

**Plano Independent School District**  
**Carlisle Elementary**  
**2022-2023**



**Board Approval Date:** September 20, 2022

# **Mission Statement**

The mission for Carlisle students is that students develop a sense of self-worth, a desire to help others and a strong academic foundation from which to continue a lifelong pursuit of learning.

## **Vision**

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

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# Comprehensive Needs Assessment

# Priority Problem Statements

**Problem Statement 2:** Quintiles 1 and 2 are not making the growth in Reading and Math compared to other quintiles.

**Root Cause 2:** Collaborative teams are in need of developing plans and utilizing instructional strategies that yield expected results for these populations

**Problem Statement 2 Areas:** Demographics

**Problem Statement 1:** EB, SPED, ED students are making less progress than other student groups in Reading and Math.

**Root Cause 1:** Teams are not developing plans and utilizing instructional strategies that will produce expected results from this group.

**Problem Statement 1 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 3:** 35% of students across the campus did not meet writing expectations.

**Root Cause 3:** Lack of direct teaching in writing.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Teachers want to have more opportunities to observe and discuss effective teaching strategies

**Root Cause 4:** Not strategically planning these opportunities.

**Problem Statement 4 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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


# Goals



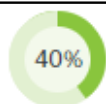




**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2022 to 2023.

**Performance Objective 1:** HB3 - The percent of Carlisle 3rd grade students that score meets grade level or above on STAAR Reading will increase from 68% in 2022 to 69% by June 2023. The Economically Disadvantaged student group performance will increase from 44% in 2022 to 46% in 2023. The Special Education student group performance will increase from 42% in 2022 to 45% in 2023.

## HB3 Goal

**Evaluation Data Sources:** 2023 STAAR Reading

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All K-5th students will be provided high quality Tier I Instruction that is aligned to the TEKS through the implementation of research based instructional practices with fidelity in all subject areas (Jan Richardson Guided Reading, ELPS, and LEAD4Ward strategies).</p> <p><b>Strategy's Expected Result/Impact:</b> Observe the use of Jan Richardson, LEAD4Ward and Campus Instructional Snapshot strategies and provide feedback to the staff as measured by walk through data.</p> <p>Use of strategies from the 7 Steps to a Language-Rich Interactive Classroom (particularly Step 5 and Step 6). This should encompass plans across all subject areas focused on writing, listening and speaking to support language development as measured by Carlisle Walkthrough Form.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, Administration Utilize adult temps, for accelerated learning 5 days a week for 30 minutes. 199 State Comp Ed \$2,060</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			



Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Collaborative Teams will meet once a week with administration and instructional coach present to focus on learning that is results-oriented and follows a timed and focused agenda. Agendas focused on the 4 key questions for effective PLC's and are developed to meet the unique needs of each team. Teams will use the Collaborative Team Framework to guide planning (including unpacking the TEKS, creating a Big Picture Calendar, and the use of data meeting protocols to analyze common formative/summative assessments) and incorporate elements from the Carlisle Instructional Snapshot and PISD Instructional Model to ensure equitable and quality learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will plan more effectively and intentionally, thus ensuring a high-quality teaching and learning cycle in all classrooms. Teachers will collaboratively unpack the learning, create Big Picture Calendars, determine evidence of learning including using data meeting protocols to analyze common formative and summative assessments, and design learning to meet the needs of all learners. Collective teacher efficacy will grow resulting in a highly effective organization.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Team Leaders Academic Support Collaborative Team Chairs</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Effectively plan Tier I instruction and targeted intervention and enrichment for all levels of learners by utilizing common formative assessments, unit assessments, MAP data, and utilizing district and campus data tools to monitor student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Successful implementation of targeted intervention/enrichment and effective documentation in Edugence will result in learner progress in all subject areas as measured by district and state assessments.</p> <p>Build teacher capacity to utilize data to guide instruction through Response to Intervention (MTSS), and Edugence documentation training to support intentional planning of targeted intervention/enrichment as evidenced through admin walk throughs, lesson plans and grade level planning meetings and extended planning.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist Administration Grade Level Teams</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize adult temps for accelerated instruction to meet required 30 hours. 2 adult temps will be utilized total money \$1,200.00</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of students performing at the approaches level or above on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> admin</p> <p><b>Funding Sources:</b> Adult temps - 282 ESSER III</p>	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			









**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2022 to 2023.

**Performance Objective 2:** The percent of Carlisle students that score Meets grade level or above on STAAR Reading 3-5 will increase from 77% in 2022 to 78% by June 2023. The Special Education student group performance will increase from 49% in 2022 to 52% in 2023. The Economically Disadvantaged student group performance will increase from 58% in 2022 to 60% in 2023.

