

Plano Independent School District

Carlisle Elementary

2019-2020



Board Approval Date: October 1, 2019

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

Carlisle has a diverse student body

Carlisle has a highly involved PTA and supportive families

Carlisle has an ethnically diverse staff with an even distribution of years of experience

Problem Statements Identifying Demographics Needs

Problem Statement 1: Mobility rate is 12.5% which is higher than that of the district (10.7). **Root Cause:** The number of diverse families who travel to their home country often can affect our mobility rate. Additionally, our campus serves students from City House which is an Emergency Shelter which can also affect our mobility rates .

Student Academic Achievement

Student Academic Achievement Strengths

Early interventions with our At-Risk students have been successful in supporting these students to show growth.

Differentiation, programs and activities focused on high achieving students has helped to show growth.

Staff members show strong dedication, caring for students' needs, both academically and emotionally.

Our school focus on SEL seems to have allowed for better achievement. There were fewer discipline referrals than in years past.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Asian and white populations were below the state standard for closing the gaps in Reading and Math growth. **Root Cause:** Collaborative teams are in need of developing plans and utilizing instructional strategies that yield expected results for these populations.

Problem Statement 2: ELL students are making less progress than other student groups in Reading and Math. **Root Cause:** There is a discrepancy in TELPAS administration in K-1 vs. 2-5; and collaborative teams are in need of developing plans and utilizing instructional strategies that yield expected results for these populations.

Problem Statement 3: Quintile 1 students are not making the growth in Reading and Math compared to other quintiles. **Root Cause:** Collaborative teams will address the need to develop plans that extend student understanding with essential concepts to increase the number of students scoring in Meets and Masters level.

School Processes & Programs

School Processes & Programs Strengths

Students are recognized weekly through Good Morning Carlisle, Bucket Fillers and Coyote Cash school wide incentives.

High student and parent involvement in school hosted events.

Our school is a safe place for students and staff.

Parents are welcomed to have lunch with their children.

Participation with the Schimelpfenig PALS.

Partnership with the Senior Living Center in our community.

Strong participation in our Watch Dog program.

We engage in multiple data digs throughout the year to assess student strengths and areas for growth.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: With continued implementation of the HRS model, there is a need for continued development of common language and understanding for effective and efficient collaboration with regard to instructional and curricular decision making. **Root Cause:** Staff have varied levels of experience and bring different understandings to collaborative team planning/the instructional model and delivery of effective classroom implementation of instruction.

Perceptions

Perceptions Strengths

Teachers:

Safe place, people enjoy being here, clear rules, parent involvement is good, emergency preparedness was 100% for lock down, lockout, etc. (everyone knew what to do), 100% knew about visitor requirements, personal safety by staff is not an issue.

Students:

Felt like they are cared about

knew what a lock down, evacuation, shelter, etc. were

they see students treating teachers with respect

Parents:

Positive comments from parents

Admin:

staff felt acknowledged by admin.

Priority Problem Statements

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
- Accountability Distinction Designations

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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Other Prekindergarten and Kindergarten assessment data

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
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals










Revised/Approved: September 10, 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 the student learning in Reading as evidenced by an increase in students' performing at the Approaches, Meets, and Masters level on 2020 STAAR

