

**Plano Independent School District**

**Carpenter Middle School**

**2023-2024 Improvement Plan**

**Board Approval Date:** October 3, 2023

# 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.

# Value Statement

**Teacher Motto:** Empower by Example

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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

**MISSION:** Teaching is Our Mission; Learning is Our Goal

**Teacher Motto:** Back to the Basics with PURPOSE

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

**Total Enrollment** 502

**Females** 48%

**Males** 52%

**Sixth** 171

**Seventh** 139

**Eighth** 192

**African American** 21%

**Hispanic** 45%

**White** 23%

**Two or More** 5%

**American Indian** 0% (1)

**Asian** 5%

**ESL** 21%

**GT** 15%

**Special Education** 24%

**Section 504** 10%

**Eco Dis** 65%

### **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](https://docs.google.com/spreadsheets/d/1Kt8Og_nvOYBEzpAoYNhy5jqDsF4YKM1bASihBbe0Gm8/edit?usp=sharing)

Master schedule ~ [https://docs.google.com/spreadsheets/d/1Kt8Og\\_nvOYBEzpAoYNhy5jqDsF4YKM1bASihBbe0Gm8/edit?usp=sharing](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 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: Pillar 1 - Teaching and Learning** - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 baseline to 2024.

1.8 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 baseline to 2024.

1.9 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 baseline to 2024.

1.10 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 from 2022 baseline to 2024.

## **Performance Objective 1: 6-8 READING LANGUAGE ARTS**

The percent of 6th grade students that score Meets grade level or above on STAAR Reading will increase from 47% in 2022 to 57% by June 2024. The Special Education student group performance will increase from 43% in 2022 to 46% by June 2024. The Economically Disadvantaged student group performance will increase from 17% in 2022 to 20% by 2024.

The percent of 7th grade students that score Meets grade level or above on STAAR Reading will increase from 45% in 2022 to 55% by June 2024. The Special Education student group performance will increase from 35% in 2022 to 45% by June 2024. The Economically Disadvantaged student group performance will increase from 6% in 2022 to 30% by 2024.

The percent of 8th grade students that score Meets grade level or above on STAAR Reading will increase from 43% in 2022 to 47% by June 2024. The Special Education student group performance will increase from 40% in 2022 to 43% by June 2024. The Economically Disadvantaged student group performance will increase from 29% in 2022 to 33% by 2024.

**Evaluation Data Sources:** 2024 STAAR Reading Language Arts

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	June
<p><b>Strategy 1:</b> PLC time will be structured to focus on how are lessons plans and instruction can be changed to increase comprehension. Teachers will focus on how to implement more STAAR type questions into their lessons, practice in analyzing and interpreting grade level assigned text by front-loading background and vocabulary in prior to reading and scaffolding the reading for what is best for each student. Teachers will plan time in their lessons to work on basic writing and revising skills with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to use editing checklist on all extended writing activities and will be able to utilize more STAAR formatted editing and revising earlier in the year and more regularly. Students will become more prepared to being able to respond to different types of test questions.</p> <p><b>Staff Responsible for Monitoring:</b> Ann Boles- Department Head, Bethany Jacobson-Supporting Admin, Nichole Kelderman and Bill Mitchell Instructional Specialist.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>			
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 1:** Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

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1.10 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 from 2022 baseline to 2024.

## **Performance Objective 2: 6-8 MATHEMATICS**

The percent of 6th grade students that score Meets grade level or above on STAAR Math will increase from 38% in 2022 to 43% by June 2024. The Special Education student group performance will increase from 36% in 2022 to 40% by June 2024. The Economically Disadvantaged student group performance will increase from 27% in 2022 to 30% by 2024.

The percent of 7th grade students that score Meets grade level or above on STAAR Math will increase from 11% in 2022 to 35% by June 2024. The Special Education student group performance will increase from 9% in 2022 to 30% by June 2024. The Economically Disadvantaged student group performance will increase from 3% in 2022 to 15% by 2024.

