STRONG SCHOOLS, STRONG STUDENTS,

Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Carlisle Elementary

Principal: Linda Patrick

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

Approved by DBIC on November 14, 2016

Verification Page

Planning Timelines

- Analysis of Critical Actions, and STAAR 2015-2016 Gap Analyses: **August 2016**
- Needs analysis, goal setting and strategic planning: **July - September 2016**
- Campus teacher data analysis day: **August - September , 2016**
- SBIC Plan due for DBIC review: **October 12, 2016**

Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Thursday, October 13, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Monday, January 30, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Monday, June 05, 2017**

2016-2017 Campus Status

Check all that apply

☑ Title III English Learner Campus   ☑ Non-Title I Campus   ☐ Title I School-wide Campus

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	**6 (PI)**	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	**7 (Tran)**	Transition (Elementary schools only)
3 (HQ)	Instruction by State Certified Staff	**8 (A)**	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	**9 (M)**	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	**10 (Coord)**	Coordination and Integration
Program Funding			
Staffing	Enter funding $	i.e. Teacher	
Parental Engagement	Enter funding $	i.e. Parent programs, RAMP up for Kindergarten Program	
Student and Campus Capacity Building	Enter funding $	i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities	

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Jennifer Thorn	Faculty Member	2016	x	x	x
Megan Butts	Faculty Member	2015	x	x	
Kristie Schmidt	Faculty Member	2015	x	x	
Whitney Polze	Faculty Member	2016	x	x	
Rito Llamas	Faculty Member	2015	x	x	
Barbara Parente	Faculty Member	2016	x	x	x
Carven Holcombe	Faculty Member	2016	x	x	
Cate Shaw	Faculty Member, Special Education	2016	x	x	
Linda Patrick	Principal	1998	x		
Jennifer Ruth	District Professional	2014	x		x
Ashley Helms	District Professional **(Ad Hoc)**	2016	x		x
Melody Jones	Campus Professional, Non-teaching	2016	x	x	x
Joyce Lin	Support Staff Member	2016	x	x	x
Robin Jackson	Parent-Selected by PTA	2016			
Heath McGrady	Parent-Selected by Principal	2016	x	x	x
Committee member search still in progress	Parent				
Committee member search still in progress	Parent				
Committee member search still in progress	Parent				
Committee member search still in progress	Parent				
Mark Letterer	Community Member	2013			
Committee member search still in progress	Community Member				
Stephanie Albrecht	Business Representative	2012			
Committee member search still in progress	Business Representative				

District-Wide Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.

2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.

3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.

4. Increase the percentage of students meeting STAAR Advanced performance rates.

5. Increase high school graduation rates and ensure students are on track to graduate.

6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.

7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (60% meet the Level II Satisfactory Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
Health, Fitness and Attendance: The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.	10 (Coordination and Integration)	**All**
Violence Prevention and Bullying	10 (Coordination and Integration)	**All**
Parental Involvement: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	**All**
Highly Qualified Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.	1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)	**All**
Transition of Pre-KN Students: The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	**Title I only**

Improvement Plan Critical Actions

The areas for school-wide and/or targeted core-subject Critical Actions were identified using the following sources:
- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Grade Level Critical Actions
1. **Supplement classroom interventions with targeted support for students who perform below grade level.**
2. **Participation in peer classroom visits in order to improve the instructional practices of the team.**
3. **Increase reading proficiency across all grade-levels.**

Critical Action 1

Critical Action: *Supplement classroom interventions with targeted support for students who perform below grade level.*

Project Lead:	**Principals, Instructional Specialist, SPED team leader**
Staff, Title I Staff:	**All staff**
Materials and Resources:	**Data resources, curriculum planner, Descartes, iStation,**

Targeted Area:	☑ School-wide	☐ Kinder	☐ 1st grade	☐ 2nd grade	☐ 3rd grade	☐ 4th grade	☐ 5th grade	☑ Other: Special Education