**Evaluation Data Sources:** 2023 STAAR Reading

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All K-5th students will be provided high quality Tier I Instruction that is aligned to the TEKS through the implementation of research based instructional practices with fidelity in all subject areas (Jan Richardson Guided Reading, ELPS, and LEAD4Ward and extended planning strategies).</p> <p><b>Strategy's Expected Result/Impact:</b> Observe the use of Jan Richardson, LEAD4Ward and Campus Instructional Snapshot strategies and provide feedback to the staff as measured by walk through data.</p> <p>Use of strategies from the 7 Steps to a Language-Rich Interactive Classroom (particularly Step 5 and Step 6). This should encompass plans across all subject areas focused on writing, listening and speaking to support language development as measured by Carlisle Walkthrough Form.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Collaborative Teams will meet once a week with administration and instructional coach present to focus on learning that is results-oriented and follows a timed and focused agenda. Agendas focused on the 4 key questions for effective PLC's and are developed to meet the unique needs of each team. Teams will use the Collaborative Team Framework to guide planning (including unpacking the TEKS, creating a Big Picture Calendar, and the use of data meeting protocols to analyze common formative/summative assessments) and incorporate elements from the Carlisle Instructional Snapshot and PISD Instructional Model to ensure equitable and quality learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will plan more effectively and intentionally, thus ensuring a high-quality teaching and learning cycle in all classrooms. Teachers will collaboratively unpack the learning, create Big Picture Calendars, determine evidence of learning including using data meeting protocols to analyze common formative and summative assessments, and design learning to meet the needs of all learners. Collective teacher efficacy will grow resulting in a highly effective organization.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Team Leaders Academic Support Collaborative Team Chairs</p>	Formative		
	Nov	Feb	June
			


Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Effectively plan Tier I instruction and targeted intervention and enrichment to differentiate all levels of learners by utilizing common formative assessments, unit assessments, MAP data, and utilizing district and campus data tools to monitor student progress. <b>Strategy's Expected Result/Impact:</b> Successful implementation of targeted intervention/enrichment and effective documentation in Edugence will result in learner progress in all subject areas as measured by district and state assessments.  Build teacher capacity to utilize data to guide instruction through Response to Intervention (MTSS), and Edugence documentation training to support intentional planning of targeted intervention/enrichment as evidenced through admin walk throughs, lesson plans and grade level planning meetings. <b>Staff Responsible for Monitoring:</b> Instructional Specialist Administration Grade Level Teams	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> All K-5th students will be provided high quality Tier I Instruction that is aligned to the TEKS through the implementation of HMH Writing Workshop with fidelity. <b>Strategy's Expected Result/Impact:</b> Evidence in lesson plans, walk throughs, improved writing scores.	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 2022 to 2023.

**Performance Objective 1:** HB3 - The percent of Carlisle 3rd grade students that score meets grade level or above on STAAR Math will increase from 57% in 2022 to 58% by June 2023. The Economically Disadvantaged student group performance will increase from 40% in 2022 to 42% in 2023. The Hispanic student group performance will increase from 33% in 2022 to 35% in 2023.