The percent of 8th grade students that score Meets grade level or above on STAAR Math will increase from 27% in 2022 to 48% by June 2024. The Special Education student group performance will increase from 24% in 2022 to 35% by June 2024. The Economically Disadvantaged student group performance will increase from 21% in 2022 to 27% by 2024.

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Utilize the Power Math and I and E courses to focus on developing skills that will focus on closing the learning gap with our students. Power Math classes will focus on slowing down the lesson and breaking down each step of the problem and allowing extra practice. Both on level and power classes will focus on using the same verbiage and target vocabulary words often used in STAAR related questions.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will benefit from extra practice and strategies on STAAR related questions to show growth and improvement.</p> <p><b>Staff Responsible for Monitoring:</b> William Mitchell-Department Head, Nichole Kelderman- Instructional Coach, Ashley Washington- Supporting Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative		Summative
	Nov	Feb	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

**Goal 1:** Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

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1.10 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 from 2022 baseline to 2024.

### **Performance Objective 3: 6-8 SCIENCE**

The percent of 8th grade students that score Meets grade level or above on STAAR Science will increase from 29% in 2022 to 37% by June 2024. The Special Education student group performance will increase from 28% in 2022 to 31% by June 2024. The Economically Disadvantaged student group performance will increase from 11% in 2022 to 14% by 2024.

**Evaluation Data Sources:** 2024 STAAR Science

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> During PLC time there will be a focus on adding in vocabulary concepts to each lesson. The PLC will also focus on chunking assignments and adding in reviewed concepts from previous learned STAAR tested TEKS. <b>Strategy's Expected Result/Impact:</b> Students will have a more solid foundation and comprehension of Science TEKS <b>Staff Responsible for Monitoring:</b> Robert Adler- Department Head, Nichole Kelderman and Bill Mitchell- Instructional Coaches, Ashley Washington- Supporting Admin.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>		Formative		Summative
		Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue



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1.10 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 from 2022 baseline to 2024.

#### **Performance Objective 4: 6-8 SOCIAL STUDIES**

The percent of students that score Meets grade level or above on STAAR Grade 8 Social Studies will increase from 22% in 2022 to 27% by June 2024. The Special Education student group performance will increase from 20% in 2022 to 23% by June 2024. The Economically Disadvantaged student group performance will increase from 9% in 2022 to 12% by 2024.

**Evaluation Data Sources:** 2024 Eighth Grade STAAR Social Studies

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> PLC will focus on concept checks during the year with STAAR potential questions that students could see as a review to start the units.  <b>Strategy's Expected Result/Impact:</b> Students will become more familiar with the types of questions they will see on the STAAR test.  <b>Staff Responsible for Monitoring:</b> Laura Ocadiz- Department Head, Nichole Kelderman and Bill Mitchell Instructional specialist, Travis Ragsdale-Supporting Admin  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative		Summative
	Nov	Feb	June

0%

No Progress

100%

Accomplished

Continue/Modify

Discontinue

**Goal 2:** Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future.

Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students.

DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.

**Performance Objective 1: MAP SAT BENCHMARKS (8th Grade)**

The percentage of 8th grade students who meet the CCR Standard on MAP Reading will increase from 50% in 2023 to 55% by 2024.

**Evaluation Data Sources:** Spring MAP Reports

**Goal 2:** Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

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**Performance Objective 2:** PLC time will be structured to focus on how are lessons plans and instruction can be changed to increase comprehension. Teachers will focus on how to implement more STAAR type questions into their lessons, practice in analyzing and interpreting grade level assigned text by front-loading background and vocabulary in prior to reading and scaffolding the reading for what is best for each student. Teachers will plan time in their lessons to work on basic writing and revising skills with students.

**Evaluation Data Sources:** PMA and MAP testing data will be reviewed during PLC during the year to monitor progress of students

**Goal 3:** Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth.

Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.

**Goal 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.





Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 1:** The all student and individual student group attendance rates will be maintained at 93.4% or higher.

