



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Wells Elementary

Principal: Stefanie Ramos

Mission Statement: Wells Elementary provides challenging opportunities in a nurturing community allowing children to reach their potential.



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, September 22, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Wednesday, January 25, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Thursday, May 25, 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
Katie Vick	Faculty Member	2015-2016			
Jennifer Dahl	Faculty Member	2016-2017			
Ashley Brumbelow	Faculty Member	2015-2016			
Jessica Dickinson	Faculty Member	2016-2017			
Paige Adames	Faculty Member	2016-2017			
Kim Probst	Faculty Member	2015-2016			
Casie Howells	Faculty Member, Special Education	2016-2017			
Stefanie Ramos	Principal	NA			
Belinda Kinney	District Professional	2016-2017			
Lori Groves	Campus Professional, Non-teaching	NA			
Jen Methvin	Campus Professional, Non-teaching	2016-2017			
Julie Sharp	Support Staff Member	2015-2016			
Chastity Jeff	Parent-Selected by PTA	2016-2017			
Amy Peters	Parent-Selected by Principal	2016-2017			
Mike Singh	Parent	2016-2017			
Angela Woods	Parent	2015-2016			
Jacob McDonald	Parent	2015-2016			
Zach Cates	Parent	2015-2016			
Julie Cincotta	Community Member	2015-2016			
Carolyn Halliburton	Community Member	2015-2016			
Pat and Nancie Przada	Business Representative	2015-2016			
Matt Mortimer	Business Representative	2016-2017			

Information regarding the SBIC Committee (BQB Local) may be accessed here: <http://pol.tasb.org/Policy/Code/312?filter=BQB>

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. Provide opportunities for teachers to develop leadership capacity. (PPPA SW #4)
2. Analyze and equip teachers to analyze student performance data to inform decision-making. (PPPA SW #13)
3. Supplement classroom interventions with targeted support for students who perform below grade level. (PPPA SW #17)
- 4.
- 5.

Critical Action 1

Critical Action: Provide opportunities for teachers to develop leadership capacity. PPPA SW #4

Project Lead:	Campus Principal							
Staff, Title I Staff:	Principals, Campus Team Leaders, Grade Level Team Members, Specialists							
Materials and Resources:	Team Leader Meetings, Resource Books/Articles							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

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
<p>Provide leadership development opportunities for teachers</p> <ul style="list-style-type: none"> As a leadership team, brainstorm what new leadership opportunities might be available and extend to teachers. Consider identifying teachers to develop and share model lessons, lead collaborative planning sessions or learning communities, and act as instructional coaches. These opportunities need not be fulltime positions, but rather simple opportunities for teachers to extend themselves outside their classrooms or to share their unique skills and abilities with colleagues. Begin to extend additional leadership opportunities for teachers. Administrators will advocate for interested teachers to have leadership roles outside of the building. Leadership mini- lessons will be presented at team leader meetings each month. Each team leader must select and mentor another member of the staff with the same mini-lessons from team leader to grow leadership capacity. 	<p>Monthly Leadership Team Meetings</p>	<p>Team Leader Agendas</p> <p>Leadership Cohort</p>	<p>July 25, 2016 - Administrators meet with district Professional Learning staff: Dr. Matthew Martinez, Ashley Helms, and Julie McClurg to collaborate on ideas and resources for developing teacher leaders and brainstorm activities.</p> <p>New kindergarten teacher was invited to attend a district train-the-trainer model training on goal setting for the new TTESS system. She presented information at a staff PDH in August 2016.</p> <p>August 2016 – Campus Leadership Team met to discuss developing capacity and committed to working with and developing future teacher leaders.</p> <p>October 2016 – January 2017 – Teacher Leaders were invited to attend a Leadership Academy facilitated by a consultant in the field of educational leadership. The first ½ day training occurred on 10/17/16. Teachers are engaging in discussions regarding the work of Joyce Kaser in her book <i>Leading Every Day</i>. Additional Leadership Academy cohort meetings were held on 11/12/16 and 1/2/17.</p> <p>May 2017 - Team leaders attended additional Leadership Academies on 2/13/17 and 4/21/17. Will continue summer leadership training through book</p>