Evaluation Data Source(s) 1: STAAR Data and MAP data

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) All K-5th students will be provided high quality Tier I Instruction that is aligned to the TEKS through the study of and provision of professional development to implement research based instructional practices in all subject areas (Jan Richardson Guided Reading, Marzano strategies - the Art and Science of Teaching, and LEAD4Ward strategies).	Campus Administrators, Instructional Specialist, ESL Specialist, PACE Specialist, Educators	Successful implementation resulting in learner progress in all subject areas. In addition, this will also address closing the achievement gaps based on data identified by the state.			
2) Provide time, resources and training during collaborative planning to support educators to identify the proficiency levels of English Learners and to create scaffolded learning plans through implementation of the district collaborative team framework with fidelity to support language acquisition so that students listening and speaking skills increase by at least one proficiency level.	Campus Administrators, ESL Specialist, Instructional Specialist, Educators	Successful implementation resulting in improved lesson designs that result in learner growth in all subject areas and improved levels of language proficiency. In addition, this will also address closing the achievement gaps based on data identified by the state.			
3) Response to Intervention (RTI) training to support intentional planning of targeted intervention/enrichment as evidenced in through admin walk throughs, lesson plans and grade level planning meetings.	Campus Administrators, Instructional Specialist, Educators	Successful implementation of targeted intervention/enrichment resulting in learner progress in all subject areas. In addition this will also address closing the achievement gaps based on data identified by the state.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
4) Use of common formative assessment to monitor student progress and to adjust instruction in math and reading.	Campus Administrators, Educators	Successful implementation resulting in learner progress in all subject areas. In addition this will also address closing the achievement gaps based on data identified by the state.			
5) Provide on campus tutor during the day to push in and meet with small groups to close achievement gaps for identified at risk learners in reading and math.	Campus Administration, ESL Specialist, Instructional Specialist, Educators	Improved progress monitoring and data reflecting closing achievement gaps especially those identified by the state.			
6) Administrators will conduct walkthroughs focusing on strategies from The New Art and Science of Teaching by Robert Marzano. This book is being used as a book study with a group of principals who have "like" campuses. Through study of this book, admin will share a few focused research based strategies (focused on engagement) with the staff which will help to improve instructional delivery (including SEL - Social Emotional Learning).	Campus Administrators, Educators	Successful implementation resulting in improved instructional learning and learner progress in all subject areas. In addition, this will also address closing the achievement gaps based on data identified by the state.			
7) Teachers will participate in peer observations and response to refine practice (including SEL practices)	Campus Administrators	Successful implementation will result in improved instructional effectiveness and student learning.			
8) Implement and monitor restorative practices and Social Emotional Learning practices that result in improved learner engagement, relationships, campus climate and culture and maximization of time on instruction through the use of daily Morning Meeting times in all classrooms.	Campus Administrators, Educators	Successful implementation resulting in improved problem solving and demonstrations of respect among learners. This will also address closing the achievement gaps based on data identified by the state.			
= Accomplished = No Progress = Discontinue					

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

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Goal 5: 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.

Campus Level Improvement Committee

Committee Role	Name	Position
Administrator	Linda Patrick	Principal
Administrator	Diane Mathis	Assistant Principal
Classroom Teacher	Joanna Yule	Kindergarten Teacher
Classroom Teacher	Rebecca Cabrera	2nd Grade Teacher
Classroom Teacher	Christine Pao	3rd Grade Teacher
Classroom Teacher	Jessica Morris	4th Grade Teacher
Classroom Teacher	Jacqueline Urcuyo	5th Grade Teacher
Classroom Teacher	Karen Musgrave	1st Grade Teacher
Classroom Teacher	Larry Barbour	PE Teacher
Classroom Teacher	Connie Hoffmann	SpEd Teacher
Non-classroom Professional	Kendra Hensley	Librarian
Non-classroom Professional	Melody Jones	Counselor
Parent	Joanne Stump	Parent-Selected by PTA
Parent	Heath McCrady	Parent- Selected by Principal
Parent	Annie Rice	Parent
Parent	Faiz Syed	Parent
Business Representative	Ari Weinberg	Business Representative
Business Representative	Frank Gallovich	Business Representative
Community Representative	Mary Sue Brown	Community Representative
District-level Professional	Jennifer Ruth	Assessment Specialist

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)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> • Explain referral process/contacts • Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> • 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)
<p>2. Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> • 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. <p>Fitness</p> <ul style="list-style-type: none"> • 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. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • 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. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> • 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. <p>Attendance</p> <ul style="list-style-type: none"> • K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • 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	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> • 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	