

Plano Independent School District

Carpenter Middle School

2021-2022

Board Approval Date: November 3, 2021

Mission Statement

At Carpenter Middle School, our mission is to provide a safe environment which promotes respect and motivates students to learn and to act responsibly. We believe education is the shared responsibility of the student, home, school and community.
The ultimate goal of Carpenter is to provide an excellent education for EACH student.

Teacher Motto: Empower by Example

Student Motto: CMS empowers me to strive for excellence. I am capable, I matter, I am a Cowboy.

Vision

Carpenter Middle School is dedicated to the academic success and socio-emotional health of each student.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

VISION: At Carpenter Middle School, our mission is to provide a safe environment which promotes respect and motivates students to learn and to act responsibly. We believe education is the shared responsibility of the student, home, school and community. The ultimate goal of Carpenter is to provide an excellent education for EACH student.

MISSION: Teaching is Our Mission; Learning is Our Goal

Teacher Motto: Back to the Basics with PURPOSE

Student Motto: CMS empowers me to strive for excellence: I am capable, I matter, I am a Cowboy.

Total Enrollment 657

Females 46%

Males 54%

Sixth 207

Seventh 228

Eighth 222

African American 19%

Hispanic 46%

White 24%

Two or More 4%

Asian 6%

ESL 15%

GT 14%

Special Education 17%

Section 504 9%

Eco Dis 48%

Demographics Strengths

Culturally rich student and staff populations.

Neighborhood school ~ Walkers, Carpooling, Limited buses

Title I Status ~ Staff wants to work here.

All staff are highly qualified. (Currently, 4 vacancies: 2 -SpEd Paras, 1 - SpEd Teacher/Coach, .5 - Dyslexia Specialist.)

Student Learning

Student Learning Summary

Carpenter Middle 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.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Due to staff turnover, review of the protocol structure is 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.

Problem Statement 2: Carpenter Middle School met 3 of 5 preliminary quantitative criteria to receive Plano ISD Level 3 District Support based on 2019 STAAR results.

Problem Statement 3: Carpenter has a larger gap than the TEA Equity Gap threshold of 10% that compares Campus ED growth to District Non-ED growth. Carpenter has a wider gap for both Reading (-17.5% gap) and Math (-19.7% gap) than the district ED to Non-ED gaps (Reading -12.9%; Math -12.8%).

Problem Statement 4: READING STAAR: All Student Group 1. 8th Grade: (-) All three performance levels decreased greater than the district's changes. 2. 7th Grade: (-) All three performance levels decreased greater than the district's increases.

Problem Statement 5: READING STAAR: Economically Disadvantaged Student Group 1. 8th Grade: (-) All three performance levels decreased greater than the district's decreases. 2. 7th Grade: (-) All three performance levels decreased greater than the district's changes.

Problem Statement 6: READING MAP: The Percent of Projected Growth Met is the portion of the expected growth that was achieved by the group of students. 100% is considered to be average. 80% to 120% is within PISD expected range. * (-) Sixth grade growth is below the average but within an expected range. * (-) Seventh grade growth is significantly below the average. * (-) Eighth grade growth is significantly below the average.

Problem Statement 7: MATH STAAR: All Student Group 1. 6th Grade: (-) Approaches level decreased greater than the district.

Problem Statement 8: MATH MAP: The Percent of Projected Growth Met is the portion of the expected growth that was achieved by the group of students. 100% is considered to be average. 80% to 120% is within PISD expected range. * (-) Sixth grade growth is below the average and the expected range. *

Problem Statement 9: SCIENCE STAAR: All Student Group 1. Masters Performance Level: (-) Decrease was greater than the district's change. 2. Meets or Above Performance Level: (-) Decrease was greater than the district's change. 3. Approaches or Above Performance Level: (-) Decrease was greater than the district's change.

Problem Statement 10: SCIENCE STAAR: Economically Disadvantaged Student Group 1. Masters Performance Level: (-) Decrease was greater than the district's change. 2. Approaches or Above Performance Level: (-) Decrease was greater than the district's change.