Strategies for Accomplishing Critical Action 1:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Provide extra tutorials during teacher library time to students below grade level	Weekly during library time	Tutoring plans and groups	Formative: Grade levels will create tutoring groups based on time of library pull-out and need of students. Summative: All grade-levels were able to pull extra tutoring throughout the week, during the school day. Certain grades had trouble making this work during their library time though.
Create grade-level specific I/E plan including groups, lessons, and data collection.	Daily during I/E time	I/E plans submitted to principal	Formative: I/E time will start 10/17/2016. Possible checklist of interventions by Tier or grade-level should be looked into to help with lessons for I/E time. Summative: Grade levels were able to allocate 30 minutes daily to I/E time. This was very beneficial, especially for the enrichment time that was used to grow students beyond the grade-level norms. Each grade-level planned their I/E time differently based off the needs of their students.
Analyze data from STAAR, MAP and PES to determine groups	September/October and again throughout the year	I/E groups shared with team and administration	Formative: Data has been collected and groups are formed. Data will be relooked at after winter MAP scores.

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			Summative: Grade levels teams used data throughout the year to continue switching groups up for strengths and weaknesses in a particular area.

Critical Action 2

Critical Action: **Participation in peer classroom visits in order to improve the instructional practices of the team.**

Project Lead:	**Principals and team leaders**
Staff, Title I Staff:	**All teachers**
Materials and Resources:	**PDH, scheduled time for observations/reflections, observation forms/templates, data (MAP, STAAR, TELPAS, TPRI, Common Assessments)**

Targeted Area:	☑ School-wide	☐ Kinder	☐ 1st grade	☐ 2nd grade	☐ 3rd grade	☐ 4th grade	☐ 5th grade	☐ Other:

Strategies for Accomplishing Critical Action 2:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Each staff member will complete one peer classroom visit	March 2017	Observation Form	Formative: Would like for the visit to be outside of the grade-level. Possibly use Swivel to record a teacher and then have peer groups watch video together. Summative: Not all staff members were able to complete a visit by March. This is definitely something the committee thinks should be started from Day 1 next school year with higher expectations of staff.
Provide feedback to staff members observed within one week of peer visit	March 2017	Notes from visits	Formative: Feedback given immediately through use of QR code and Google Forms Summative: When classroom visits were done, feedback was immediate. Next year, we would like to look at the data collected from this year as a staff and complete some fake visits together so everyone is comfortable using the form.

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Options will be explored to visit other campus for classroom visits.	January 2017	Data collected	Formative: Maybe request additional funds from PTA to help provide subs for teachers to visit other campuses (this will be explored 17-18) Summative: This action step was not touched this year. The committee discussed how it is more important to first have a solid system of visits in place at our school with one another, and then begin to look at outside visits.
Provide a sub code to new teachers to be able to observe teammates as well as outside grade-level.	May 2017	Observation forms filled out	Formative: New teachers are unable to observe others in their grade-level without a sub (this will be a target for 17-18 school year) Summative: New teachers were not provided a sub code to observe within the building. This will continue to be a goal for next year.

Critical Action 3

Critical Action: **Increase reading proficiency across all grade-levels.**

Project Lead:	**Administrators, Instructional Specialist & Team Leaders**
Staff, Title I Staff:	**All staff**
Materials and Resources:	**Curriculum Planner, Data sources, iStation,**

Targeted Area:	☐ School-wide	☐ Kinder	☐ 1st grade	☐ 2nd grade	☐ 3rd grade	☐ 4th grade	☐ 5th grade	☐ Other:

Strategies for Accomplishing Critical Action 3:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Plan will be created on how a student moves through TIERS (including data to be kept, lessons that can be used, TIER II support, and TIER III support)	Monthly during Admin meeting (final plan shared with staff by March)	Written plan shared with staff	Formative: Forms for RTI tracking need to be identified. Resource list of interventions needs to be created. Guidelines for Tiers with programs and amount of time needed. Summative: Our counselor and Instructional Specialist were able to create a binder for staff on TIERS, CMIT, 504 and SPED referral.
ALL students will receive a teacher table (BL 4x a week, OL 3x a week, AL 2x a week)	Daily during reading	Teacher tables lessons, groups, data collected	Formative: Teacher table lessons during reading will be given daily. If there are less than 5 days in the week, students may not receive the stated amount of teacher tables. Summative: Teachers feel that they were able to implement this action step with fidelity.
TIER II will be given to students who meet district criteria outside of the normal teacher table (can be an extension lesson or a second table)	Daily Tier II instruction	RtI data collection	Formative: Tier II criteria given by the district. Summative: Students were identified at the beginning of the year. Many students exited TIER II based on district criteria, but staff continued to serve them to make sure