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
			<p>studies and online collaboration. Leaders will continue with a summer book study using the book Energy Bus and collaborate through the use of a Google Classroom. Making plans to have a Leadership PLC for the 2017-2018 school year. Team leaders talked about growing leadership capacities throughout their grade-levels rather than focusing on one person as we did this year. Administrator encouraged leadership outside the building by recommending instructional specialist for a District Task Force.</p>
<p>Center teacher leadership on curricular and instructional activities</p> <ul style="list-style-type: none"> • Survey teachers to ask what types of leadership opportunities would be meaningful for them. Study the results. • Ensure that new opportunities for teachers to develop leadership skills center on curriculum and instruction. • Build capacity for teachers to lead collaborative data analysis sessions that result in suggestions for refining curriculum and instruction. • Focus on developing skills among teachers in order to break down the walls between classrooms as more teachers are willing to lead pertinent discussions, assist other teachers, and help develop a culture of openness and collaboration. 	<p>Survey - Yearly, May 2016</p> <p>August 2016 & September 2016 – Set up training with Assessment</p> <p>Monthly Staff Meetings focused on Curriculum</p> <p>Monthly PLC Committee Meetings</p>	<p>Teacher Survey</p> <p>Assessment & Accountability Training with Jennifer Ruth</p> <p>Staff Meeting Agendas/Notes</p> <p>LC Committees – Google Classrooms</p>	<p>Team Leader Meeting – Leadership team was surveyed at EOY to determine interest in leadership opportunities for the 2016-2017 school year.</p> <p>Leadership team will be surveyed at EOY to reflect on new leadership insights.</p> <p>Teachers propose and self-select Professional Learning Communities to lead/attend in order to collaborate, grow leadership capacity, and share professional knowledge. PLCs met on 9/14/16, 10/12/16, 1/25/17.</p> <p>Data Analysis training and meetings were held on 8/16/16: Campus training w/ Assessment & Accountability August 2016: Grade Levels completed MAP data analysis 9/13/16: Assessment & Accountability met with each grade level team 9/20/16 – Assessment & Accountability met with 5th grade 11/6/16: Assessment & Accountability met with Kinder 1/2/17- STAAR Data Analysis</p> <p>October 12, 2016 – Team Leaders completed a leadership survey using Survey Monkey to reflect on their perceived strengths and areas for potential growth. A post survey will be done at the end of the year.</p>

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			<p>April 2017 - Post survey for Team Leaders was sent out in April to collect data on growth in strengths, reflection, and feedback for additional learning. They survey showed significant progress in willingness to have crucial conversations.</p> <p>May 2017 - Additional PLC Meetings held on 2/22/2017, 4/19/2017, and 5/17/2017. Continue to focus on classroom collaboration to increase leadership skills across staff.</p>

Critical Action 2

Critical Action: Analyze and equip teachers to analyze student performance data to inform decision-making. PPPA SW #13

Project Lead:	Campus Principal							
Staff, Title I Staff:	Principals, Grade Level Teachers, Specialists, District Assessment & Accountability Staff							
Materials and Resources:	PISD Curriculum Database, Lesson Plans, Local and State Assessments, Edugence							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> 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
<p>Consider current, prior, and subsequent student performance.</p> <ul style="list-style-type: none"> Review current student performance data available to your school’s grade levels. Then study student performance data in each core subject area longitudinally. 	September 2016	Data Analysis completed by each team	<p>August 2016- Jennifer Ruth completed a campus staff training on Edugence, reviewing performance data, and documenting RTI.</p> <p>September 2016 - Jennifer Ruth met with individual teams during planning to answer specific questions related to Edugence and RTI data after BOY MAP data was entered and teachers began using Edugence to document RTI.</p> <p>May 2017 - Checks were done by instructional staff and administrators to ensure data was documented in Edugence. Teachers reviewed MAP data at the end of each administration to plan for small group and intervention and enrichment.</p>
<p>Determine the extent of learning problems</p> <ul style="list-style-type: none"> Ensure that the appropriate school leaders are fully aware of any identified learning problem in your school. 	Three times per year; additionally as the need arises	MAP and STAAR data review. GAP Analysis, Edugence	Classroom teachers, Instructional Specialist, ESL Specialist and a special education teacher are meeting every 5-6 weeks by grade level for “Kid Talk”. Teachers are sharing concerns about students, determining if students need to be referred to the Campus Monitoring and Intervention Team. Discussion is being documented to help track learning problems. Administrators attend Kid Talk twice per year – February 2017.