Problem Statement 11: SCIENCE MAP: The Percent of Projected Growth Met is the portion of the expected growth that was achieved by the group of students. 100% is considered to be average. 80% to 120% is within PISD expected range. * (-) Sixth grade growth is below the average and the expected range.

Problem Statement 12: SOCIAL STUDIES: Economically Disadvantaged Student Group 1. Meets Performance Level will increase by 5%. ELL Student Group 2. Meets Performance Level will increase by 3%.

Problem Statement 13 (Prioritized): READING MAP: The Percent of Projected Growth Met is the portion of the expected growth that was achieved by the group of students. 100% is considered to be average. 80% to 120% is within PISD expected range. All Quintiles (campus and district) are below the lower bound. Sixth grade overall growth is 35 (59); seventh grade overall growth is 43 (45); eighth grade is 2 (11). **Root Cause:** The Root Cause for limited growth is that Tier I instruction of the essential standards must be taught with fidelity, RtI must be provided with fidelity based on student assessment data, and collaborative team planning must focus on the Level 3-4 questions from the Collaborative Team Framework questions, student data, and implementation of high yielding instructional strategies.

Problem Statement 14 (Prioritized): MATH MAP: The Percent of Projected Growth Met is the portion of the expected growth that was achieved by the group of students. 100% is considered to be average. 80% to 120% is within PISD expected range. Sixth grade overall growth is 89 (103); seventh grade overall growth is 84 (101); eighth grade is 90 (103). **Root Cause:** The Root Cause for limited growth is that Tier I instruction of the essential standards must be taught with fidelity, RtI must be provided with fidelity based on student assessment data, and collaborative team planning must focus on the Level 3-4 questions from the Collaborative Team Framework questions, student data, and implementation of high yielding instructional strategies.

Problem Statement 15 (Prioritized): SCIENCE MAP: The Percent of Projected Growth Met is the portion of the expected growth that was achieved by the group of students. 100% is considered to be average. 80% to 120% is within PISD expected range. Sixth grade overall growth is 62 (84); seventh grade overall growth is 60 (127); eighth grade is 23 (124). Most Quintiles are below the lower bound ~ sixth and eighth; all ~ seventh. **Root Cause:** The Root Cause for limited growth is that Tier I instruction of the essential standards must be taught with fidelity, RtI must be provided with fidelity based on student assessment data, and collaborative team planning must focus on the Level 3-4 questions from the Collaborative Team Framework questions, student data, and implementation of high yielding instructional strategies.

Problem Statement 16 (Prioritized): SOCIAL STUDIES: All Student Groups 1. Approaches will increase by 10%. 2. Meets Performance Level will increase by 3%. 4. Masters Performance Level will increase by 3%. **Root Cause:** The Root Cause for limited growth is that Tier I instruction of the essential standards must be taught with fidelity, RtI must be provided with fidelity based on student assessment data, and collaborative team planning must focus on the Level 3-4 questions from the Collaborative Team Framework questions, student data, and implementation of high yielding instructional strategies.

School Processes & Programs

School Processes & Programs Summary

1. Carpenter Academy is designed as a tutorial/study hall for students earning failing grades their core classes. The Academy is held every Wednesday.
2. PLUS Period is an RtI period during the day designed to provide intervention and/or extentions for skills as well as to provide socio-emotional strategies.

https://docs.google.com/presentation/d/1DDiufDba2asxkkTZiCDA_9KwthCGV4LMTUsCB7YChO8/edit?usp=sharing

Priority Problem Statements

Problem Statement 1: READING MAP: The Percent of Projected Growth Met is the portion of the expected growth that was achieved by the group of students. 100% is considered to be average. 80% to 120% is within PISD expected range. All Quintiles (campus and district) are below the lower bound. Sixth grade overall growth is 35 (59); seventh grade overall growth is 43 (45); eighth grade is 2 (11).

Root Cause 1: The Root Cause for limited growth is that Tier I instruction of the essential standards must be taught with fidelity, RtI must be provided with fidelity based on student assessment data, and collaborative team planning must focus on the Level 3-4 questions from the Collaborative Team Framework questions, student data, and implementation of high yielding instructional strategies.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: MATH MAP: The Percent of Projected Growth Met is the portion of the expected growth that was achieved by the group of students. 100% is considered to be average. 80% to 120% is within PISD expected range. Sixth grade overall growth is 89 (103); seventh grade overall growth is 84 (101); eighth grade is 90 (103).