### HB3 Goal

**Evaluation Data Sources:** 2023 Math STAAR


Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All K-5th students will be provided high quality Tier I Instruction that is aligned to the TEKS through the implementation of research based instructional practices with fidelity in all subject areas, using ELPS, LEAD4Ward strategies, Dreambox and Number Talks).</p> <p><b>Strategy's Expected Result/Impact:</b> Observe the use of ELP's and LEAD4Ward strategies and provide feedback to the staff as measured by Carlisle walk through data.</p> <p>All students K-5 will participate in Dreambox for at least 15-20 min. a week. The teachers will monitor student lesson completion online each week and intervene with students who are logging on but not completing at least 2-3 lessons per week. As a result, all students will appear with enough data to populate the Dreambox projection to STAAR report. MAP Growth in the Winter and Spring (as measured in Percent of Projected Growth Met) will increase over MAP growth for these same seasons last year.</p> <p>Use of strategies from the 7 Steps to a Language-Rich Interactive Classroom and extended planning. This should encompass lesson plans across all subject areas focused on writing, listening and speaking to support language development as measured by Carlisle Walkthrough Form.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			







Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Collaborative Teams will meet once a week with administration and instructional coach present to focus on learning that is results-oriented and follows a timed and focused agenda. Agendas focused on the 4 key questions for effective PLC's and are developed to meet the unique needs of each team. Teams will use the Collaborative Team Framework to guide planning (including unpacking the TEKS, creating a Big Picture Calendar, and the use of data meeting protocols to analyze common formative/summative assessments) and incorporate elements from the Carlisle Instructional Snapshot and PISD Instructional Model to ensure equitable and quality learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will plan more effectively and intentionally, thus ensuring a high-quality teaching and learning cycle in all classrooms. Teachers will collaboratively unpack the learning, create Big Picture Calendars, determine evidence of learning including using data meeting protocols to analyze common formative and summative assessments, and design learning to meet the needs of all learners. Collective teacher efficacy will grow resulting in a highly effective organization.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Team Leaders Academic Support Collaborative Team Chairs</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Effectively plan Tier I instruction and targeted intervention and enrichment to differentiate all levels of learners by utilizing common formative assessments, unit assessments, MAP data, and utilizing district and campus data tools to monitor student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Successful implementation of targeted intervention/enrichment and effective documentation in Edugence will result in learner progress in all subject areas as measured by district and state assessments.</p> <p>Build teacher capacity to utilize data to guide instruction through Response to Intervention (MTSS), and Edugence documentation training to support intentional planning of targeted intervention/enrichment as evidenced through admin walk throughs, lesson plans and grade level planning meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist Administration Grade Level Teams</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize adult temps for accelerated instruction to meet required 30 hours. 2 adult temps will be utilized total money \$1,200.00</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of students performing at the approaches level or above on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> admin</p> <p><b>Funding Sources:</b> Adult temps - 282 ESSER III</p>	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 2022 to 2023.

**Performance Objective 2:** The percent of Carlisle students that score Meets grade level or above on STAAR Math 3-5 will increase from 64% in 2022 to 65% by June 2023. The Special Education student group performance will increase from 38% in 2022 to 41% in 2023. The Economically Disadvantaged student group performance will increase from 49% in 2022 to 51% in 2023.

**Evaluation Data Sources:** 2023 Math STAAR



Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All K-5th students will be provided high quality Tier I Instruction that is aligned to the TEKS through the implementation of research based instructional practices with fidelity in all subject areas, using ELPS, LEAD4Ward strategies, Dreambox and Number Talks).</p> <p><b>Strategy's Expected Result/Impact:</b> Observe the use of ELP's and LEAD4Ward strategies and provide feedback to the staff as measured by Carlisle walk through data.</p> <p>All students K-5 will participate in Dreambox for at least 15-20 min. a week. The teachers will monitor student lesson completion online each week and intervene with students who are logging on but not completing at least 2-3 lessons per week. As a result, all students will appear with enough data to populate the Dreambox projection to STAAR report. MAP Growth in the Winter and Spring (as measured in Percent of Projected Growth Met) will increase over MAP growth for these same seasons last year.</p> <p>Use of strategies from the 7 Steps to a Language-Rich Interactive Classroom and extended planning. This should encompass lesson plans across all subject areas focused on writing, listening and speaking to support language development as measured by Carlisle Walkthrough Form.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			