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
<p>Provide guidance for data analysis and use</p> <ul style="list-style-type: none"> • Make sure that your leadership team has the necessary skills to model how teachers can use student performance data to make specific instructional adjustments in their classrooms. • Identify teachers in your school who leaders already know are skilled at this practice. Ask those teachers to lead sessions with the leadership team to demonstrate how they make instructional adjustments using performance data. • Determine how you will ensure that all teachers building their capacity to use the performance data in this type of meaningful way. 	<p>August 2016 – Initial training September 2016 – Follow Up Training Edugence Data, reviewed monthly</p>	<p>Edugence data Grade Level Meetings Team Leader Meeting Notes</p>	<p>January 2017 – Administrator and Instructional Specialists provided a review of SBIC plan and led a STAAR data analysis of prior years’ STAAR results. Grade levels were asked to submit results of their data analysis to leadership by end of January 2017.</p> <p>January 2017 – RTI tier model was reviewed. Emphasis was on determining preponderance of data versus using a static cut score. RTI practices in general were also reviewed. Tips and guidance for collecting useful and specific data for individual students were reviewed.</p> <p>Data Analysis training and meetings were held on 8/16/16: Campus training w/ Assessment & Accountability August 2016: Grade Levels completed MAP data analysis 9/13/16: Assessment & Accountability met with each grade level team 9/20/16 – Assessment & Accountability met with 5th grade 11/6/16: Assessment & Accountability met with Kinder 1/2/17- STAAR Data Analysis</p> <p>May 2017 - RTI processes were reviewed and discussed at the Leadership Retreat in May 2017 to assess and provided feedback on how the process went this year and what could be improved upon for the 2017-2018 year.</p>
<p>Review student performance with teachers</p> <ul style="list-style-type: none"> • Reflect on the data together and determine what specific adjustments or interventions students might need. • Reinforce open analysis and sharing of student performance data as the means for continuous improvement. You will know you have a strong data-use culture in place when teachers go even a step further and willingly share their data with their peers as part of their collaborative problem-solving process. 	<p>Three times per year; additionally as the need arises</p>	<p>Grade level meetings Team Leader Meeting Notes Staff Meeting Notes</p>	<p>August 2016 – Leadership reviewed high yield instructional strategies covered in 2015-2016 PDH as a refresher for continued learning.</p> <p>September 21, 2016 – PACE and ESL teacher reviewed cooperative learning/Marzano strategies, ELLs and small group instruction, and guided reading with staff during September staff meeting.</p> <p>October 19, 2016 – Instructional Specialist reviewed Tier</p>

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			<p>2 and resources available with all staff during PDH/staff meeting as well as reviewed cooperative group learning.</p> <p>October 2016 – PLCs were asked to connect their currently PLC topic to and show how their learning would support classroom interventions, strategies, routines, and/or curriculum for all learners. Their responses were submitted using a Google doc.</p> <p>May 2017 - Teachers are entering RTI data for Tier II and III students in Edugence. Administrators are reviewing this data each 9 weeks. Data was reviewed by leadership in October 2016 and January 2017. Instructional Specialist continued monitoring through the end of the year.</p>

Critical Action 3

Critical Action: Supplement classroom interventions with targeted support for students who perform below grade level. PPPA SW #17