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			progress continued. EOY testing was done to see who would officially exit TIER II.
Hold a school-wide event to promote reading.	Once second semester	Flyer/announcement of activity sent home	Formative: Ideas could include: Dr. Suess Day Book Character Day Winter Reading Promotion of Six Flags ticket Read to a Million Program Open House Reading Activity Buddy Reading during Book Fair Week Read-A-Thon done by Librarian Summative: PTA hosted a Read-A-Thon. The committee discussed that more prior notice and more advertising should be done to promote these type of events. Students/parents were only aware the day the event started. Buddy Reading and Teacher reading were held during Book Fair Week.

Health, Fitness and Attendance

Critical Action:
The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (SB 892; Education Code 11.253(d); BQ LEGAL)

Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	COORDINATED SCHOOL HEALTH:			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. (**Required - Form Provided**)	Principal	Campus Wellness Plan	Larry Barbour is Carlisle's Campus Wellness Captain
K-8	Include at least one Parent on Campus Wellness Team. (**Required**)	Campus Wellness Captain	Campus Wellness Plan	Leslie Hemby is Carlisle's parent.
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. (**Required**)	Principal	Coordinated School Health Curriculum	Curriculum is followed throughout the year.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. (**Required**)	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Healthy Corner board in gym for In-School Health. Posters displayed and discussed with students.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	Walk/Jog a Thon, Walk 'n Roll Wednesdays, Jump with Jill activities all communicated through eNews and information sent home
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components. (**Required - Form Provided**)	P.E. Teacher	Student Exemption Form	Fitness test components are tested on all eligible students.
4th & 7th	(**NEW ACTION STEP**) Ensure all data for 3rd -8th grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through	P.E. Teacher	Fitnessgram Student Report	Fitness gram scores are printed and sent home.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	myPISD. (**Required**)			
	PHYSICAL ACTIVITY REQUIREMENTS:			
K-8	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. (**Required - Form Provided**)	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Students job at the beginning of every class period for warm-up and receive 135 minutes of Physical activity each week.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (**Required**)	P.E. Teacher	Pedometers; heart rate monitors	Staff follows required action steps.
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. (**Required - Form Provided**)	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Staff uses district curriculum.
K-5	Ensure students are receiving daily unstructured play during recess. (**Required**)	Principal	Master Schedule, Staff Supervising Schedule	All students receive 30 minutes of recess daily.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (**Required**)	Principal	Resources available upon request	Brain breaks are highly encouraged and included in staff newsletter of ones to try in the classroom.
	ATTENDANCE: Forms are available on inside.pisd			
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (**Required**)	Principal	Pinnacle, Attendance Sheet	Students are required to bring a parent or dr. note to excuse an absence.

Violence Prevention and Bullying

Critical Action:
VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (HB 283)

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	**PREVENTION:**			
	Identify high risk areas. **(Required)**	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	**Teachers and staff work to identify areas where bullying might occur. Communication about morning, afternoon, and recess duties is ongoing throughout the year.**
	Monitor high risk areas. **(Required)**	Principal Designee	Staff assignments/ schedule	Staff will actively monitor all high risk areas.
	Follow Campus Rules/Expectations. **(Required)**	Principal	Code of Conduct, District Handbook Campus Handbook	Campus rules/expectation are discussed with students all throughout the year.
Staff	**EDUCATION:**			
	Participate in annual staff training on bullying/sexual harassment. **(Required)**	Principal or designee	Handouts/PowerPoint	Bullying powerpoint presented to staff in August 2016 All staff required to take a sexual harassment online course
	Review referral process. **(Required)**	Principal or designee	Campus referral plan	Referral process reviewed during PDH August 2016
Staff	**INTERVENTION:**			
	Establish recommended intervention strategies for classroom/campus. **(Required)**	Principal or designee (campus discipline staff)	Discipline Management Plan	Reviewed with staff in August powerpoint
	Implement campus referral plan. **(Required)**	Principal or designee	Campus Referral Plan	Referral to administration if bullying has occurred.
	Utilize Discipline Management strategies. **(Required)**	Principal or designee	Discipline Management Plan	R-Time will be presented weekly by the classroom teachers. R-Time will help establish respect, manners, and build positive relationships among students.

