote the learning process. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	counselor	All grade level classes attend guidance lessons using material that supports the development of positive character traits	weekly		All grade level classes attended guidance and received lessons using materials that supported the development of positive character traits.
Elementary staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Special Education Team Leader	Collaborative teaming between Special Education and Pre-K staff to ensure a smooth transition to Carlisle kindergarten	annually		Staff and Pre-K staff worked together to collaboratively have a smooth transition to Carlisle kindergarten. All parties were communicative and supportive.
<b>Elementary Title I Campuses –</b> Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home.	N/A				

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participants will go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>					
<b>Elementary Campuses with full day Pre-K –</b> Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	N/A				

**State Certified Teachers and Highly Qualified Paraprofessionals**

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
<p>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 <b>Title I Component 4 and 5</b>  <b>Funding source: State and Local</b></p>	<p>Professional Learning Department, Curriculum Department, and Campus Administrators</p>	<p>Professional staff will set goals and be evaluated through the T-TESS evaluation model.                      Paraprofessional staff with have beginning, middle and end-of-year evaluative conferences with administrators.                      Professional development hours will be provided by the campus to meet ongoing training needs of the campus and flex/trade hours for teachers. District will provide all core subject/grade level teachers with opportunities for professional growth to ensure requirements for teacher certification and highly qualified paraprofessionals are met.</p>	<p>ongoing- August through June</p>		<p>Professional staff were certified and highly qualified as well as paraprofessional staff who were also highly qualified. They set and met professional goals for the T-TESS evaluation systems. PDH hours were verified and met for both campus and trade hours.</p>