Strategy 2 Details		Formative Reviews		
<p><b>Strategy 2:</b> Collaborative Teams will meet once a week with administration and instructional coach present to focus on learning that is results-oriented and follows a timed and focused agenda. Agendas focused on the 4 key questions for effective PLC's and are developed to meet the unique needs of each team. Teams will use the Collaborative Team Framework to guide planning (including unpacking the TEKS, creating a Big Picture Calendar, and the use of data meeting protocols to analyze common formative/summative assessments) and incorporate elements from the Carlisle Instructional Snapshot and PISD Instructional Model to ensure equitable and quality learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will plan more effectively and intentionally, thus ensuring a high-quality teaching and learning cycle in all classrooms. Teachers will collaboratively unpack the learning, create Big Picture Calendars, determine evidence of learning including using data meeting protocols to analyze common formative and summative assessments, and design learning to meet the needs of all learners. Collective teacher efficacy will grow resulting in a highly effective organization.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Team Leaders Academic Support Collaborative Team Chairs</p>		Formative		
		Nov	Feb	June
				
Strategy 3 Details		Formative Reviews		
<p><b>Strategy 3:</b> Effectively plan Tier I instruction and targeted intervention and enrichment to differentiate all levels of learners by utilizing common formative assessments, unit assessments, MAP data, and utilizing district and campus data tools to monitor student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Successful implementation of targeted intervention/enrichment and effective documentation in Edugence will result in learner progress in all subject areas as measured by district and state assessments.</p> <p>Build teacher capacity to utilize data to guide instruction through Response to Intervention (MTSS), and Edugence documentation training to support intentional planning of targeted intervention/enrichment as evidenced through admin walk throughs, lesson plans grade level planning meetings to include extended planning.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist Administration Grade Level Teams</p>		Formative		
		Nov	Feb	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 3:** DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 to 2023.

**Performance Objective 1:** The percent of Carlisle students that score Meets grade level or above on STAAR Science 5 will increase from 58% in 2022 to 59% by June 2023. The Economically Disadvantaged student group performance will increase from 30% in 2022 to 32% in 2023. The Special Education student group performance will increase from 35% in 2022 to 38% in 2023.

**Evaluation Data Sources:** 2023 Science STAAR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All K-5th students will be provided high quality Tier I Instruction that is aligned to the TEKS through the implementation of research based instructional practices with fidelity in all subject areas (Jan Richardson Guided Reading, ELPS, and LEAD4Ward strategies).</p> <p><b>Strategy's Expected Result/Impact:</b> Observe the use of Jan Richardson, LEAD4Ward and Campus Instructional Snapshot strategies and provide feedback to the staff as measured by walk through data.</p> <p>Use of strategies from the 7 Steps to a Language-Rich Interactive Classroom (particularly Step 5 and Step 6). This should encompass plans across all subject areas focused on writing, listening and speaking to support language development as measured by Carlisle Walkthrough Form.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, Administration Utilize adult temps, for accelerated learning 5 days a week for 3 minutes. 199 State Comp Ed \$2,060</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Collaborative Teams will meet once a week with administration and instructional coach present to focus on learning that is results-oriented and follows a timed and focused agenda. Agendas focused on the 4 key questions for effective PLC's and are developed to meet the unique needs of each team. Teams will use the Collaborative Team Framework to guide planning (including unpacking the TEKS, creating a Big Picture Calendar, and the use of data meeting protocols to analyze common formative/summative assessments) and incorporate elements from the Carlisle Instructional Snapshot and PISD Instructional Model to ensure equitable and quality learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will plan more effectively and intentionally, thus ensuring a high-quality teaching and learning cycle in all classrooms. Teachers will collaboratively unpack the learning, create Big Picture Calendars, determine evidence of learning including using data meeting protocols to analyze common formative and summative assessments, and design learning to meet the needs of all learners. Collective teacher efficacy will grow resulting in a highly effective organization.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Team Leaders Academic Support Collaborative Team Chairs</p>	Formative		
	Nov	Feb	June
			






Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Effectively plan Tier I instruction and targeted intervention and enrichment to differentiate all levels of learners by utilizing common formative assessments, unit assessments, MAP data, and utilizing district and campus data tools to monitor student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Successful implementation of targeted intervention/enrichment and effective documentation in Edugence will result in learner progress in all subject areas as measured by district and state assessments.</p> <p>Build teacher capacity to utilize data to guide instruction through Response to Intervention (MTSS) , and Edugence documentation training to support intentional planning of targeted intervention/enrichment as evidenced through admin walk throughs, lesson plans and grade level planning meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist Administration Grade Level Teams</p>	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			



**Goal 4: Life Ready:** Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

**Performance Objective 1:** Reduction in the number of office referrals will increase instructional time, life ready skills, and student achievement.