Root Cause 2: The Root Cause for limited growth is that Tier I instruction of the essential standards must be taught with fidelity, RtI must be provided with fidelity based on student assessment data, and collaborative team planning must focus on the Level 3-4 questions from the Collaborative Team Framework questions, student data, and implementation of high yielding instructional strategies.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: SCIENCE MAP: The Percent of Projected Growth Met is the portion of the expected growth that was achieved by the group of students. 100% is considered to be average. 80% to 120% is within PISD expected range. Sixth grade overall growth is 62 (84); seventh grade overall growth is 60 (127); eighth grade is 23 (124). Most Quintiles are below the lower bound ~ sixth and eighth; all ~ seventh.

Root Cause 3: The Root Cause for limited growth is that Tier I instruction of the essential standards must be taught with fidelity, RtI must be provided with fidelity based on student assessment data, and collaborative team planning must focus on the Level 3-4 questions from the Collaborative Team Framework questions, student data, and implementation of high yielding instructional strategies.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: SOCIAL STUDIES: All Student Groups 1. Approaches will increase by 10%. 2. Meets Performance Level will increase by 3%. 4. Masters Performance Level will increase by 3%.

Root Cause 4: The Root Cause for limited growth is that Tier I instruction of the essential standards must be taught with fidelity, RtI must be provided with fidelity based on student assessment data, and collaborative team planning must focus on the Level 3-4 questions from the Collaborative Team Framework questions, student data, and implementation of high yielding instructional strategies.

Problem Statement 4 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
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- 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, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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 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

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
- Action research results

Goals




Revised/Approved: September 29, 2021







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 ELAR from 2019 to 2022.






Performance Objective 1: The percent of Carpenter students that score Meets grade level or above on STAAR Reading 6-8 will increase from 45% by June 2021 to 47% in June 2022. The English Learner student group performance will increase from 31% in 2021 to 33% in 2022. The Special Education student group performance will increase from 34% in 2021 to 36% in 2022. The Economically Disadvantaged increase from 42% to 46% in 2022.




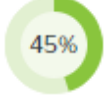
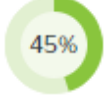
Evaluation Data Sources: 2022 STAAR Reading







Summative Evaluation: Some progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborative teams will implement team planning protocols with fidelity (i.e. following the CMS/PISD Instructional Model) focusing on instructional delivery, data analysis, RtI, and/or enrichment activities, so that teachers can provide authentic learning and assessment opportunities.</p> <p>Strategy's Expected Result/Impact: Minutes from collaborative team meetings Minutes from extended planning meetings Walkthrough data PLUS period intervention data Assessment data</p> <p>Staff Responsible for Monitoring: Assistant Principals Instructional Coach Title I Specialist Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will participate in extended planning meetings to implement effective planning protocols, unpack the curriculum as it correlates to the essential standards, use student data, engage in professional development opportunities, develop formative assessments, etc. with the support of the Instructional Coach, Title I Specialist, and District Coordinators or Specialists, so that teachers can provide authentic learning and assessment opportunities.</p> <p>Strategy's Expected Result/Impact: Minutes from collaborative team meetings Minutes from extended planning meetings Walkthrough data PLUS period intervention data Assessment data</p> <p>Staff Responsible for Monitoring: Assistant Principals Instructional Coach Title I Specialist Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
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Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Host a Carpenter Academy for students not performing at the passing level in core subjects, so that students can demonstrate progress toward mastery.</p> <p>Strategy's Expected Result/Impact: Nine weeks grade reports Assessment data</p> <p>Staff Responsible for Monitoring: Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
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Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement a RtI period (PLUS) for targeted instruction based on skill deficits from multiple data sources, so that students can demonstrate progress toward mastery.</p> <p>Strategy's Expected Result/Impact: MAP data Nine weeks grade reports STAAR scores Assessment data</p> <p>Staff Responsible for Monitoring: Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
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Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Host a Saturday School Academy to support students in core classes and ESL core classes by providing targeted instruction and remedial instruction.</p> <p>Strategy's Expected Result/Impact: MAP data Nine weeks grade reports STAAR scores Assessment data</p> <p>Staff Responsible for Monitoring: Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative		
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Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Host Extended Day School by providing intentional remediation on specific essential standards, mandatory tutorials for students missing assignments, and for students failing classes.</p> <p>Strategy's Expected Result/Impact: MAP data Nine weeks grade reports STAAR scores Assessment data</p> <p>Staff Responsible for Monitoring: Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
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Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Strategically analyze data such as MAP and STAAR and create SMART goals to foster academic growth.</p> <p>Strategy's Expected Result/Impact: MAP data STAAR scores</p> <p>Staff Responsible for Monitoring: Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
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<p>Strategy 9: Purchase campus management resources to support staff with the cultivation of a positive, productive school climate and culture.</p> <p>Strategy's Expected Result/Impact: MAP data STAAR scores Course grades</p> <p>Staff Responsible for Monitoring: Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy</p>	Formative		
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Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Attend professional development conferences such as Lead4ward to support teachers' use of data to driven effective, instructional practices.</p> <p>Strategy's Expected Result/Impact: MAP data STAAR scores Course grades</p> <p>Staff Responsible for Monitoring: Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	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 ELAR from 2019 to 2022.