Project Lead:	Campus Principal							
Staff, Title I Staff:	Principals, Grade Level Team Leaders, Grade Level Team Members, Specialists, Special Education							
Materials and Resources:	PISD Curriculum Database, Lesson Plans, Local and State Assessments, Edugence, eStar							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> 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	
<p>Proactively develop intervention plans for students performing below grade level.</p> <ul style="list-style-type: none"> Use student assessment data and teacher input to identify the students at each grade level in your school who are going to require additional instructional supports from the first day of the school year. 	August 2016, additional reviews as student are identified	Review assessment data, CMIT, 504, Special Education documentation	<p>August 2016 - Teachers create student data cards at the end of each year identifying students who need interventions to the next grade level teacher.</p> <p>August 2016 – Specialists meet with grade level teams to provide information, plans, and accommodations for all students who are identified as Tier 2 or Tier 3 through CMIT and/or 504.</p> <p>August 2016 – Special Education meets with teams to discuss support and individual education plans for students in their classrooms.</p> <p>Grade Level teams and specialists meet to review student data and performance through Kid Talk once every six weeks. Meets have been held on: 9/29/16, 10/27/16, 12/8/16.</p> <p>May 2017 - Students who need more formal plans are referred to the Campus Monitoring and Intervention Team (CMIT) as needed throughout the year.</p>	
<p>Provide proactive support for students performing below grade level</p> <ul style="list-style-type: none"> Provide just in time support to ensure that students who are performing below grade level gain the specific prerequisite skills needed before they are introduced to 	Support provided daily Tier II and III instruction	Tier II and Tier III Support Interventions with Academic Specialists,	Kinder -	January 2017 - Language Arts and Math - Below level needs are addressed weekly in planning. Scaffolding lessons are developed based on needs. Differentiated seatwork, stations and guided reading/math groups provide

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<p>new content.</p> <ul style="list-style-type: none"> Ensure that each unit of study in all core content areas has been carefully analyzed to determine what necessary prerequisite skills students must possess to be able to engage with the new learning content successfully. 		<p>Special Education Staff</p> <p>Lesson Plans</p>		<p>for extra practice and reteaching. Tigerroo Switcheroo is a focused time which targets student needs by level. Tutoring targets the students who are struggling the most.</p> <p>May 2017 - Language Arts and Math - Continuously monitored as a team the effectiveness of the interventions and adjusted based on needs. Reviewed end of year assessment data to plan further intervention activities and to determine students who needed to be referred to CMIT.</p>
			<p>1st Grade -</p>	<p>January 2017 - Scaffold lessons at teacher table in math and reading. Enrichment provides time to reach approaching level students using testing data and classroom performance to master the Kindergarten TEKS which are still developing.</p> <p>May 2017 - Continued scaffolding lessons at teacher table lessons. Used Enrichment to reteach and fill gaps in learning.</p>
			<p>2nd Grade -</p>	<p>January 2017 -Preteach vocabulary, use small groups to front load skills in both math and reading. Enrichment time is used to group students according to their struggles and needs, based on MAP strands. Differentiated teacher table lessons and activities, based on TEKS and skills needed.</p> <p>May 2017 - Preteaching vocabulary skills helped our ESL students who were not as familiar certain vocabulary. Enrichment time helped some students who needed some reteaching of certain concepts. Teacher table time was used to target</p>

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				specific skills for all students in 2 nd grade.
			3 rd Grade -	<p>Jan 2017 - Preteach skills and concepts in small groups (tutoring, teacher table, enrichment). We use spiral review of targeted skills within stations. Teacher table work is composed of differentiated lessons/activities.</p> <p>May 2017 -Preteaching skills helped our lower kids to have more success when the concept was taught in whole group. We will continue to use spiral review to make sure that skills are still secure. We plan to use enrichment time as an opportunity to have more targeted intervention on specific skills that groups of children are struggling with.</p>
			4 th Grade -	<p>Jan 2017 - Math and Reading - Differentiated stations and teacher table lessons for every group. Tutoring twice a week for math and for reading - with instructional specialist's help. Leveled enrichment lessons. Collaboration with specialists and sped. Preteach and spiral concepts in enrichment. Use of visuals, supplemental aids, graphic organizers, whole brain teaching, parent teacher communication. Kid talk and reevaluate students' needs and how they can be met.</p> <p>May 2017 - Differentiating tier 1,2,3 instruction, stations, and enrichment lessons - helped us be more intentional. Preteaching and spiraling helped us meet the needs of our several tier 2 and 3 students this year and tying this in with RTI helped us help with student learning.</p>

