

# Plano Independent School District

## Carlisle Elementary

**2020-2021**



**Board Approval Date:** October 20, 2020

# **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.

## **Vision**

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

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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 Learning

## Student Learning Summary

**Carlisle Elementary Goals Including HB3 Goals:** (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

## Student Learning 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 Learning Needs

**Problem Statement 1 (Prioritized):** 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 2 (Prioritized):** 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 3 (Prioritized):** 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.

# Perceptions

## Perceptions Summary

We noticed that not as many staff members answered the survey as we would like (21). A good amount of parents replied (98)

Safe place, people enjoy being here, rules and expectations are followed parent involvement is high, emergency preparedness is a focus.

## 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. They see students treating teachers with respect

Parents:

Positive comments from parents

Admin:

staff felt acknowledged by admin.

# Priority Problem Statements

**Problem Statement 1:** Asian and white populations were below the state standard for closing the gaps in Reading and Math growth

**Root Cause 1:** Collaborative teams are in need of developing plans and utilizing instructional strategies that yield expected results for these populations.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** ELL students are making less progress than other student groups in Reading and Math

**Root Cause 2:** 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 2 Areas:** Student Learning

**Problem Statement 3:** Quintile 1 students are not making the growth in Reading and Math compared to other quintiles

**Root Cause 3:** 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.

**Problem Statement 3 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain

## **Student Data: Assessments**

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Prekindergarten Self-Assessment Tool

## **Student Data: Student Groups**

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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

## **Employee Data**

- Professional learning communities (PLC) 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 23, 2020







**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.







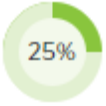






**Performance Objective 1:** HB3 - The percent of Carlisle 3rd grade students that score meets grade level or above on STAAR Reading will increase from 63% in 2019 to 65% by June 2021. The Hispanic student group performance will increase from 38% in 2019 to 43% in 2021. The Special Education student group performance will increase from 36% in 2019 to 39% in 2021.

## HB3 Goal

**Evaluation Data Sources:** 2021 STAAR Reading

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All K-5th students will be provided high quality Tier I Instruction that is aligned to the TEKS through the implementation of research based instructional practices with fidelity in all subject areas (Jan Richardson Guided Reading, and LEAD4Ward strategies). <b>Strategy's Expected Result/Impact:</b> Use of the Jan Richardson walk through checklist and other walk through data to observe the use of Jan Richardson and LEAD4Ward strategies whether remote or face to face and provide feedback to the staff. <b>Staff Responsible for Monitoring:</b> Instructional Specialist, Administration <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All K-5th students will have access to a culture of high expectations coupled with an engaging and supportive learning environment through the implementation and use of the HRS Levels 1 and 2 Collaborative Team Framework with fidelity to create a campus instructional model. <b>Strategy's Expected Result/Impact:</b> Through collaborative team plannings, grade level teams will have focused plannings that allow for collaborative team protocols to be implemented with fidelity (including building on the Big 3 ideas, unpacking the TEKS, and the use of data meeting protocols to analyze common formative/summative assessments) providing uniformity of targeted instruction across the campus and in increase in collaborative teaming as reflected in collaborative team admin walk throughs. <b>Staff Responsible for Monitoring:</b> Administration Team Leaders Academic Support Collaborative Team Chairs	Formative		
	Nov	Feb	June
			