Performance Objective 2: The percent of Carpenter students that score Meets grade level or above on STAAR Writing 7 will increase from 33% by June 2021 to 35% in 2022. The English Learner student group performance will increase from 15% in 2021 to 18% in 2022. The Economically Disadvantaged student group will increase from 30% in 2021 to 34% in 2022.







Evaluation Data Sources: 2022 STAAR Writing







Summative Evaluation: No progress made toward meeting Objective








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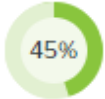

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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			


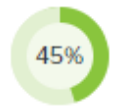
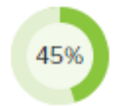



Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.






Performance Objective 1: The percent of Carpenter students that score Meets grade level or above on STAAR Math 6-8 will increase from 53% in June 2021 to 54% in 2022. The English learners will increase from 45% in 2021 to 47% in 2022. The Economically Disadvantaged student group performance will increase from 48% in 2021 to 51% in 2022.







Evaluation Data Sources: 2022 STAAR Math







Summative Evaluation: Some progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborative teams will implement team planning protocols with fidelity (i.e. following the CMS/PISD Instructional Model) focusing on instructional delivery, data analysis, RtI, and/or enrichment activities, so that teachers can provide authentic learning and assessment opportunities.</p> <p>Strategy's Expected Result/Impact: Minutes from collaborative team meetings Minutes from extended planning meetings Walkthrough data PLUS period intervention data Assessment data</p> <p>Staff Responsible for Monitoring: Assistant Principals Instructional Coach Title I Specialist Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will participate in extended planning meetings to implement effective planning protocols, unpack the curriculum as it correlates to the essential standards, use student data, engage in professional development opportunities, develop formative assessments, etc. with the support of the Instructional Coach, Title I Specialist, and District Coordinators or Specialists, so that teachers can provide authentic learning and assessment opportunities.</p> <p>Strategy's Expected Result/Impact: Minutes from collaborative team meetings Minutes from extended planning meetings Walkthrough data PLUS period intervention data Assessment data</p> <p>Staff Responsible for Monitoring: Assistant Principals Instructional Coach Title I Specialist Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Host a RtI period (PLUS) for targeted instruction based on skill deficits from multiple data sources, so that students can demonstrate progress toward mastery.</p> <p>Strategy's Expected Result/Impact: MAP data Nine weeks grade reports STAAR scores Assessment data</p> <p>Staff Responsible for Monitoring: Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Host a Carpenter Academy for students not performing at the passing level in core subjects, so that students can demonstrate progress toward mastery.</p> <p>Strategy's Expected Result/Impact: Nine weeks grade reports Assessment data</p> <p>Staff Responsible for Monitoring: Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
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Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Host a Saturday School Academy to support students in core classes and ESL core classes by providing targeted instruction and remedial instruction.</p> <p>Strategy's Expected Result/Impact: MAP data Nine weeks grade reports STAAR scores Assessment data</p> <p>Staff Responsible for Monitoring: Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Funding Sources: Adult Pay - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Host Extended Day School by providing intentional remediation on specific essential standards, mandatory tutorials for students missing assignments, and for students failing classes.</p> <p>Strategy's Expected Result/Impact: MAP data Nine weeks grade reports STAAR scores Assessment data</p> <p>Staff Responsible for Monitoring: Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Strategically analyze data such as MAP and STAAR and create SMART goals to foster academic growth.</p> <p>Strategy's Expected Result/Impact: MAP data STAAR scores</p> <p>Staff Responsible for Monitoring: Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Purchase instructional and/or technological resources to support student acquisition if prerequisite skills in each core content area.</p> <p>Strategy's Expected Result/Impact: MAP data STAAR scores Course grades</p> <p>Staff Responsible for Monitoring: Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Purchase campus management resources to support staff with the cultivation of a positive, productive school climate and culture.</p> <p>Strategy's Expected Result/Impact: MAP data STAAR scores Course grades</p> <p>Staff Responsible for Monitoring: Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			




Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Attend professional development conferences such as Lead4ward to support teachers' use of data to driven effective, instructional practices.</p> <p>Strategy's Expected Result/Impact: MAP data STAAR scores Course grades</p> <p>Staff Responsible for Monitoring: Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
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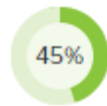

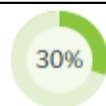
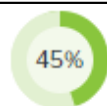
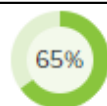
Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022.



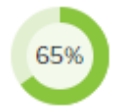
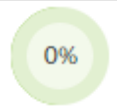
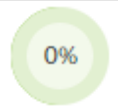
Performance Objective 1: The percent of Carpenter students that score Meets grade level or above on STAAR Science 8 will increase from 43% by June 2021 to 44% in 2022. The African American student group performance will increase from 26% in 2021 to 29% in 2022. The Special Education student group performance will increase from 29% in 2021 to 31% in 2022.






Evaluation Data Sources: 2022 STAAR Science










Summative Evaluation: Some progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborative teams will implement team planning protocols with fidelity (i.e. following the CMS/PISD Instructional Model) focusing on instructional delivery, data analysis, RtI, and/or enrichment activities, so that teachers can provide authentic learning and assessment opportunities.</p> <p>Strategy's Expected Result/Impact: Minutes from collaborative team meetings Minutes from extended planning meetings Walkthrough data PLUS period intervention data Assessment data</p> <p>Staff Responsible for Monitoring: Assistant Principals Instructional Coach Title I Specialist Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will participate in extended planning meetings to implement effective planning protocols, unpack the curriculum as it correlates to the essential standards, use student data, engage in professional development opportunities, develop formative assessments, etc. with the support of the Instructional Coach, Title I Specialist, and District Coordinators or Specialists, so that teachers can provide authentic learning and assessment opportunities.</p> <p>Strategy's Expected Result/Impact: Minutes from collaborative team meetings Minutes from extended planning meetings Walkthrough data PLUS period intervention data Assessment data</p> <p>Staff Responsible for Monitoring: Assistant Principals Instructional Coach Title I Specialist Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement a RtI period (PLUS) for targeted instruction based on skill deficits from multiple data sources, so that students can demonstrate progress toward mastery.</p> <p>Strategy's Expected Result/Impact: MAP data Nine weeks grade reports STAAR scores Assessment data</p> <p>Staff Responsible for Monitoring: Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Host a Carpenter Academy for students not performing at the passing level in core subjects, so that students can demonstrate progress toward mastery.</p> <p>Strategy's Expected Result/Impact: Nine weeks grade reports Assessment data</p> <p>Staff Responsible for Monitoring: Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Create supports for students participating in Science Fair.</p> <p>Strategy's Expected Result/Impact: Nine weeks grades Science Fair projects participating and advancing in competitions</p> <p>Staff Responsible for Monitoring: Assistant Principals Core Teachers Department Chair Adult Temp (2), Support/Resource</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Adult Temp (2) - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Host a Saturday School Academy to support students in core classes and ESL core classes by providing targeted instruction and remedial instruction.</p> <p>Strategy's Expected Result/Impact: MAP data Nine weeks grade reports STAAR scores Assessment data</p> <p>Staff Responsible for Monitoring: Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Funding Sources: Adult Pay - 211 Title I, Part A</p>	Formative		
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Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Host Extended Day School by providing intentional remediation on specific essential standards, mandatory tutorials for students missing assignments, and for students failing classes.</p> <p>Strategy's Expected Result/Impact: MAP data Nine weeks grade reports STAAR scores Assessment data</p> <p>Staff Responsible for Monitoring: Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Strategically analyze data such as MAP and STAAR and create SMART goals to foster academic growth.</p> <p>Strategy's Expected Result/Impact: MAP data STAAR scores</p> <p>Staff Responsible for Monitoring: Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
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Strategy 9 Details	Formative Reviews		
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Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Purchase campus management resources to support staff with the cultivation of a positive, productive school climate and culture.</p> <p>Strategy's Expected Result/Impact: MAP data STAAR scores Course grades</p> <p>Staff Responsible for Monitoring: Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy</p>	Formative		
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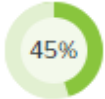

Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Attend professional development conferences such as Lead4ward to support teachers' use of data to driven effective, instructional practices.</p> <p>Strategy's Expected Result/Impact: MAP data STAAR scores Course grades</p> <p>Staff Responsible for Monitoring: Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
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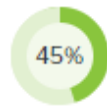
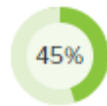



Goal 4: DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2019 to 2022.






Performance Objective 1: The percent of Carpenter students that score Meets grade level or above on STAAR Social Studies 8 will increase from 36% by June 2021 to 38% in 2022. The English Learner student group performance will increase from 27% in 2021 to 30% in 2022. The Economically Disadvantaged student group will increase from 29% in 2021 33% in 2022.







Evaluation Data Sources: 2022 STAAR Social Studies











Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborative teams will implement team planning protocols with fidelity (i.e. following the CMS/PISD Instructional Model) focusing on instructional delivery, data analysis, RtI, and/or enrichment activities, so that teachers can provide authentic learning and assessment opportunities.</p> <p>Strategy's Expected Result/Impact: Minutes from collaborative team meetings Minutes from extended planning meetings Walkthrough data PLUS period intervention data Assessment data</p> <p>Staff Responsible for Monitoring: Assistant Principals Instructional Coach Title I Specialist Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
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<p>Strategy 2: Collaborative teams will participate in extended planning meetings to implement effective planning protocols, unpack the curriculum as it correlates to the essential standards, use student data, engage in professional development opportunities, develop formative assessments, etc. with the support of the Instructional Coach, Title I Specialist, and District Coordinators or Specialists, so that teachers can provide authentic learning and assessment opportunities.</p> <p>Strategy's Expected Result/Impact: Minutes from collaborative team meetings Minutes from extended planning meetings Walkthrough data PLUS period intervention data Assessment data</p> <p>Staff Responsible for Monitoring: Assistant Principals Instructional Coach Title I Specialist Department Chairs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
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Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Brian Vincer	Assistant Principal
Administrator	Katherine Morales	Assistant Principal
Administrator	Courtney Washington	Principal
Classroom Teacher	Ashley Shaw	Professional Staff
Classroom Teacher	Ann Boles	Professional Staff
Classroom Teacher	Laura Ocadiz	Professional Staff
Classroom Teacher	William Mitchell	Professional Staff
Classroom Teacher	Elizabeth Soomro	Title I Coordinator and Math Teacher
Classroom Teacher	Emily Castillo	Professional Staff
Paraprofessional	Eunice Santoso-Pribadi	Paraprofessional Staff
Paraprofessional	Joslyn Ruffin	Title I Paraprofessional (Support Teacher)
Parent	Mary Radtke	Parent
Parent	Nancy Sennetti	Parent
Community Representative	Sally Pylant	Community Member
Parent	Sabrina Vallet	Parent
Parent	Clayre Turner	Parent
District-level Professional	Tawn King	Assistant Director for Human Resources
Non-classroom Professional	Nichole Kelderman	Instructional Coach
District-level Professional	Becky Jackson	Assessment & Accountability Specialist