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> During weekly admin meetings we will be setting aside time to look over attendance data. <b>Strategy's Expected Result/Impact:</b> When students are below the expectation mark we will be setting up parent conferences and creating a student attendance plan to help promote being at school. <b>Staff Responsible for Monitoring:</b> Travis Ragsdale, Ashley Washington, Bethany Jacobson- Administration Team Cecilia Butler- Attendance Clerk Kim Gregorash and Janet Jordan-Counselors  <b>Title I:</b> 2.4, 2.6, 4.1, 4.2 - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments		Formative		Summative
		Nov	Feb	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 2:** The district and campuses will incorporate behavior management strategies to reduce the number of discipline placements and maintain a disproportionality risk ratio of 2.0 or lower in each student group.

**Evaluation Data Sources:** During the 2022-2023 School year Carpenter had a 2.12 for Native American Students that had discipline action. Carpenter had a total of 2 Native American students on campus during the 2022-2023 school year. All other demographics were under 2.0.

**Goal 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 3:** The district and campuses will reduce the number of drug incidents (PEIMS Codes 04 & 36) and alcohol ( PEIMS Code 05) incidents by 10% based on 2022-23 baseline.

**Evaluation Data Sources:** Carpenter Middle School had 3 incidences last year that were coded as 04.



**Goal 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 4:** The district will reduce the number of bullying (PEIMS Code 61) incidents by 10% based on the 2022-23 baseline. Each campus will reduce the number of incidents by 10% or at least 1 incident based on their 22-23 baseline.

**Evaluation Data Sources:** During the 22-23 school year Carpenter Middle School had 3 bullying incidences.

**Goal 4:** Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 5:** All incidents requiring a threat assessment will be completed per District policy.

**Goal 5:** Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences.

Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.

Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students.

DIP - 5.4 Federal and State Mandates

# State Compensatory

## Budget for Carpenter Middle School

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 4

**Brief Description of SCE Services and/or Programs**

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## Personnel for Carpenter Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Joslyn Ruffin	Title I Paraprofessional	1
Krista Brown	Title I Paraprofessional	1
Mythili Sridhar	Title I Math	1
Nichole Kelderman	Title I Instructional Coach	1

# 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
<b>2022 # of Students</b>	31	73	45	0	7	0	24	99	5	37	125	45	170
<b>2022</b>	32	42	58		43		38	41	60	38	50	31	45
<b>2023</b>	34	44	59		44		41	43	61	40	51	32	46
<b>2024</b>	36	46	59		44		44	45	61	42	51	34	46
<b>2025</b>	38	48	60		45		48	47	62	45	52	36	47
<b>2026</b>	42	52	62		47		54	51	64	49	54	39	49
<b>2027</b>	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.

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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.

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
<b>2022 # of Students</b>	30	102	44	2	17	0	34	110	6	51	149	51	200
<b>2022</b>	43	38	70	0	47		18	37	50	22	48	43	47
<b>2023</b>	45	40	71	1	48		21	39	51	24	49	44	48
<b>2024</b>	47	42	71	2	48		24	41	51	26	49	46	48
<b>2025</b>	49	44	72	3	49		28	43	52	29	50	48	49
<b>2026</b>	53	48	74	4	51		34	47	54	33	52	51	51
<b>2027</b>	57	52	75	6	52		41	51	55	38	53	54	52

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

Carpenter

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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.

### 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
<b>2022 # of Students</b>	53	92	50	0	10	0	39	112	11	47	160	52	212
<b>2022</b>	43	46	58		80		23	46	45	36	47	60	50
<b>2023</b>	45	48	59		81		26	48	46	38	48	61	51
<b>2024</b>	47	50	59		81		29	50	46	40	48	63	51
<b>2025</b>	49	52	60		82		33	52	47	43	49	65	52
<b>2026</b>	53	56	62		84		39	56	49	47	51	68	54
<b>2027</b>	57	60	63		85		46	60	50	52	52	71	55



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

Carpenter

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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.

