Plano Independent School District

Carpenter Middle School

2019-2020

Board Approval Date: October 1, 2019

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

Culturally rich student and staff populations.

Neighborhood school ~ Walkers, Carpooling

Title I Status ~ Staff want to work here.

All staff are highly qualified. (Currently, two vacancies.)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Significant gap in academic performance of students as a campus in Domain I, Domain II A, and Domain II B as compared to the district in all assessments. **Root Cause**: Percentage of students meeting standards for Student Achievement, Academic Growth, and Relative Performance are below quantitative criteria.

Problem Statement 2: More structure needed to increase the capacity of staff to consistently/effectively engage in effective collaborative team practices, utilize multiple forms of data to support teaching and learning, and train staff on high yielding academic strategies for all students. **Root Cause**: More time and training needed on how to use data to drive decisions when implementing PISD's curriculum with intentional, responsive purpose for all learners as it relates to High Reliability School and the Collaborative Team Framework processes/protocols.

Problem Statement 3: HRS Survey shows a need to create a positive, safe school climate and culture through a shared partnership between the campus and the community to increase school pride and to build a positive school perception. **Root Cause**: HRS Survey shows a need to incorporate effective communication methods to enhance buy in and shared decision-making, engage in intentional celebrations of staff and students, increase meaningful incentives for staff and students, and address the social emotional health of staff and students.

Priority Problem Statements

Problem Statement 1: More structure needed to increase the capacity of staff to consistently/effectively engage in effective collaborative team practices, utilize multiple forms of data to support teaching and learning, and train staff on high yielding academic strategies for all students.

Root Cause 1: More time and training needed on how to use data to drive decisions when implementing PISD's curriculum with intentional, responsive purpose for all learners as it relates to High Reliability School and the Collaborative Team Framework processes/protocols.

Problem Statement 1 Areas: Demographics - Student Academic Achievement - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Observation Survey results
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: November 13, 2019

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: Increase student learning as evidenced by a 20% increase of students meeting their progress measure on the 2020 STAAR math and reading assessments.

Evaluation Data Source(s) 1: Campus-made assessments
District- made assessments
MAP
STAAR

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Due to the COVID19 school closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process using BOY and MOY data in 2020-21 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Additional Targeted Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Collaborative teams will implement team planning protocols with fidelity focusing on instructional delivery, data analysis, RtI, and/or enrichment activities. (a) Math, Science, History, ELAR	2.4, 2.5, 2.6	Principal Assistant Principals Campus Instructional Coach Title I Specialists - Math Teachers	Increase student achievement and academic growth of each core content by 5% by monitoring and adjusting instruction.	75%	75%	40%
	Problem Statements: Demographics 2 - Student Academic Achievement 7 - School Processes & Programs 1					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Additional Targeted Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Participate in extended planning meetings to implement effective planning protocols, unpack the curriculum as it correlates to the standards, use student data, engage in professional development opportunities, develop formative assessments, etc. with the support of the Instructional coach, Title I specialists (math), and District coordinators or specialists. (a) Math, Science, History, ELAR	2.4, 2.5, 2.6	Principal Assistant Principals District Specialists - Math, Science, History, ELAR Campus Instructional Coach Title I Specialists - Math	Increase student achievement and academic growth by monitoring and adjusting instruction.	75%	75%	40%
Problem Statements: Demographics 2 - Student Academic Achievement 7 - School Processes & Programs 1						
Additional Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 3) Create the Carpenter Academy for students not performing at the passing level in Math, Science, History, and ELAR.	2.4, 2.5, 2.6	Principal Assistant Principals Title I Specialists - Math Teachers	Increase student mastery of core content to support achievement on District and State assessments.	75%	80%	0%
Additional Targeted Support Strategy 4) Create Writers' Workshop during the school day to provide targeted instruction for students in need of additional supports during the writing process.	2.4, 2.5, 2.6	Principal Assistant Principals Department Chairs - ELAR, Instructional Coach, Teachers	Increase academic performance of students by 5% on District and State assessments.	0%	10%	0%
Additional Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 5) Host an ESL Saturday School Academy to support ELLs in Reading and Math to provide targeted instruction in the areas of Math and Reading. Collaborative teams and support staff will provide frequent monitoring and feedback to make sure English Language Learners meet projected growth. (Saturday Academy Attendance Report Card Data MAP Data State Assessment Performance)	2.4, 2.5, 2.6	Title I Specialists - Math Department Chairs - Math, ELAR Math, ELAR Teachers	Increase the number of participants in Saturday School. Increase academic performance on District and State assessments of students participating in Saturday School.	0%	45%	0%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Additional Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 6) Host Math RtI for targeted instruction by an Adult Temp, during the school day, to provide Tier II support to targeted students based on multiple data measures.	2.4, 2.5, 2.6	Title I Specialists - Math Department Chair - Math Math Teachers Principal	Increase in student achievement in math by 5% on District and State assessments. Increase in the number of students making expected and accelerated progress on STAAR by 5%.	70%	75%	5%
Additional Targeted Support Strategy 7) Host History Camp for Targeted Instruction to support students should content/skill deficits.	2.4, 2.5, 2.6	Principal Assistant Principals Department Chair - History Campus Instructional Coach Teachers	Increase in student achievement by 5% in history on District and State assessments. Increase in the number of students making expected and accelerated progress on STAAR by 5%.	0%	10%	0%
Additional Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 8) Create an Activity Schedule for Targeted Instruction, two to three times a week starting in October, to provide targeted instruction for students based on multiple sources of data. * ARPE (will provide student lists)	2.4, 2.5, 2.6	Principal Assistant Principals Department Chairs - Core Subjects Teachers	Increase in STAAR performance (approaches, meets, masters) of all students in Reading, Math, Science, and Social Studies by 5%.	70%	80%	0%
Additional Targeted Support Strategy 9) Host a Science Camp for Targeted Instruction to support students should content/skill deficits.	2.4, 2.5, 2.6	Principal Assistant Principals Department Chair - Science Campus Instructional Coach Teachers	Increase in student achievement by 5% in science on District and State assessments. Increase in the number of students making expected and accelerated progress on STAAR by 5%.	0%	10%	0%
Additional Targeted Support Strategy **TEA Priorities** Improve low-performing schools 10) Create opportunities for teachers to participate in professional development opportunities, such as Kagan structures and conferences to enhance teaching and learning to promote student achievement.	2.4, 2.5, 2.6	Principal Assistant Principals	Increase in effective teaching strategies to improve student learning and achievement on District and State assessments by 5%.	45%	45%	0%