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,360.00
+/- Difference					\$3,360.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$624.00
+/- Difference					\$624.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	2	5			\$0.00
2	1	5	Adult Pay		\$0.00
3	1	5	Adult Temp (2)		\$0.00
3	1	6	Adult Pay		\$0.00
4	1	5	Adult Pay		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$216,988.00
+/- Difference					\$216,988.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$24,850.00
+/- Difference					\$24,850.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total Budgeted	\$245,822.00
				Grand Total Spent	\$0.00
				+/- Difference	\$245,822.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Carpenter

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	33	38	57		41		55	31	37	33	27	46	36	43
2020	35	40	57		41		56	32	39	34	29	46	37	44
2021	37	43	58		42		58	34	42	36	31	47	39	45
2022	40	46	59		43		59	36	46	38	33	48	41	47
2023	44	51	60		44		62	38	51	41	37	49	44	49
2024	49	56	61		45		65	41	57	44	41	50	48	51

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	37	46	68		62		55	31	44	75	43	57	37	52
2020	39	48	68		62		56	32	46	76	44	57	38	53
2021	41	50	69		63		57	34	48	77	45	58	39	53
2022	44	53	69		63		58	36	51	79	47	58	41	54
2023	48	57	70		64		59	38	55	81	49	59	43	56
2024	53	62	71		65		61	41	60	84	52	60	46	57

Carpenter - STAAR Social Studies Grade 8

The percent of 8th grade students that score Meets grade level or above on STAAR Social Studies Grade 8 will increase from 34% in 2019 to 36% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
35% 2019 Baseline: 34%	36%	38%	40%	42%

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	27	26	49	*	38	*	25	18	24	*	24	38	19	34
2020	28	28	49	*	38	*	26	19	26	*	25	38	20	35
2021	31	30	50	*	39	*	27	20	29	*	27	39	22	36
2022	34	34	50	*	39	*	29	22	33	*	30	39	24	38
2023	38	38	51	*	40	*	31	25	38	*	33	40	27	40
2024	43	44	53	*	42	*	34	28	44	*	38	42	30	42
2019-2021	4	4	1	*	1	*	2	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

Carpenter - STAAR Grade 7 Writing

The percent of 7th grade students that score Meets grade level or above on STAAR Writing Grade 7 will increase from 31% in 2019 to 33% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
32% 2019 Baseline: 31%	33%	35%	37%	39%

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	37	22	40	*	36	*	17	21	25	57	12	31	28	31
2020	38	24	40	*	36	*	18	22	27	58	13	31	29	32
2021	41	26	41	*	37	*	19	23	30	60	15	32	31	33
2022	44	30	41	*	37	*	21	25	34	62	18	32	33	35
2023	48	34	42	*	38	*	23	28	39	65	21	33	36	37
2024	53	40	44	*	40	*	26	31	45	68	26	35	39	39
2019-2021	4	4	1	*	1	*	2	2	5	3	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

Carpenter - STAAR Grade 8 Science

The percent of 8th grade students that score Meets grade level or above on STAAR Science Grade 8 will increase from 41% in 2019 to 43% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
42% 2019 Baseline: 41%	43%	44%	45%	46%

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	22	36	57	*	75	*	38	27	30	*	31	47	21	41
2020	23	37	57	*	75	*	38	28	31	*	32	47	22	42
2021	26	40	57	*	75	*	39	29	34	*	33	47	23	43
2022	29	42	58	*	76	*	40	31	37	*	34	48	25	44
2023	33	46	58	*	76	*	42	34	41	*	36	48	27	45
2024	38	51	59	*	77	*	44	37	46	*	39	49	30	46
2019-2021	4	4	0	*	0	*	1	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

Carpenter - Algebra 1

The percent of students taking the Algebra I EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will increase from 97% in 2019 to 100% by June 2021.

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	83	100	96	*	100	*	*	*	100	*	100	98	88	97
2021	91	107	97	*	102	*	*	*	108	*	104	99	97	100
2019-2021	8	7	1	8	2	*	1	2	8	9	4	1	9	3

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	<p>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 	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"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>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 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. ● K-8 Measure MVPA and physical activity time 	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"> ● 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. ● 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. 		
Principal	<p>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>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 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● 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		
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