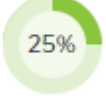





Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Use of strategies from the 7 Steps to a Language-Rich Interactive Classroom (particularly Steps 5 and 6 and use of the GLAD strategy) embedded in lesson plans across all subject areas focused on writing, listening and speaking to support language development. <b>Strategy's Expected Result/Impact:</b> Through the utilization of these strategies to accommodate language development, the teachers will have more focused small group instruction and focused strategies geared toward an increase in effective methods that enrich and build up our second language learners. <b>Staff Responsible for Monitoring:</b> ESL Specialist Administration Team Leaders	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Training on, implementation of and monitoring of restorative and trauma informed practices as well as Social Emotional Learning practices. <b>Strategy's Expected Result/Impact:</b> Successful implementation will result in improved problem solving and demonstrations of respect among all learners, improved learner engagement, relationships, campus climate and culture as well as increase in instructional time as evidenced by a reduction in the # of office referrals. <b>Staff Responsible for Monitoring:</b> SEL Collaborative Team Administration	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Response to Intervention (RTI) and Edugence documentation training to support intentional planning of targeted intervention/enrichment as evidenced through admin walk throughs, lesson plans and grade level planning meetings. <b>Strategy's Expected Result/Impact:</b> Successful implementation of targeted intervention/enrichment and effective documentation in Edugence will result in learner progress in all subject areas. <b>Staff Responsible for Monitoring:</b> Instructional Specialist Administration Team Leaders	Formative		
	Nov	Feb	June
			
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**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 2:** The percent of Carlisle students that score Meets grade level or above on STAAR Reading 3-5 will increase from 67% in 2019 to 69% by June 2021. The Special Education student group performance will increase from 38% in 2019 to 41% in 2021. The Economically Disadvantaged student group performance will increase from 47% in 2019 to 52% in 2021.

**Evaluation Data Sources:** 2021 STAAR Reading

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All K-5th students will be provided high quality Tier I Instruction that is aligned to the TEKS through the implementation of research based instructional practices with fidelity in all subject areas (Jan Richardson Guided Reading, and LEAD4Ward strategies). <b>Strategy's Expected Result/Impact:</b> Use of the Jan Richardson walk through checklist and other walk through data to observe the use of Jan Richardson and LEAD4Ward strategies whether remote or face to face and provide feedback to the staff. <b>Staff Responsible for Monitoring:</b> Instructional Specialist, Administration <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
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Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All K-5th students will have access to a culture of high expectations coupled with an engaging and supportive learning environment through the implementation and use of the HRS Levels 1 and 2 Collaborative Team Framework with fidelity to create a campus instructional model. <b>Strategy's Expected Result/Impact:</b> Through collaborative team plannings, grade level teams will have focused plannings that allow for collaborative team protocols to be implemented with fidelity (including building on the Big 3 ideas, unpacking the TEKS, and the use of data meeting protocols to analyze common formative/summative assessments) providing uniformity of targeted instruction across the campus and in increase in collaborative teaming as reflected in collaborative team admin walk throughs. <b>Staff Responsible for Monitoring:</b> Administration Team Leaders Academic Support Collaborative Team Chairs	Formative		
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Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Use of strategies from the 7 Steps to a Language-Rich Interactive Classroom (particularly Steps 5 and 6 and use of the GLAD strategy) embedded in lesson plans across all subject areas focused on writing, listening and speaking to support language development. <b>Strategy's Expected Result/Impact:</b> Through the utilization of these strategies to accommodate language development, the teachers will have more focused small group instruction and focused strategies geared toward an increase in effective methods that enrich and build up our second language learners. <b>Staff Responsible for Monitoring:</b> ESL Specialist Administration Team Leaders	Formative		
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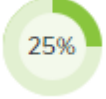





Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Training on, implementation of and monitoring of restorative and trauma informed practices as well as Social Emotional Learning practices. <b>Strategy's Expected Result/Impact:</b> Successful implementation will result in improved problem solving and demonstrations of respect among all learners, improved learner engagement, relationships, campus climate and culture as well as increase in instructional time as evidenced by a reduction in the # of office referrals. <b>Staff Responsible for Monitoring:</b> SEL Collaborative Team Administration	Formative		
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Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Response to Intervention (RTI) and Edugence documentation training to support intentional planning of targeted intervention/enrichment as evidenced through admin walk throughs, lesson plans and grade level planning meetings. <b>Strategy's Expected Result/Impact:</b> Successful implementation of targeted intervention/enrichment and effective documentation in Edugence will result in learner progress in all subject areas. <b>Staff Responsible for Monitoring:</b> Instructional Specialist Administration Team Leaders	Formative		
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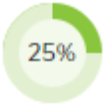


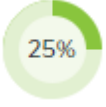






**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 3:** The percent of Carlisle students that score Meets grade level or above on STAAR Writing 4 will increase from 54% in 2019 to 56% by June 2021. The Special Education student group performance will increase from 23% in 2019 to 25% in 2021. The Hispanic student group performance will increase from 33% in 2019 to 37% in 2021.