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: More structure needed to increase the capacity of staff to consistently/effectively engage in effective collaborative team practices, utilize multiple forms of data to support teaching and learning, and train staff on high yielding academic strategies for all students. **Root Cause 2**: More time and training needed on how to use data to drive decisions when implementing PISD's curriculum with intentional, responsive purpose for all learners as it relates to High Reliability School and the Collaborative Team Framework processes/protocols.

Student Academic Achievement
Problem Statement 7: More structure needed to increase the capacity of staff to consistently/effectively engage in effective collaborative team practices, utilize multiple forms of data to support teaching and learning, and train staff on high yielding academic strategies for all students. **Root Cause 7**: More time and training needed on how to use data to drive decisions when implementing PISD's curriculum with intentional, responsive purpose for all learners as it relates to High Reliability School and the Collaborative Team Framework processes/protocols.

School Processes & Programs
Problem Statement 1: More structure needed to increase the capacity of staff to consistently/effectively engage in effective collaborative team practices, utilize multiple forms of data to support teaching and learning, and train staff on high yielding academic strategies for all students. **Root Cause 1**: More time and training needed on how to use data to drive decisions when implementing PISD's curriculum with intentional, responsive purpose for all learners as it relates to High Reliability School and the Collaborative Team Framework processes/protocols.

Goal 2: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

Goal 3: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Performance Objective 1: Promote Level I HRS protocols, such as Equity Work, SEL, and PBIS processes, to foster a positive and safe school community for students and staff.

> **Evaluation Data Source(s) 1:** PBIS Training
> SEL Training
> Equity Training
> Incentives/Celebrations
> Parent, Student, and Staff Surveys
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> **Summative Evaluation 1:** Some progress made toward meeting Performance Objective
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> **Next Year's Recommendation 1:** This Performance Objective will be embedded in Performance Objectives in next year's CIP.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **TEA Priorities** Recruit, support, retain teachers and principals 1) Train staff on PBIS, SEL, and Equity protocols to help support the socio-emotional well-being and management of the campus' climate/culture.		Principal Assistant Principals Teachers	Increase positive relationships between students and staff, and between students.	60%	65%	40%
Additional Targeted Support Strategy **TEA Priorities** Improve low-performing schools 2) Host a Campus Literacy Initiative with a campus selected novel to be used during family literacy night (s).	2.4, 2.5, 2.6	Principal Assistant Principals Teachers	Increase positive relationships between all stakeholders.	45%	50%	0%
100% = Accomplished		0% = No Progress		✗ = Discontinue		

Goal 4: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

Department Team

Committee Role	Name	Position
Classroom Teacher	Akeisha Shipman	History Department Chair
Classroom Teacher	Katie Webb	ELAR Department Chair
Classroom Teacher	Kelly Palmer	Math Department Chair
Classroom Teacher	Robert Adler	Science Department Chair
Non-classroom Professional	Evelyn Jones	SpEd Department Chair
Classroom Teacher	Nimet Bata	ESL Department Chair
Non-classroom Professional	Lindsay Robinson	Librarian
District-level Professional	Autry Daniel	Assistant Director for Human Resources
Classroom Teacher	William Mitchell	Seventh Grade Team Leader
Classroom Teacher	Cassandra Ray	Wellness Committee Chair
District-level Professional	Jeanna Davis	Assistant to Executive Directors - Elementary
Parent	Alexandra Ros	PTA President
Parent	Laura Retta	PTA Member
Parent	Christine Sorenson	PTA Member
Paraprofessional	Stephanie Lookenbill	Paraprofessional
Parent	Brad Boles	Parent
Non-classroom Professional	Janet Jordan	Counselor
Non-classroom Professional	Elizabeth Soomro	Title I Math

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** **Staff Prevention** • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations **Staff Education** • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process **Staff Intervention** • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies **Student Prevention** • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas **Student Education** • Explain referral process/contacts • Anonymous Tip Line **Student Intervention** • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students	TEC 11.252(a)(3)(E)	Principal	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
2. Coordinated Health Program **Coordinated School Health** • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • 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. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 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. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • 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.	TEC 11.253(d) Board Policy FFA(Local)	Principal	The school will follow Board Policies: FFA and EHAA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** • K-8 Monitor attendance of students and follow up on prominent and chronic absences.			
3. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** • 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. • Funding source: State and Local	ESSA	Principal	
4. **Parent Involvement** • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local • Utilize social media to keep parents and community informed. Funding source: State and Local • PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local • Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local • Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		Principal	