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			<p>Focussing on math, reading, writing, and the Thinkerbell words helped our students make connections between concepts better and helped with test prep. Reevaluating tutoring groups every 9 weeks, helped us make our groups more fluid, purposeful, and smaller. Frequent collaboration with the specialists through formal and informal kid talks, RTI on Edugence, sharpened our focus and gave us new ideas to problem solve and ways to be more efficient and effective with our students. We were successful in coming up with a set of charts, supplemental aids in collaboration with sped and specialists - and were intentional about teaching our students how to use them and get the most out of them.</p> <p>5th Grade - January 2017 Reading: Placed low-performing students into skill-based groups. Each teacher will teach the same small-group 6-weeks. Reevaluate at the end and form new groups.</p> <p>Tutoring two days per week in math and reading.</p> <p>Enrichment groups based on skills and student academic levels.</p> <p>Math: Differentiated stations; small group instruction based on instructional level.</p> <p>Science- differentiating instruction for lower level students Interventions provided throughout the</p>

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				<p>lesson and on Thursdays in small group Check for misunderstanding through the use of quick checks, exit tickets, and visual aids Vocabulary preteach</p> <p>May 2017 Reading: Saw growth in reading as evidenced in STAAR. We were concerned about several student, but they had high growth. We attribute this to the individualization of instruction.</p> <p>Math: Excited to see every gen. ed. student passed Math STAAR.</p> <p>Science: While we do not have STAAR scores back yet, we have seen growth in student work and science discussion.</p>
			SpEd -	<p>January 2017 - Provide modified work/tests for students who meet the criteria. Provide small group instruction in general ed and special ed. Use visuals, music, and movement in order to teach new skills. Analyze all assessments, both general ed and prerequisite, in order to base instruction on individual students' needs.</p> <p>May 2017 - Continued to provide modified work/tests for students who met the criteria. Students have shown mastery of IEP goals.</p>
<p>Provide academic support aligned with the district curriculum</p> <ul style="list-style-type: none"> Examine any school-level interventions to make certain they are tightly aligned with the academic objectives of the district's written curriculum that are being 	<p>August 2016</p> <p>Weekly grade level curricular planning</p>	<p>District Curriculum Planner, Teacher Lesson Plans, RTI data in Edugence</p>	Kinder -	<p>January 2017 - We plan together weekly using the district UBD. Whole group and small group instruction is addressed. We bring in additional materials as needed that are directly aligned with the TEKS.</p>

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<p>addressed in the classrooms.</p> <ul style="list-style-type: none"> Make sure every instructional minute within school-level interventions is aligned to the academic objectives of the district's written curriculum. 	meetings			<p>May 2017 - Continued to plan as a team and worked on aligning all subject areas for a more cohesive presentation of content.</p>
			1 st Grade -	<p>January 2017 - As a team, we plan using the UBD and supplement with activities and other lessons that support the TEKS for the UBD.</p> <p>May 2017 - Continued planning with UBD, using small group instruction for intervention, as well as our IE time.</p>
			2 nd Grade -	<p>January 2017 -We plan together as a grade level, the UBD guides our planning. As a grade level we group students according to their needs-whether it be a higher level or lower level need.</p> <p>May 2017 – using the UBD plan allowed us to plan better for our students. This year we had several small groups for our higher and lower students. In these groups, teachers were able to work on specific skills that helped that group of students grow in areas targeted for them.</p>
			3 rd Grade -	<p>Jan 2017 - We plan together as a team using the district provided UBD to guide our planning. We use our RTI and other data to guide whole group and small group instruction.</p> <p>May 2017 - Continued planning using the UBD, using our RTI and MAP data to guide small group instruction time, tutoring and enrichment time.</p>
			4 th Grade -	<p>Jan 2017 - Subject planning each week to accommodate student learning. We</p>

