

Plano Independent School District

Carpenter Middle School

2022-2023

Board Approval Date: September 20, 2022

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.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - School Processes & Programs 5
- Priority Problem Statements 6
- Comprehensive Needs Assessment Data Documentation 7
- Goals 10
 - 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 2022 to 2023. 11
 - 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 2022 to 2023. 14
 - 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 2022 to 2023. 18
 - 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 2022 to 2023. 22
- Site-Based Decision Making Committee 26
- Campus Funding Summary 27
- Addendums 29

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 546

Females 46%

Males 54%

Sixth 156

Seventh 189

Eighth 201

African American 20%

Hispanic 46%

White 22%

Two or More 5%

American Indian 0% (2)

Asian 7%

ESL 15%

GT 15%

Special Education 17%

Section 504 10%

Eco Dis 59%

Demographics Strengths

Culturally rich student and staff populations.

Neighborhood school ~ Walkers, Carpooling, Limited buses

Title I Status ~ Staff wants to work here.

School Processes & Programs

School Processes & Programs Summary

Bell Schedule, 8 Period Day ~ https://docs.google.com/spreadsheets/d/1Kt8Og_nvOYBEzpAoYNhy5jqDsF4YKM1bASihBbe0Gm8/edit?usp=sharing

Master schedule ~ https://docs.google.com/spreadsheets/d/1Kt8Og_nvOYBEzpAoYNhy5jqDsF4YKM1bASihBbe0Gm8/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) are below the lower bound. Sixth grade overall growth is 42 (86); seventh grade overall growth is 46 (90); eighth grade is 53 (100).

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, students must learn to take each high stakes tests seriously, and collaborative team planning must focus on the Level 3-4 questions, student data, and implementation of high yielding instructional strategies and vocabulary development.

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 84 (104); seventh grade overall growth is 64 (96); eighth grade is 42 (81).

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, students must learn to take each high stakes tests seriously, and collaborative team planning must focus on the Level 3-4 questions, student data, and implementation of high yielding instructional strategies and vocabulary development.

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 59 (98); seventh grade overall growth is 79 (123); eighth grade is 35 (131).

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, students must learn to take each high stakes tests seriously, and collaborative team planning must focus on the Level 3-4 questions, student data, and implementation of high yielding instructional strategies and vocabulary development.

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, students must learn to take each high stakes tests seriously, and collaborative team planning must focus on the Level 3-4 questions, student data, and implementation of high yielding instructional strategies and vocabulary development.

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
- 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

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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by 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

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

Employee Data

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

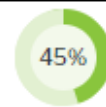
- Action research results
- Other additional data



Goals



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 2022 to 2023.






Performance Objective 1: The percent of Carpenter students that score Meets grade level or above on STAAR Reading 6-8 will increase from 48% by June 2022 to 49% in June 2023. The English Learner student group performance will increase from 31% in 2022 to 33% in 2023. The Special Education student group performance will increase from 25% in 2022 to 28% in 2023.

Evaluation Data Sources: 2023 STAAR Reading

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: Principal Assistant Principals Instructional Coach Title I Specialist Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</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: Principal Assistant Principals Instructional Coach Title I Specialist Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
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: Principal Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Extra Duty Pay for Staff - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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: Principal Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Extra Duty Pay for Staff - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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: Principal Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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: Principal Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Purchase Instructional Materials - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


Performance Objective 1 Problem Statements:



Student Learning
<p>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) are below the lower bound. Sixth grade overall growth is 42 (86); seventh grade overall growth is 46 (90); eighth grade is 53 (100). 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, students must learn to take each high stakes tests seriously, and collaborative team planning must focus on the Level 3-4 questions, student data, and implementation of high yielding instructional strategies and vocabulary development.</p> <p>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 84 (104); seventh grade overall growth is 64 (96); eighth grade is 42 (81). 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, students must learn to take each high stakes tests seriously, and collaborative team planning must focus on the Level 3-4 questions, student data, and implementation of high yielding instructional strategies and vocabulary development.</p> <p>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 59 (98); seventh grade overall growth is 79 (123); eighth grade is 35 (131). 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, students must learn to take each high stakes tests seriously, and collaborative team planning must focus on the Level 3-4 questions, student data, and implementation of high yielding instructional strategies and vocabulary development.</p> <p>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: 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, students must learn to take each high stakes tests seriously, and collaborative team planning must focus on the Level 3-4 questions, student data, and implementation of high yielding instructional strategies and vocabulary development.</p>



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 2022 to 2023.






Performance Objective 1: The percent of Carpenter students that score Meets grade level or above on STAAR Math 6-8 will increase from 33% in June 2022 to 34% in 2023. The English learners will increase from 29% in 2022 to 31% in 2023. The Economically Disadvantaged student group performance will increase from 29% in 2022 to 31% in 2023.

Evaluation Data Sources: 2023 STAAR Math

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: Principal Assistant Principals Instructional Coach Title I Specialist Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</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: Principal Assistant Principals Instructional Coach Title I Specialist Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
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: Principal Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Extra Duty Pay for Staff - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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: Principal Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Extra Duty Pay for Staff - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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: Principal Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Purchase instructional and/or technological resources, such as Delta Math, 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: Principal Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Purchase Instructional Resources - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


Performance Objective 1 Problem Statements:



Student Learning
<p>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 84 (104); seventh grade overall growth is 64 (96); eighth grade is 42 (81). 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, students must learn to take each high stakes tests seriously, and collaborative team planning must focus on the Level 3-4 questions, student data, and implementation of high yielding instructional strategies and vocabulary development.</p>



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 2022 to 2023.







Performance Objective 1: The percent of Carpenter students that score Meets grade level or above on STAAR Science 8 will increase from 33% by June 2022 to 34% in 2023. The African American student group performance will increase from 25% in 2022 to 27% in 2023. The Special Education student group performance will increase from 21% in 2022 to 24% in 2023.

Evaluation Data Sources: 2023 STAAR Science

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: Principal Assistant Principals Instructional Coach Title I Specialist Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3</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: Principal Assistant Principals Instructional Coach Title I Specialist Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
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: Principal Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Extra Duty Pay for Staff - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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: Principal Assistant Principals Core Teachers Department Chair Adult Temp (2), Support/Resource</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Adult Temp (2) - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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: Principal Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Extra Duty Pay for Staff - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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: Principal Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: 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: Principal Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


Performance Objective 1 Problem Statements:



Student Learning
<p>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 59 (98); seventh grade overall growth is 79 (123); eighth grade is 35 (131). 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, students must learn to take each high stakes tests seriously, and collaborative team planning must focus on the Level 3-4 questions, student data, and implementation of high yielding instructional strategies and vocabulary development.</p>







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 2022 to 2023.

Performance Objective 1: The percent of Carpenter students that score Meets grade level or above on STAAR Social Studies 8 will increase from 25% by June 2022 to 26% in 2023. The English Learner student group performance will increase from 26% in 2022 to 29% in 2023. The Economically Disadvantaged student group will increase from 24% in 2022 26% in 2023.

Evaluation Data Sources: 2023 STAAR Social Studies

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: Principal Assistant Principals Instructional Coach Title I Specialist Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4</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: Principal Assistant Principals Instructional Coach Title I Specialist Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
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: Principal Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Extra Duty Pay for Staff - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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: Principal Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Extra Duty Pay for Staff - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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: Principal Assistant Principals Core Teachers Instructional Coach Title I Specialist Academic Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Purchase Instructional Resources - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

