



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Wyatt Elementary School

Principal: Cynthia Hentges

Mission Statement: A caring community dedicated to academic excellence for all learners in a challenging and nurturing environment.



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): **Monday, September 26, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Thursday, February 02, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Friday, May 26, 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 \$	Total Funding for 4 Title I Support Teachers	
Parental Engagement	Enter funding \$	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	Enter funding \$	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance 9/26/16	Meeting 2 Attendance 2/2/17	Meeting 3 Attendance 5/26/17
Angela Armstrong	Faculty Member	2014	Present	Present	Present
Dianne Griffith	Faculty Member	2016	Present	Present	
Fran Maakestad	Faculty Member	2016	Present	Present	Present
Marcia Laday	Faculty Member	2016	Present	Present	
Laura Johnston	Faculty Member	2014	Present	Present	
Kevin Holland	Faculty Member	2016	Present		
Terry Allen	Faculty Member	2016	Present	Present	Present
Kathy Williams	Faculty Member, Special Education	2016			
Cynthia Hentges	Principal	2015	Present	Present	Present
Maryellen Sablick	District Professional	2015	Present	Present	Present
Corinne Dias	Campus Professional, Non-teaching	N/A	Present	Present	Present
Michelle Meeks	Campus Professional, Non-teaching	2016			
Angela Krape	Support Staff Member	N/A	Present	Present	Present
Sarita Venkatraman	Parent-Selected by PTA President	N/A	Present	Present	
Jamilyn Carrell	Parent-Selected by Principal/Fitness	2016	Present	Present	
Brent Graham	Parent	2016			
Heather Colman	Parent	2016	Present	Present	Present
Kandi Sigona	Parent	2016	Present	Present	
Fred Arias	Parent	2016	Present	Present	
Todd Boone	Community Member	2016	Present		
Sarena Edwards	Community Member	2015	Present	Present	
Courtney Robinson	Business Representative	2015		Present	Present
Holly Bryant	Business Representative	2016			

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. Model and promote substantive collaboration to foster a learning community. PPPA SW #9
2. Analyze student performance data to inform team discussions and decisions. PPPA CL #9
3. Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. PPPA CL #15
- 4.
- 5.

Critical Action 1

Critical Action: Model and promote substantive collaboration to foster a learning community. PPPA SW#9

Project Lead:	Principals							
Staff, Title I Staff:	Specialists, Team Leaders, All Staff							
Materials and Resources:	Weekly Staff Memo, Campus and Personal PD, Twitter/Social Media, Conferences							
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
Teachers will set one professional learning goal (TPG) that has a high level of interest for them, and they believe will impact student learning. (SLO) Their goal setting will include an action plan that can lead to success.	9/27/2016	TPG/SLO entered by each teacher into Eduphoria; date of conference with principal also on Eduphoria	Goal conferences included discussion of action steps – teachers showed enthusiasm for the goal they had chosen and their plan for achieving it; they were very open and welcoming of input from principal. Formative Notes: Teachers were encouraged to get with a partner to discuss their TPG and action steps and to reflect on their own progress; end of year process regarding summative conferences and need for evidence to support success was explained in January Monday Memo and repeated in memos for weeks leading up to the date when summative conferences could begin. Summative Notes: End of year conferences with teachers were very positive; every staff met their targeted goal and every staff expressed benefits for both themselves and their students for having set a professional goal that directly related to outcomes for their students. Teachers did not indicate this was difficult for them to do. Next year I know I will have to make more of a point that some of their personal PD should be connected to this goal.
Weekly Principal Memo will include teaching tips from specialists and tech tips from anyone involved with students.	Weekly Memos 8/10/16 – 6/2/17	Using SMORE as platform for memos	Formative Notes: This has been ongoing – many examples of teacher sharing, encouragement and offers to support one another both in Monday Memo and emails that teachers send out.

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>Summative Notes: The SMORE has been consistently used as a communication platform for the staff. Teachers have stated that they feel very informed and like the learning pieces that have been incorporated. The Monday Memo delivered by way of SMORE typically went out on Sunday evening – provided info about school events, continuous calendar, PD and staff sharing of articles, websites, apps, invitations to training, and insight on best practices. The Monday Memo was also used to promote the special things teachers were doing to either learn something new, for example, earning Badges or to promote something new they tried with their students. Teachers sited that as something they really liked.</p>
<p>Teachers will share their knowledge of apps and technology for use with students in their classrooms at informal tech meets afterschool throughout the school year.</p>	<p>Once per semester</p>	<p>Teacher reflection about tech meets</p>	<p>Appy Wednesday and Chromebook tips took place on October 30... Lori Vermeer and Cheryl Lazarus invited staff to their classrooms to learn about new apps and applications; optional – attendance was good.</p> <p>February 20 – Like Campuses got together to share ideas and discuss concerns; several teams have stayed in touch and interact periodically about grade level issues.</p> <p>Seesaw Training with Lori Vermeer in the spring – several teachers are using this app because of this training</p>
<p>Teachers will have the opportunity to arrange to visit a colleague on another campus or on our own campus to broaden their knowledge in an area they are trying to grow in.</p>	<p>Once per year per teacher</p>	<p>Teachers who take advantage of this will complete peer observation reflection form</p>	<p>Formative Notes: Principal encouraged peer visits in Monday Memo as well as at team meetings. One of the intended outcomes of the Like Campus Gathering was to provide teachers with face to face contact with other teachers so they might connect with someone outside of Wyatt to go observe.</p> <p>Summative Notes: Several experienced teachers, and all beginning teachers, observed teachers on our own campus; none took advantage of going to another campus. I really thought they would be motivated to do so after the Feb 20 Like Campus meeting, but none did. My feeling is that more structure will be needed to make</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
			this happen if this is something we say we value... we will revisit next school year. When discussing with leadership team their feeling was that it is wanted but teachers get too busy to make the arrangements to actually carry through.
End of Year conference with teachers about TPG/SLO	April 6, 2017 – May 20, 2017		Formative Notes: Teachers had good preparation about what to expect at the summative. Summative Notes: Conferences were completed during the TEA window and were very successful, as discussed above. All teachers stated they found value in the new process.
End of Year Surveys – All grade level teachers were asked to send out a survey to their parents regarding their child’s experience during this school year.	May 22, 2017 – May 31, 2017	Conference with teams on responses	Formative Notes: The idea for this is that if we truly are a learning community we need to get feedback to help us reflect on how we’ve done. Summative Notes: Teachers were receptive and parents have responded positively.