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			<p>collaborate with district staff on planning/teaching expectations. RTI is being implemented with support and communication with specialists. STAAR interventions based on common skills – grouped by STAAR/MAP data.</p> <p>May 2017 – Continued collaborating with district staff to plan science. Also met with a district staff to get ideas on guided reading. RTI continued to be based on very targeted interventions – based on formal and informal assessments and communication with sped, ESL, and instructional specialist. Math enrichment was very intentional and leveled for all students.</p>
			<p>5th Grade -</p> <p>January 2017 - We plan together as a team with a focus on student academic needs. We team plan guided math/reading/science and interventions. Use RTI data to plan interventions. Use UBD to align lessons to the curriculum.</p> <p>May 2017 - Through sharing our data, we have been able to meet the individual needs of our students. All of the teachers knew the strengths and weaknesses of all of our students.</p>
			<p>SpEd –</p> <p>January 2017 - Special Ed. teachers meet and plan with their assigned grade levels weekly. Assignments are modified for students who meet the criteria, and modifications align with the grade level curriculum</p>

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				<p>May 2017 - Special Ed. teachers continue to meet and plan with their assigned grade levels weekly.</p> <p>Some Special Ed. teachers participated in a district training online on accommodations/modifications. Teachers use the data collected from End of Year assessments to help plan for instruction.</p>
<p>Evaluate the effectiveness of student intervention</p> <ul style="list-style-type: none"> • Determine how you will evaluate the effectiveness of any school-level learning interventions that you provide. • Attempt to tie any evaluation to demonstrated student performance. • Abandon interventions that do not result in increased student performance. 		<p>Edugence data reviews, RTI documentation, Lesson Plans</p>	<p>Kinder -</p> <p>January 2017 -- Assessment data is reviewed and lesson planning is based on demonstrated needs. RTI data is recorded weekly to document student progress and drive subsequent instruction. Lesson plans reflect areas of need as shown through assessment data. Monthly KidTalk and CMIT meetings help us to collaborate on student issues.</p> <p>May 2017 -- End of year assessment data has been reviewed and student growth has been noted. Those students who continue to struggle with grade level objectives have been referred to CMIT so that challenges are noted and successful strategies are passed on to first grade.</p>	
			<p>1st Grade -</p>	<p>January 2017 - We collect data/RTI which drives our instruction for upcoming lessons.</p> <p>May 2017 - Data from assessments as well as RTI is used to monitor students' progress. This data is used to guide instruction.</p>
			<p>2nd Grade -</p>	<p>January 2017 - We use RTI to guide our next actions for the students. We use assessments to group our students with like needs.</p>

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			<p>May 2017 – Looking at our RTI information we were to plan instruction that meet student’s needs. Using district and state assessments helped us group students so that their individual needs were being meet.</p>
			<p>3rd Grade - Jan 2017 - We use RTI, classroom assessments and data to determine effectiveness of student intervention. May 2017 - We are continuing to use the data we gather from RTI, MAP scores, and classroom assessments (formal and informal) to determine and adjust the effectiveness of interventions.</p>
			<p>4th Grade - Jan 2017 - We evaluate through use of BOY and MOY MAP scores. Practice STAAR progression is monitored. We use informal assessment and graded classroom assignments to evaluate learning. We utilize RTI reflection and communication with specialists. May 2017 – We continued using formal and informal assessments, MAP scores, item analysis from practice STAAR to guide instruction and plan our small group instruction. Our enrichment and small groups were kept dynamic based on this data as well. We also utilized the RIT bands and the listing of the learning gaps in Edugence to guide our small group instruction.</p>
			<p>5th Grade - January 2017 - We collect data through item analysis of every assessment (classroom assessments and intervention assessments)</p>