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>	114	267	139	2	34	0	97	321	22	135	434	148	582
<b>2022</b>	40	42	62	0	56		25	41	50	31	48	45	48
<b>2023</b>	42	44	63	1	57		28	43	51	33	49	46	49
<b>2024</b>	44	46	63	2	57		31	45	51	35	49	48	49
<b>2025</b>	46	48	64	3	58		35	47	52	38	50	50	50
<b>2026</b>	50	52	66	4	60		41	51	54	42	52	53	52
<b>2027</b>	54	56	67	6	61		48	55	55	47	53	56	53

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

Carpenter

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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.

### 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
<b>2022 # of Students</b>	31	73	45	0	7	0	24	99	5	37	125	45	170
<b>2022</b>	23	40	51		57		38	38	60	46	47	24	41
<b>2023</b>	26	42	52		58		41	40	61	48	48	26	42
<b>2024</b>	29	45	54		60		44	43	63	50	50	28	44
<b>2025</b>	32	49	56		62		48	47	65	53	52	31	46
<b>2026</b>	38	53	58		64		53	51	67	57	54	35	48
<b>2027</b>	44	59	61		67		60	57	70	62	57	40	51

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

Carpenter

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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.

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
<b>2022 # of Students</b>	24	75	25	2	12	0	33	88	5	42	102	40	142
<b>2022</b>	12	8	36	0	8		15	11	20	2	14	12	13
<b>2023</b>	15	10	37	1	9		18	13	21	4	15	14	14
<b>2024</b>	18	13	39	3	11		21	16	23	6	17	16	16
<b>2025</b>	21	17	41	5	13		25	20	25	9	19	19	18
<b>2026</b>	27	21	43	7	15		30	24	27	13	21	23	20
<b>2027</b>	33	27	46	10	18		37	30	30	18	24	28	23

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Carpenter

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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 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
<b>2022 # of Students</b>	59	119	69	0	15	0	40	134	12	56	207	63	270
<b>2022</b>	27	34	48		87		18	34	50	38	40	33	38
<b>2023</b>	30	36	49		88		21	36	51	40	41	35	39
<b>2024</b>	33	39	51		90		24	39	53	42	43	37	41
<b>2025</b>	36	43	53		92		28	43	55	45	45	40	43
<b>2026</b>	42	47	55		94		33	47	57	49	47	44	45
<b>2027</b>	48	53	58		97		40	53	60	54	50	49	48

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

Carpenter

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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
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<b>2022</b>	23	28	47	0	53		22	29	45	29	36	25	33
<b>2023</b>	26	30	48	1	54		25	31	46	31	37	27	34
<b>2024</b>	29	33	50	3	56		28	34	48	33	39	29	36
<b>2025</b>	32	37	52	5	58		32	38	50	36	41	32	38
<b>2026</b>	38	41	54	7	60		37	42	52	40	43	36	40
<b>2027</b>	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.

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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.

### 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
<b>2022 # of Students</b>	53	92	50	0	10	0	39	112	11	47	160	52	212
<b>2022</b>	25	29	42		80		21	31	45	32	34	31	33
<b>2023</b>	27	31	43		81		24	33	46	34	35	32	34
<b>2024</b>	30	33	43		81		27	35	46	37	35	34	34
<b>2025</b>	33	35	44		82		31	38	47	40	36	36	35
<b>2026</b>	37	39	46		84		36	42	49	44	38	39	37
<b>2027</b>	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
<b>2022 # of Students</b>	53	92	50	0	10	0	39	112	11	47	160	52	212
<b>2022</b>	26	20	30		60		21	24	45	26	24	29	25
<b>2023</b>	28	22	31		61		24	26	46	29	25	31	26
<b>2024</b>	31	25	33		63		27	29	48	32	27	33	28
<b>2025</b>	35	29	35		65		31	33	50	35	29	36	30
<b>2026</b>	40	34	37		67		36	38	52	41	31	40	32
<b>2027</b>	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	<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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