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:** 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, students must learn to take each high stakes tests seriously, and collaborative team planning must focus on the Level 3-4 questions, student data, and implementation of high yielding instructional strategies and vocabulary development.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Brian Vincer	Assistant Principal
Administrator	Courtney Washington	Principal
Classroom Teacher	Ann Boles	Professional Staff
Classroom Teacher	Laura Ocadiz	Professional Staff
Classroom Teacher	William Mitchell	Professional Staff
Paraprofessional	Eunice Santoso-Pribadi	Paraprofessional Staff
Paraprofessional	Joslyn Ruffin	Title I Paraprofessional (Support Teacher)
Parent	Mary Radtke	Parent
Community Representative	Sally Pylant	Community Member
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
Administrator	Shellie Martin	Assistant Principal
Non-classroom Professional	Kimberly Gregorash	Counselor
Classroom Teacher	Robert Adler	Professional Staff
Classroom Teacher	Mythili Sridhar	Title I Coordinator and Math Teacher
Classroom Teacher	Victoria Kearns	Professional Staff
Parent	Don Hunter	Parent
Parent	Marisela Linebarger	Parent
Parent	Martha Preston	Parent

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					\$5,760.00
+/- Difference					\$5,760.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$690.00
+/- Difference					\$690.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Extra Duty Pay for Staff		\$0.00
1	1	4	Extra Duty Pay for Staff		\$0.00
1	1	6	Purchase Instructional Materials		\$0.00
2	1	3	Extra Duty Pay for Staff		\$0.00
2	1	4	Extra Duty Pay for Staff		\$0.00
2	1	6	Purchase Instructional Resources		\$0.00
3	1	3	Extra Duty Pay for Staff		\$0.00
3	1	4	Adult Temp (2)		\$0.00
3	1	5	Extra Duty Pay for Staff		\$0.00
4	1	3	Extra Duty Pay for Staff		\$0.00
4	1	4	Extra Duty Pay for Staff		\$0.00
4	1	5	Purchase Instructional Resources		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$248,400.00
+/- Difference					\$248,400.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$22,330.00
+/- Difference					\$22,330.00
Grand Total Budgeted					\$277,180.00
Grand Total Spent					\$0.00
+/- Difference					\$277,180.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Carpenter

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 6

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	31	73	45	0	7	0	24	99	5	37	125	45	170
2022	32	42	58		43		38	41	60	38	50	31	45
2023	34	44	59		44		41	43	61	40	51	32	46
2024	36	46	59		44		44	45	61	42	51	34	46
2025	38	48	60		45		48	47	62	45	52	36	47
2026	42	52	62		47		54	51	64	49	54	39	49
2027	46	56	63		48		61	55	65	54	55	42	50

HB3 Campus Goals - All Grades STAAR at Meets Standard

Carpenter

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											Grade 7		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	30	102	44	2	17	0	34	110	6	51	149	51	200
2022	43	38	70	0	47		18	37	50	22	48	43	47
2023	45	40	71	1	48		21	39	51	24	49	44	48
2024	47	42	71	2	48		24	41	51	26	49	46	48
2025	49	44	72	3	49		28	43	52	29	50	48	49
2026	53	48	74	4	51		34	47	54	33	52	51	51
2027	57	52	75	6	52		41	51	55	38	53	54	52

HB3 Campus Goals - All Grades STAAR at Meets Standard

Carpenter

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	53	92	50	0	10	0	39	112	11	47	160	52	212
2022	43	46	58		80		23	46	45	36	47	60	50
2023	45	48	59		81		26	48	46	38	48	61	51
2024	47	50	59		81		29	50	46	40	48	63	51
2025	49	52	60		82		33	52	47	43	49	65	52
2026	53	56	62		84		39	56	49	47	51	68	54
2027	57	60	63		85		46	60	50	52	52	71	55

HB3 Campus Goals - All Grades STAAR at Meets Standard

Carpenter

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	114	267	139	2	34	0	97	321	22	135	434	148	582
2022	40	42	62	0	56		25	41	50	31	48	45	48
2023	42	44	63	1	57		28	43	51	33	49	46	49
2024	44	46	63	2	57		31	45	51	35	49	48	49
2025	46	48	64	3	58		35	47	52	38	50	50	50
2026	50	52	66	4	60		41	51	54	42	52	53	52
2027	54	56	67	6	61		48	55	55	47	53	56	53