**Evaluation Data Sources:** 2021 Writing STAAR

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All K-5th students will be provided high quality Tier I Instruction that is aligned to the TEKS through the implementation of HMH Writing Workshop with fidelity.	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All K-5th students will have access to a culture of high expectations coupled with an engaging and supportive learning environment through the implementation and use of the HRS Levels 1 and 2 Collaborative Team Framework with fidelity to create a campus instructional model.  <b>Strategy's Expected Result/Impact:</b> Through collaborative team plannings, grade level teams will have focused plannings that allow for collaborative team protocols to be implemented with fidelity (including building on the Big 3 ideas, unpacking the TEKS, and the use of data meeting protocols to analyze common formative/summative assessments) providing uniformity of targeted instruction across the campus and in increase in collaborative teaming as reflected in collaborative team admin walk throughs.  <b>Staff Responsible for Monitoring:</b> Administration Team Leaders Academic Support Collaborative Team Chairs	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Use of strategies from the 7 Steps to a Language-Rich Interactive Classroom (particularly Steps 5 and 6 and use of the GLAD strategy) embedded in lesson plans across all subject areas focused on writing, listening and speaking to support language development.  <b>Strategy's Expected Result/Impact:</b> Through the utilization of these strategies to accommodate language development, the teachers will have more focused small group instruction and focused strategies geared toward an increase in effective methods that enrich and build up our second language learners.  <b>Staff Responsible for Monitoring:</b> ESL Specialist Administration Team Leaders	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Training on, implementation of and monitoring of restorative and trauma informed practices as well as Social Emotional Learning practices. <b>Strategy's Expected Result/Impact:</b> Successful implementation will result in improved problem solving and demonstrations of respect among all learners, improved learner engagement, relationships, campus climate and culture as well as increase in instructional time as evidenced by a reduction in the # of office referrals. <b>Staff Responsible for Monitoring:</b> SEL Collaborative Team Administration	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Response to Intervention (RTI) and Edugence documentation training to support intentional planning of targeted intervention/enrichment as evidenced through admin walk throughs, lesson plans and grade level planning meetings. <b>Strategy's Expected Result/Impact:</b> Successful implementation of targeted intervention/enrichment and effective documentation in Edugence will result in learner progress in all subject areas. <b>Staff Responsible for Monitoring:</b> Instructional Specialist Administration Team Leaders	Formative		
	Nov	Feb	June
			
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**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

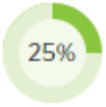


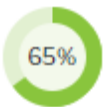


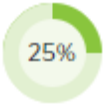


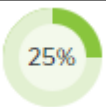






**Performance Objective 1:** HB3 - The percent of Carlisle 3rd grade students that score meets grade level or above on STAAR Math will increase from 70% in 2019 to 71% by June 2021. The Economically Disadvantaged student group performance will increase from 46% in 2019 to 50% in 2021. The Special Education student group performance will increase from 29% in 2019 to 32% in 2021.