**Evaluation Data Sources:** Review 360  
HRS Survey  
2021-2022 District and State assessments

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Training on, implementation and monitoring of restorative and trauma informed practices through the implementation of Second Step through out the building. <b>Strategy's Expected Result/Impact:</b> Successful implementation will result in improved problem solving and demonstrations of respect among all learners, improved learner engagement, relationships, campus climate and culture as well as increase in instructional time as evidenced by a reduction in the # of office referrals. <b>Staff Responsible for Monitoring:</b> Carlisle staff	Formative		
	Nov	Feb	June
	 40%		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

# 2022-2023 SBIC Committee

Committee Role	Name	Position
Administrator	Diane Mathis	Assistant Principal
Administrator	Linda Patrick	Principal
Non-classroom Professional	Angela Williams	Counselor
Classroom Teacher	Raji Venkatesh	5th Grade
Classroom Teacher	Larry Barbour	PE Teacher
Non-classroom Professional	Jennifer Aguilar	Literacy Specialist
District-level Professional	Jennifer Ruth	District Rep
Classroom Teacher	Amanda Casebere	Classroom Teacher
Classroom Teacher	Barbara Broderick	Classroom Teacher
Classroom Teacher	Deanne Cartwright	Classroom Teacher
Classroom Teacher	Laura Price	Kindergarten Teacher
Classroom Teacher	Rebecca Cabrera	Classroom Teacher
Parent	Courtney Jobe	Parent
Parent	Stephen Button	Parent
Parent	Anima Chowdhury	Parent
Parent	Madison Dean	Parent
Parent/PTA Rep	Jin Mun	PTA
Classroom Teacher	Kristy Long	3rd Grade Teacher
Community Representative	Dekel Hammer	committeee member
Non-classroom Professional	Kristen Kinnard	non classroom professional

# 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					\$1,830.00
+/- Difference					\$1,830.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$558.00
+/- Difference					\$558.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Adult temps		\$0.00
2	1	4	Adult temps		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,365.00
+/- Difference					\$2,365.00
Grand Total Budgeted					\$4,753.00
Grand Total Spent					\$0.00
+/- Difference					\$4,753.00

# Addendums

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

Carlisle

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 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	7	18	28	2	21	1	12	25	0	19	63	17	80
<b>2022</b>	57	61	75	100	67	100	42	44		68	70	59	68
<b>2023</b>	59	63	76	100	68	100	45	46		70	71	60	69
<b>2024</b>	61	65	76	100	68	100	48	48		72	71	62	69
<b>2025</b>	63	67	77	100	69	100	52	50		75	72	64	70
<b>2026</b>	67	71	79	100	71	100	58	54		79	74	67	72
<b>2027</b>	71	75	80	100	72	100	65	58		84	75	70	73

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

Carlisle

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 4	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	5	14	36	0	29	0	10	20	1	22	71	17	88
<b>2022</b>	40	71	86		76		40	55	0	59	77	76	77
<b>2023</b>	42	73	87		77		43	57	1	61	78	77	78
<b>2024</b>	44	75	87		77		46	59	1	63	78	79	78
<b>2025</b>	46	77	88		78		50	61	2	66	79	81	79
<b>2026</b>	50	81	90		80		56	65	4	70	81	84	81
<b>2027</b>	54	85	91		81		63	69	5	75	82	87	82

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

Carlisle

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 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	8	9	37	0	29	0	17	27	1	19	61	28	89
<b>2022</b>	62	78	84		93		59	74	100	89	85	86	85
<b>2023</b>	64	80	85		94		62	76	100	91	86	87	86
<b>2024</b>	66	82	85		94		65	78	100	93	86	89	86
<b>2025</b>	68	84	86		95		69	80	100	96	87	91	87
<b>2026</b>	72	88	88		97		75	84	100	100	89	94	89
<b>2027</b>	76	92	89		98		82	88	100	100	90	97	90