HB3 Campus Goals - All Grades STAAR at Meets Standard

Carpenter

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 6

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	31	73	45	0	7	0	24	99	5	37	125	45	170
2022	23	40	51		57		38	38	60	46	47	24	41
2023	26	42	52		58		41	40	61	48	48	26	42
2024	29	45	54		60		44	43	63	50	50	28	44
2025	32	49	56		62		48	47	65	53	52	31	46
2026	38	53	58		64		53	51	67	57	54	35	48
2027	44	59	61		67		60	57	70	62	57	40	51

HB3 Campus Goals - All Grades STAAR at Meets Standard

Carpenter

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											Grade 7		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	24	75	25	2	12	0	33	88	5	42	102	40	142
2022	12	8	36	0	8		15	11	20	2	14	12	13
2023	15	10	37	1	9		18	13	21	4	15	14	14
2024	18	13	39	3	11		21	16	23	6	17	16	16
2025	21	17	41	5	13		25	20	25	9	19	19	18
2026	27	21	43	7	15		30	24	27	13	21	23	20
2027	33	27	46	10	18		37	30	30	18	24	28	23

HB3 Campus Goals - All Grades STAAR at Meets Standard

Carpenter

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	59	119	69	0	15	0	40	134	12	56	207	63	270
2022	27	34	48		87		18	34	50	38	40	33	38
2023	30	36	49		88		21	36	51	40	41	35	39
2024	33	39	51		90		24	39	53	42	43	37	41
2025	36	43	53		92		28	43	55	45	45	40	43
2026	42	47	55		94		33	47	57	49	47	44	45
2027	48	53	58		97		40	53	60	54	50	49	48

HB3 Campus Goals - All Grades STAAR at Meets Standard

Carpenter

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	114	267	139	2	34	0	97	321	22	135	434	148	582
2022	23	28	47	0	53		22	29	45	29	36	25	33
2023	26	30	48	1	54		25	31	46	31	37	27	34
2024	29	33	50	3	56		28	34	48	33	39	29	36
2025	32	37	52	5	58		32	38	50	36	41	32	38
2026	38	41	54	7	60		37	42	52	40	43	36	40
2027	44	47	57	10	63		44	48	55	45	46	41	43

HB3 Campus Goals - All Grades STAAR at Meets Standard

Carpenter

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 8

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	53	92	50	0	10	0	39	112	11	47	160	52	212
2022	25	29	42		80		21	31	45	32	34	31	33
2023	27	31	43		81		24	33	46	34	35	32	34
2024	30	33	43		81		27	35	46	37	35	34	34
2025	33	35	44		82		31	38	47	40	36	36	35
2026	37	39	46		84		36	42	49	44	38	39	37
2027	42	43	47		85		43	46	50	49	39	43	38

HB3 Campus Goals - All Grades STAAR at Meets Standard

Carpenter

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Social Studies 8

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	53	92	50	0	10	0	39	112	11	47	160	52	212
2022	26	20	30		60		21	24	45	26	24	29	25
2023	28	22	31		61		24	26	46	29	25	31	26
2024	31	25	33		63		27	29	48	32	27	33	28
2025	35	29	35		65		31	33	50	35	29	36	30
2026	40	34	37		67		36	38	52	41	31	40	32
2027	46	40	40		70		43	44	55	47	34	44	35

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
Principal, 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 		
<p>Principal, District Coordinator K-12 Health and Physical Education, District Health Services</p>	<p>Coordinated Health Program 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. Campus Wellness Plan ● 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. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

	<ul style="list-style-type: none"> ● K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● 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, Human Resources	<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, Executive Director for Student and Family Services	<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 		

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