### HB3 Goal

**Evaluation Data Sources:** 2021 Math STAAR

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All K-5th students will be provided high quality Tier I Instruction that are aligned to the TEKS through the implementation of research based instructional practices with fidelity in all subject areas (LEAD4Ward strategies). <b>Strategy's Expected Result/Impact:</b> Use of LEAD4Ward strategies with fidelity whether remote or face to face. <b>Staff Responsible for Monitoring:</b> Administration, Team Leaders	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All K-5th students will have access to a culture of high expectations coupled with an engaging and supportive learning environment through the implementation and use of the HRS Levels 1 and 2 Collaborative Team Framework with fidelity to create a campus instructional model. <b>Strategy's Expected Result/Impact:</b> Through collaborative team plannings, grade level teams will have focused plannings that allow for collaborative team protocols to be implemented with fidelity (including building on the Big 3 ideas, unpacking the TEKS, and the use of data meeting protocols to analyze common formative/summative assessments) providing uniformity of targeted instruction across the campus and in increase in collaborative teaming as reflected in collaborative team admin walk throughs. <b>Staff Responsible for Monitoring:</b> Administration Team Leaders	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Use Number Talks to build number sense and problem solving skills. <b>Strategy's Expected Result/Impact:</b> Math MAP increase in all grades. <b>Staff Responsible for Monitoring:</b> Instructional Specialist Administration Team Leaders	Formative		
	Nov	Feb	June
			










Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Use of strategies from the 7 Steps to a Language-Rich Interactive Classroom (particularly Steps 5 and 6 and use of the GLAD strategy) embedded in lesson plans across all subject areas focused on writing, listening and speaking to support language development. <b>Strategy's Expected Result/Impact:</b> Through the utilization of these strategies to accommodate language development, the teachers will have more focused small group instruction and focused strategies geared toward an increase in effective methods that enrich and build up our second language learners. <b>Staff Responsible for Monitoring:</b> ESL Specialist Administration Team Leaders	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Training on, implementation of and monitoring of restorative and trauma informed practices as well as Social Emotional Learning practices. <b>Strategy's Expected Result/Impact:</b> Successful implementation will result in improved problem solving and demonstrations of respect among all learners, improved learner engagement, relationships, campus climate and culture as well as increase in instructional time as evidenced by a reduction in the # of office referrals. <b>Staff Responsible for Monitoring:</b> SEL Collaborative Team Administration	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Response to Intervention (RTI) and Edugence documentation training to support intentional planning of targeted intervention/enrichment as evidenced through admin walk throughs, lesson plans and grade level planning meetings. <b>Strategy's Expected Result/Impact:</b> Successful implementation of targeted intervention/enrichment and effective documentation in Edugence will result in learner progress in all subject areas. <b>Staff Responsible for Monitoring:</b> Instructional Specialist Administration Team Leaders	Formative		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> All students K-5 will participate in Dreambox for at least 15-20 min. a week. The teachers will monitor student lesson completion online each week and intervene with students who are logging on but not completing at least 2-3 lessons per week. <b>Strategy's Expected Result/Impact:</b> All students will appear with enough data to populate the Dreambox projection to STAAR report. MAP Growth in the Winter and Spring (as measured in Percent of Projected Growth Met) will increase over MAP growth for these same seasons last year. <b>Staff Responsible for Monitoring:</b> Administration Math Collaborative Team Members Team Leaders	Formative		
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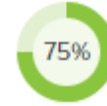

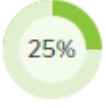

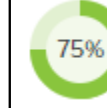
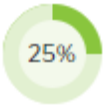
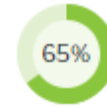
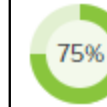




**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

**Performance Objective 2:** The percent of Carlisle students that score Meets grade level or above on STAAR Math 3-5 will increase from 74% in 2019 to 75% by June 2021. The Special Education student group performance will increase from 38% in 2019 to 41% in 2021. The Economically Disadvantaged student group performance will increase from 51% in 2019 to 55% in 2021.