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	
				<p>May 2017 - We were able to use our data to effectively guide instruction and to show students are achieving mastery.</p>
			SpEd –	<p>January 2017 - Special Ed. teachers take data on every student’s individualized goals and base following year’s goals on mastery of the previous year’s Look at all testing, both general ed and prerequisite to base goals and instruction on Revision ARDs are held to modify goals that are obtained too quickly, or unable to be obtained, as needed</p> <p>May 2017 - Special Ed. teachers reviewed results reported as of now and planned an Accelerated Intervention Plan for each student who failed a subject. Goals have been created for all Special Ed. students to target individual areas for growth. MAP scores and Plano Literacy results are being evaluated to help plan for targeted instruction, as well as IEP goals.</p>

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	<p>Karen Hill & LaGwenna Redwine – Captains Meetings held the first day of each month from 3:00-3:30pm Meetings were: Oct.11, Jan.10, May 4 (cancelled)</p> <p>Staff Weight Loss Challenge from 1/20/17-3/3/17 FIT Fridays every Friday. A CWC member sends out an email each Friday with a healthy recipe and exercises to try for the upcoming week beginning 1/13/17.</p> <p>May 2017 - **Best participation to date! 27 Staff member were consistently a part of the Weight Loss Challenge and the Fit Friday emails shared great recipes that other teachers replied and told us that they tried. A google classroom was created to keep these recipes and exercise routines so that staff could use as a reference.</p> <p>Jog Club: Sept. 2016-May 2017 every Tuesday and Thursday morning from 7:15-7:30am for student and/or staff.</p> <p>My 2017 - Another successful year for students in 2nd-5th grade. We had registered _70_ students and averaged __30-35_ per week.</p> <p>May 2017 - PTA event was Boosterthon held Feb.24 with a gym packed full of student participants.</p> <p>Fun Run Fitness Event coordinated with PTA - February 2017. Students participated in an evening indoor fun run doing specific exercises.</p>

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				May 2017 - Team planned one 5k per month during the spring and encouraged participation of staff. Feb. 4- Hot Chocolate Feb. 25- Deafinetely Not Different Mar.25- Color Run all had Wells teachers running 5K or 15K
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Katie Buhl (3 rd & 5 th grade students) Shonda Winkler (Kinder student)
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	Bulletin Boards Videos/Power Points PISD SCH Curriculum Teacher Materials
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	Nutrition Bulletin Board (cafeteria): A “Minion” Ways to Stay Healthy 1st 9 weeks, “Fall into Healthy Habits” 2nd 9 weeks, “Be Sweet To Your Heart” 3rd 9 weeks “Healthy Choices” 4 th 9 weeks HIP: Safety in the Home 1st nine weeks (Fire Safety, Spills, Ladder falls) (southwest corner of gym); 2nd nine weeks Nutrition (healthy eating habits, myplate.gov); 3rd nine weeks: My Body (keeping clean , germs) Bones/Muscles (southwest corner of gym)- All year Reviewing of Safety in the Home (drills)
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	Newsletters and Thursday Folders are used to notify of events Fun Run Fitness Event in coordination with PTA Jog Club: September 2016-May 2017 every Tuesday and Thursday morning from 7:15-7:30am
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	Fall Fitness Test – Baseline to set goals for school year. Week of 9/26/16. Spring Fitness Test – Compare results to BOY. Week of 4/10/17. Performed and completed 4/3-4/13.
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd -8 th	P.E. Teacher	Fitnessgram Student	Fitnessgram results from both tests will be reported with EOY

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through myPISD. (Required)		Report	report card. Will be sent June 1
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	K-2 nd seen 4 x week = 150 min 3 rd – 5 th seen 3 x week = 150 min
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Heart Rate Monitors/Pulse Check/Perceived rate of exertion Pedometers. Worn by students who could not directly participate and had to walk to track their 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	Year-at-a-Glance PE Form Weekly lesson plans
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	Monitored by classroom teacher
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	GoNoodle.com At natural breaks during instruction Included at Spirit Assemblies
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	Classroom teachers notify Julie Sharp in front office Assistant Principal in communication with teachers as well as parents.