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

Carlisle

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
<b>2022 # of Students</b>	20	41	101	2	79	1	39	72	2	60	195	62	257
<b>2022</b>	55	68	82	100	80	100	49	58	50	72	77	76	77
<b>2023</b>	57	70	83	100	81	100	52	60	51	74	78	77	78
<b>2024</b>	59	72	83	100	81	100	55	62	51	76	78	79	78
<b>2025</b>	61	74	84	100	82	100	59	64	52	79	79	81	79
<b>2026</b>	65	78	86	100	84	100	65	68	54	83	81	84	81
<b>2027</b>	69	82	87	100	85	100	72	72	55	88	82	87	82



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

Carlisle

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 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	7	18	28	2	21	1	12	25	0	19	63	17	80
<b>2022</b>	57	33	61	100	71	100	33	40		58	59	53	57
<b>2023</b>	60	35	62	100	72	100	36	42		60	60	55	58
<b>2024</b>	63	38	64	100	74	100	39	45		62	62	57	60
<b>2025</b>	66	42	66	100	76	100	43	49		65	64	60	62
<b>2026</b>	72	46	68	100	78	100	48	53		69	66	64	64
<b>2027</b>	78	52	71	100	81	100	55	59		74	69	69	67

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

Carlisle

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 4	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	5	14	36	0	29	0	10	20	1	22	71	17	88
<b>2022</b>	40	64	75		72		20	60	0	64	72	65	70
<b>2023</b>	43	66	76		73		23	62	1	66	73	67	71
<b>2024</b>	46	69	78		75		26	65	3	68	75	69	73
<b>2025</b>	49	73	80		77		30	69	5	71	77	72	75
<b>2026</b>	55	77	82		79		35	73	7	75	79	76	77
<b>2027</b>	61	83	85		82		42	79	10	80	82	81	80

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

Carlisle

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

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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 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	8	9	37	0	28	0	17	27	1	19	61	27	88
<b>2022</b>	50	56	57		75		53	48	0	68	64	59	62
<b>2023</b>	53	58	58		76		56	50	1	70	65	61	63
<b>2024</b>	56	61	60		78		59	53	3	72	67	63	65
<b>2025</b>	59	65	62		80		63	57	5	75	69	66	67
<b>2026</b>	65	69	64		82		68	61	7	79	71	70	69
<b>2027</b>	71	75	67		85		75	67	10	84	74	75	72

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

Carlisle

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

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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
<b>2022 # of Students</b>	20	41	101	2	78	1	39	72	2	60	195	61	256
<b>2022</b>	50	49	64	100	73	100	38	49	0	63	65	59	64
<b>2023</b>	53	51	65	100	74	100	41	51	1	65	66	61	65
<b>2024</b>	56	54	67	100	76	100	44	54	3	67	68	63	67
<b>2025</b>	59	58	69	100	78	100	48	58	5	70	70	66	69
<b>2026</b>	65	62	71	100	80	100	53	62	7	74	72	70	71
<b>2027</b>	71	68	74	100	83	100	60	68	10	79	75	75	74

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

Carlisle

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

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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 5

### Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	8	9	37	0	28	0	17	27	1	19	61	27	88
<b>2022</b>	12	56	59		68		35	30	0	53	61	52	58
<b>2023</b>	15	58	60		69		38	32	1	55	62	54	59
<b>2024</b>	18	61	62		71		41	35	3	57	64	56	61
<b>2025</b>	21	65	64		73		45	39	5	60	66	59	63
<b>2026</b>	27	70	66		75		50	44	8	64	68	63	65
<b>2027</b>	33	76	69		78		57	50	12	69	71	67	68

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

	<ul style="list-style-type: none"> <li>• Employ discipline interventions</li> <li>• Use other intervention strategies as necessary/appropriate</li> <li>• Conference with parents/students</li> </ul>		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	<p><b>Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>• K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. <a href="#">Campus Wellness Plan</a></li> <li>• K-8 Include at least one Parent on Campus Wellness Team.</li> <li>• K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.</li> <li>• K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>• K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>• 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>• K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> <li>• K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.</li> <li>• K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.</li> <li>• K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>• K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal, Human Resources	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas.</li> <li>• Funding source: State and Local</li> </ul>	ESSA	
Principal, Executive Director for Student and Family Services	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>• Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local</li> <li>• Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local</li> <li>• Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>• Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> </ul>		



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