**Evaluation Data Sources:** 2021 Math STAAR

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All K-5th students will be provided high quality Tier I Instruction that is aligned to the TEKS through the implementation of research based instructional practices with fidelity in all subject areas (LEAD4Ward strategies). <b>Strategy's Expected Result/Impact:</b> Use of LEAD4Ward strategies whether remote or face to face and provide feedback to the staff with staff. <b>Staff Responsible for Monitoring:</b> Administration, Team Leaders	Formative		
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Strategy 2 Details	Formative Reviews		
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	Nov	Feb	June
			

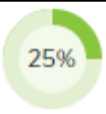


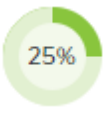

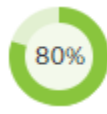
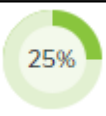
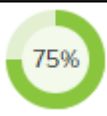
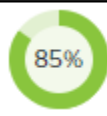
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Training on, implementation of and monitoring of restorative and trauma informed practices as well as Social Emotional Learning practices. <b>Strategy's Expected Result/Impact:</b> Successful implementation will result in improved problem solving and demonstrations of respect among all learners, improved learner engagement, relationships, campus climate and culture as well as increase in instructional time as evidenced by a reduction in the # of office referrals. <b>Staff Responsible for Monitoring:</b> SEL Collaborative Team Administration	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Response to Intervention (RTI) and Edugence documentation training to support intentional planning of targeted intervention/enrichment as evidenced through admin walk throughs, lesson plans and grade level planning meetings. <b>Strategy's Expected Result/Impact:</b> Successful implementation of targeted intervention/enrichment and effective documentation in Edugence will result in learner progress in all subject areas. <b>Staff Responsible for Monitoring:</b> Instructional Specialist Administration Team Leaders	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> All students K-5 will participate in Dreambox for at least 15-20 min. per week. The teachers will monitor student lesson completion online each week and intervene with students who are logging on but not completing at least 2-3 lessons per week. <b>Strategy's Expected Result/Impact:</b> All students will appear with enough data to populate the Dreambox projection to STAAR report. MAP Growth in the Winter and Spring (as measured in Percent of Projected Growth Met) will increase over MAP Growth for these same seasons last year. <b>Staff Responsible for Monitoring:</b> Administration Math Collaborative Team Members Team Leaders	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

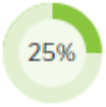


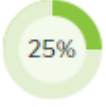






**Goal 3:** DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

**Performance Objective 1:** The percent of Carlisle students that score Meets grade level or above on STAAR Science 5 will increase from 72% in 2019 to 74% by June 2021. The Economically Disadvantaged student group performance will increase from 45% in 2019 to 49% in 2021. The English Learner student group performance will increase from 50% in 2019 to 52% in 2021.

**Evaluation Data Sources:** 2021 Science STAAR

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All K-5th students will be provided high quality Tier I Instruction that is aligned to the TEKS through the implementation with fidelity of research based instructional practices in all subject areas (LEAD4Ward strategies). <b>Strategy's Expected Result/Impact:</b> Use of LEAD4Ward strategies whether remote or face to face and provide feedback to the staff with staff. <b>Staff Responsible for Monitoring:</b> Administration, Team Leaders	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All K-5th students will have access to a culture of high expectations coupled with an engaging and supportive learning environment through the implementation and use of the HRS Levels 1 and 2 Collaborative Team Framework with fidelity to create a campus instructional model. <b>Strategy's Expected Result/Impact:</b> Through collaborative team plannings, grade level teams will have focused plannings that allow for collaborative team protocols to be implemented with fidelity (including building on the Big 3 ideas, unpacking the TEKS, and the use of data meeting protocols to analyze common formative/summative assessments) providing uniformity of targeted instruction across the campus and in increase in collaborative teaming as reflected in collaborative team admin walk throughs. <b>Staff Responsible for Monitoring:</b> Administration Team Leaders	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Use of strategies from the 7 Steps to a Language-Rich Interactive Classroom (particularly Steps 5 and 6 and use of the GLAD strategy) embedded in lesson plans across all subject areas focused on writing, listening and speaking to support language development. <b>Strategy's Expected Result/Impact:</b> Through the utilization of these strategies to accommodate language development, the teachers will have more focused small group instruction and focused strategies geared toward an increase in effective methods that enrich and build up our second language learners. <b>Staff Responsible for Monitoring:</b> ESL Specialist Administration Team Leaders	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Training on, implementation of and monitoring of restorative and trauma informed practices as well as Social Emotional Learning practices. <b>Strategy's Expected Result/Impact:</b> Successful implementation will result in improved problem solving and demonstrations of respect among all learners, improved learner engagement, relationships, campus climate and culture as well as increase in instructional time as evidenced by a reduction in the # of office referrals. <b>Staff Responsible for Monitoring:</b> SEL Collaborative Team Administration	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Response to Intervention (RTI) and Edugence documentation training to support intentional planning of targeted intervention/enrichment as evidenced through admin walk throughs, lesson plans and grade level planning meetings. <b>Strategy's Expected Result/Impact:</b> Successful implementation of targeted intervention/enrichment and effective documentation in Edugence will result in learner progress in all subject areas. <b>Staff Responsible for Monitoring:</b> Instructional Specialist Administration Team Leaders	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