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	August / September 2016, as need arises.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	Daily. Duties assigned to staff for arrival, dismissal, lunch, and recess. Resent carpool procedures to all parents after concerns noted during arrival and dismissal - February 2017 Communicated with families about the park construction and addition to Wells.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	Code of Conduct and Handbooks were reviewed with staff in August 2016. Additional reviews are completed as need arises.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Staff was trained in August 2016
	Review referral process. (Required)	Principal or designee	Campus referral plan	August 2016
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal/Tiger Pride Vertical Team	Discipline Management Plan/Tiger Store Items	Tiger Tickets (positive behavior incentives) are passed out throughout the year. Students are allowed to shop at the Tiger Market on Fridays. Teachers send positive "Tiger Mail" emails to parents throughout the year. Skits about positive behavior supports during quarterly spirit

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				assemblies.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	As need arises
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Positive Behavior Planks when necessary, PBISworld.com May - Parent communication is an important piece to these strategies
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship. (Required)	Principal/Counselor /Teachers	Code of Conduct/ Student-Parent Handbook/R Time Materials	Tiger Time class meetings are ongoing Monday immediately following announcements. May 2017 - Tiger Time is ongoing and will continue throughout the rest of the year.
	Monitor high risk areas. (Required)	All staff	Duty Schedule	Staff always in main hallways during arrival and dismissal. May - monitoring will need to be increased as we close the year
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Students are made aware of school processes in September 2016 by teachers. Additional explanations are provided as need arises.
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	R Time Lessons	Tiger Time class meetings are ongoing Monday immediately following announcements.
	Employ discipline interventions: (Required)	Designated staff	Administration /Counselors/ Classroom Teachers	Office visits, calls home, CMIT meeting, positive behavior intervention plans
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Administration/ Counselor/ Classroom Teachers	ISS/OSS as last resort
	Conference with parents/students. (Required)	Teachers or other staff	Classroom Teachers/ Administration/ CMIT	Tiger Time class meetings are ongoing Monday immediately following announcements.

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	Principal/Office Manager/Secretary	August 2016	Parents are required to login to Parent Portal in order to gain access to their 2016-2017 classroom assignment.
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	Principal/Office Manager/Secretary /Grade Level Teams	August 2016	Parents must register through Parent Portal to receive their child's teacher name. Teams identify parents without computer access and send home hardcopies of the weekly grade level newsletter.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Principal/Asst Principal/CTA	August 2016	Campus website was updated with new staff information in August 2016. Additional updates are completed as needed.
Communicate information through eNews. Funding source: state & local	Principal	Monthly	Monthly eNews is distributed to families from August through May. Grade levels send out weekly news via Smore. Principal uses school messenger to communicate with families.
Utilize social media to keep parents and community informed. Funding source: state & local	Principal	As the need arises	Wells has a Facebook page, Twitter account, and Remind account. Teachers also use Instagram, See-Saw, and Smore newsletters.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Principal/PTA	Monthly PTA Meetings	PTA board meetings are held on a monthly basis and include the campus principal. There is also a staff member in attendance.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: state & local	Principal/PTA	Meet with PTA Monthly to discuss	Dates and topics will be set at monthly PTA board meetings. Dates of programs are 10/21/16, 12/9/16, 2/10/17, 4/7/17.

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	Completed at the district level
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	Provided by HR at the district level
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	The campus assists in pairing student teachers with campus mentor teachers.
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	August 2016 – Administrators met with the Professional Learning Department to select professional learning opportunities to provide staff. Additional professional development options and opportunities are presented by the professional learning department and curriculum department at monthly principal meetings.
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	Completed at the district level