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	**PREVENTION:**			
	Clearly state student expectations/campus rules/citizenship. **(Required)**	Principal or designee	Code of Conduct/ Student-Parent Handbook	Weekly R-Time lessons. Rules/Expectations taught and posted throughout the building.
	Monitor high risk areas. **(Required)**	All staff	Schedule (if necessary)	Arrival/dismissal/recess schedule was created and is actively monitored for effectiveness and changed when needed.
All Students	**EDUCATION:**			
	Explain referral process/contacts. **(Required)**	All teachers	Referral Plan	Counselor must teach at least 3 Bullying and Prevention Lessons to students
All Students	**INTERVENTION:**		(Please complete cells below)	
	Apply classroom interventions: **(Required)**	All teachers	Classroom teachers	R-Time lessons taught in classes to reduce bullying Citizenship/Character trait lessons taught
	Employ discipline interventions: **(Required)**	Designated staff	Carlisle Pledge Think It Over Sheets	Interventions such as success charts are used when needed.
	Use other intervention strategies as necessary/appropriate. **(Required)**	Administrative staff or counselors	Peer Discipline Partners Parent Resources	Lunch Bunch, Learning to make new friend Individual counseling for both parties Check in and out system
	Conference with parents/students. **(Required)**	Teachers or other staff	Teachers, counselors, administration	Kid Talk, CMIT meetings, parent conferences

Parent Involvement

Critical Action:
The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information. **Title I Components: 1, 6, 10** **Funding Sources: SCE, Title I and Local Funds**	All Staff SMORE Weekly newsletters Hardcopies of information	Administrative Team, Summer of 2016- Beginning of 2016 school year, as the need arises	Encouraged parents to sign up for school and district e-news at Parent Information Nights and throughout the year
Identify parents without computer/internet access to offer hard copies of school information. **Title I Components: 1, 6, 10** **Funding Sources: SCE, Title I and Local Funds**	All Staff Teams reports	August 2016, as the need arises - Campus Portal Reports	Hard copies of newsletters sent home with students
Upgrade and maintain the campus website for easy access and increased communication with the community. **Funding source: state & local**	CTA Administrators	As needed	Website was maintained by CTA.
Communicate information through eNews. **Funding source: state & local**	eNews SMORE	Weekly	Weekly community SMORE will be sent out through eNews.
Utilize social media to keep parents and community informed. **Funding source: state & local**	SMORE TWITTER Facebook CTA/Administrators All Staff	Weekly throughout school year	Weekly community SMORE will be sent out through eNews. Use of Twitter and FB to showcase pictures and events at school.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. **Funding source: state and local**	Principal PTA staff representative	Minimum of once per month	Monthly PTA Board Meetings held at school
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). **Funding source: state & local**	PTA chair Counselor	Parenting Classes offered throughout the 2016-2017 school year	Parenting classes will be held throughout the school year

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action:
The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Project Lead:	Plano ISD HR Employee Recruitment & Retention Department
Staff, Title I Staff:	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
Materials and Resources:	Operating Fund, HR Budget, Campus/Curriculum Budget

Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. **Title I Component 5** **Funding source: State and Local**	August 2016 to May 2017	Lists of highly qualified candidates are sent to schools when asked for certain positions.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. **Title I Component 5** **Funding source: State and Local**	Monthly Bilingual Stipends, July 2016 to June 2017	Carlisle is not a bilingual campus.
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. **Title I Component 5** **Funding source: State and Local**	August 2016 to May 2017	Carlisle hosts several student teachers in the fall and spring semesters, as well as student observers.
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. **Title I Component 4 and 5** **Funding source: State and Local**	July 2016 to June 2017	My Learning Plan updates teachers on on-going professional development opportunities.
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. **Title I Component 5** **Funding source: State and Local**	July 2016 to June 2017	Carlisle follows all hiring procedures outlined by Plano ISD.