# 2020-2021 SBIC Committee

Committee Role	Name	Position
Administrator	Diane Mathis	Assistant Principal
Administrator	Linda Patrick	Principal
Business Representative	Frank Gallovich	Business Leader
Parent/PTA Rep	Joanna Stump	Parent/PTA Rep
Business Representative	Ari Weinberg	Business Leader
Classroom Teacher	Lisa Saldana	3rd Grade
Non-classroom Professional	Angela Williams	Counselor
Classroom Teacher	Raji Venkatesh	5th Grade
Classroom Teacher	Bliss Easton	4th Grade
Community Representative	Mary Sue	Community Representative
Classroom Teacher	Larry Barbour	PE Teacher
Non-classroom Professional	Jennifer Aguilar	Literacy Specialist
District-level Professional	Jennifer Ruth	District Rep
Classroom Teacher	Trish Nguyen	Classroom Teacher
Classroom Teacher	Maria Brooks	Classroom Teacher
Classroom Teacher	Amanda Casebere	Classroom Teacher
Classroom Teacher	Barbara Broderick	Classroom Teacher
Community Representative	Barbara Parente	Community Representative
Parent	Edward McCrady	Parent
Parent	Quincey Rhoades	parent
Classroom Teacher	Jackie Urcuyo	Classroom Teacher
Classroom Teacher	Deanne Cartwright	Classroom Teacher
Parent	Sabrina Mietzner	Parent

# Addendums

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Carlisle

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

### Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	58	58	66		73		67	38	47		55	67	65	67
2020	60	60	66		73		68	39	49		57	67	66	68
2021	62	63	67		74		70	41	52		59	68	68	69
2022	65	66	68		75		71	43	56		61	69	70	71
2023	69	71	69		76		74	45	61		65	70	73	73
2024	74	76	70		77		77	48	67		69	71	77	75

### Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	58	58	75		82		67	38	51		69	74	73	74
2020	60	60	75		82		68	39	53		70	74	74	75
2021	62	62	76		83		69	41	55		71	75	75	75
2022	65	65	76		83		70	43	58		73	75	77	76
2023	69	69	77		84		71	45	62		75	76	79	78
2024	74	74	78		85		73	48	67		78	77	82	79

## HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Carlisle

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

### Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2019 # of Students</b>		13	29		30			14	24		15	58	24	82
<b>2019</b>	67	38	69		70			36	50		47	62	67	63
<b>2020</b>	69	40	69		70			37	52		49	62	68	64
<b>2021</b>	71	43	70		71			39	55		51	63	70	65
<b>2022</b>	74	46	71		72			41	59		53	64	72	67
<b>2023</b>	78	51	72		73			43	64		57	65	75	69
<b>2024</b>	83	56	73		74			46	70		61	66	79	71

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	44	40	70	43	77	-	57	37	37	53	48	63	53	60
<b>District 2024 Goal</b>	60	58	74	60	81	68	67	47	57	65	62	67	65	68
<b>District Increase 2019 to 2021</b>	4	4	1	4	1	2	3	3	5	3	4	1	3	2
<b>District Increase 2019 to 2024</b>	16	18	4	17	4	8	10	10	20	12	14	4	12	8

## HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Carlisle

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

### Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2019 # of Students</b>		13	29		30			14	24		15	58	24	82
<b>2019</b>	50	46	76		80			29	46		60	69	71	70
<b>2020</b>	52	48	76		80			30	48		61	69	72	71
<b>2021</b>	54	50	77		81			32	50		62	70	73	71
<b>2022</b>	57	53	77		81			34	53		64	70	75	72
<b>2023</b>	61	57	78		82			36	57		66	71	77	74
<b>2024</b>	66	62	79		83			39	62		69	72	80	75

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	43	44	72	71	85	-	63	40	43	57	58	67	57	65
<b>District 2024 Goal</b>	59	60	75	74	88	70	69	50	59	66	67	70	66	70
<b>District Increase 2019 to 2021</b>	4	4	1	1	1	2	2	3	4	2	2	1	2	2
<b>District Increase 2019 to 2024</b>	16	16	3	3	3	5	6	10	16	9	9	3	9	5

## Carlisle - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 54% in 2019 to 56% by June 2021.

### Yearly Target Goals

2020	2021	2022	2023	2024
55% 2019 Baseline: 54%	56%	58%	60%	62%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	*	33	47	*	65	*	*	23	38	*	56	81	62	54
2020	*	35	47	*	65	*	*	24	40	*	57	81	63	55
2021	*	37	48	*	66	*	*	25	43	*	59	82	65	56
2022	*	41	48	*	66	*	*	27	47	*	62	82	67	58
2023	*	45	49	*	67	*	*	30	52	*	65	83	70	60
2024	*	51	51	*	69	*	*	33	58	*	70	85	73	62
2019-2021	*	4	1	*	1	*	*	2	5	*	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Carlisle - STAAR Grade 5 Science														
The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 72% in 2019 to 74% by June 2021.														
Yearly Target Goals														
2020		2021			2022			2023			2024			
73% 2019 Baseline: 72%		74%			75%			76%			77%			
Closing the Gaps Student Groups Yearly Targets														
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	*	75	76	*	71	*	*	50	45	*	50	81	48	72
2020	*	76	76	*	71	*	*	51	46	*	51	81	49	73
2021	*	79	76	*	71	*	*	52	49	*	52	81	50	74
2022	*	81	77	*	72	*	*	54	52	*	53	82	52	75
2023	*	85	77	*	72	*	*	57	56	*	55	82	54	76
2024	*	90	78	*	73	*	*	60	61	*	58	83	57	77
2019-2021	*	4	0	*	0	*	*	2	4	*	2	0	2	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

## 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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<b>Bullying</b> <b>Staff Prevention</b> <ul style="list-style-type: none"> <li>Identify high risk areas</li> <li>Monitor high risk areas</li> <li>Follow campus rules/expectations</li> </ul> <b>Staff Education</b> <ul style="list-style-type: none"> <li>Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>Review referral process</li> </ul> <b>Staff Intervention</b> <ul style="list-style-type: none"> <li>Establish recommended intervention strategies for classroom/campus</li> <li>Implement campus referral plan</li> <li>Utilize Discipline Management strategies</li> </ul> <b>Student Prevention</b> <ul style="list-style-type: none"> <li>Clearly state student expectations/campus rules/citizenship</li> <li>Monitor high risk areas</li> </ul> <b>Student Education</b> <ul style="list-style-type: none"> <li>Explain referral process/contacts</li> <li>Anonymous Tip Line</li> </ul> <b>Student Intervention</b> <ul style="list-style-type: none"> <li>Apply classroom interventions</li> </ul>	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal	<p><b>Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● 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.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● K-8 Campuses Only: 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.</li> <li>● K-8 Measure MVPA and physical activity time</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>● Utilize social media to keep parents and</li> </ul>		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none"><li>● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li><li>● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li><li>● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li></ul>		
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