Critical Action 2

Critical Action: Analyze student performance data to inform team discussions and decisions. PPPA CL#9

Project Lead:	Principals							
Staff, Title I Staff:	All Professional Staff							
Materials and Resources:	Student Data on Edugence/PES, STAAR, TELPAS, COGAT/Teacher Observation/Formative and Summative Assessments							
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
All teachers and specialists participated in Edugence Training presented by Jennifer Ruth at BOY training.	August 13, 2016	CMIT meetings, Kid Talks, ARDS and Planning	<p>Formative Notes: Teachers are using Edugence to keep a record of interventions and academic notes; Edugence is central to CMIT and Kidtalks to reference current and past student data.</p> <p>Angela Krape has provided one-one training as well as video links to help teachers gain comfort with it; goal is to empower teachers to view Edugence as a valuable resource with data that builds understanding about the students they teach.</p> <p>Summative Notes: More teachers used Edugence to record interventions and important information this year; Teachers in general, did not bring their own data to KidTalk/CMIT meetings; there is still a dependency on specialist providing that information.</p> <p>For next year, we will use a specific KidTalk form which requires the teacher to be prepared to discuss students who are in need of extra support; specialists have already begun creating short videos using the Swivl to help teachers understand how to find and interpret data.</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
Teachers are required to bring data to Kid Talks – since Kid Talks are intended to be a collaborative brainstorming session about a student issue of any kind, it is important to make data part of that discussion.	Once every nine weeks	Meeting notes	Teachers for the most part did not bring their own data to the meetings; however, CMIT team consistently modeled the expectation by asking for relevant testing data. The data was on hand and the team modeled what data we were looking for and why it was important.
Teachers performed the At-Risk analysis with their grade level teams.	October 10 – 14 th , 2016	PEIMS Data submitted to district was prepared by staff	Formative Notes: Teachers examined MAP data and student targets; Quintile 1 and 2 students who did not meet their RIT Target were noted as well as students in Q 4 and 5. This exercise was intended to help teachers have more knowledge about who they are teaching and to keep an eye on highly capable students who tend to coast rather than work at a higher level – discussions about why students would perform below level were very valuable. Summative Notes: Teachers benefitted from these early discussions; this also helped teachers understand the reasoning behind requiring pre-assessment. I definitely saw an increase in the number of teachers who did make reference to their students' data
Teachers will pre-assess students on content, in one subject, at least one time during both the first and second semester. Teachers will plan for instruction based on the data collected from the pre-assessment and discuss with principal.	Once per semester	PDH conducted October 19 – Teacher notes and action plan followed by conference	Formative Notes: Principal conferenced with grade levels about their pre-assessment experience by mid-December; groups varied on their approach and subject that was pre-assessed. Another pre-assessment will be required for 2 nd semester- content area is math or science. Summative Notes: This was very successful – teachers are using pre-assessment to provide differentiation for all students,

Critical Action 3

Critical Action: Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. PPPA CL#15

Project Lead:	Principals							
Staff, Title I Staff:	Specialists, Classroom Teachers							
Materials and Resources:	Student Data, Pre-assessment/Formative Assessments, Professional Development							
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
Teachers will pre-assess students on content, in one subject, at least one time during both the first and second semester. Teachers will plan for instruction based on the data collected from the pre-assessment and discuss with principal.	October 20, 2016 – December 6, 2016	Principal has notes took notes on her meeting with each grade level group.	Formative Notes: Principal conferenced with grade levels about their pre-assessment experience twice during the year; grade level teams varied on their approach and subject that was pre-assessed. Teachers in 1 st grade and 2 nd grade had specific actions that resulted from their pre-assessment. Kindergarten is assessing in a formative way almost daily, which leads to adjusting the lesson and the groups. All teams stated that they saw benefits to pre-assessing even though they weren't sure about the best type of test to give, and still had questions. Summative Notes: The questions teachers are asking are good ones. This tells me we will get better at this because they see the value. It does require more work during the planning stage, but teachers saw better engagement and interest from their students. Teachers also saw the value in keeping groups fluid and flexible. There were more comments from parents that they believed their student was being challenged. We will continue with this next school year.
Teachers will broaden their knowledge of pre-assessment and other types of assessments during campus PD.	October 19, 2016	Online PD with follow-up assignment	Formative Notes: Teachers completed the required training; the training was considered a launch to get teachers thinking about the value that pre-assessment can add to student learning. Summative Notes: Teachers were receptive to the

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
			information that was provided at this training. We continued to support their learning with articles and conversation throughout the year. Teachers shared information they came across on pre-assessment with each other – it wasn't just promoted by the principal.
Teachers will reflect on the impact of pre-assessment.	December 1, 2016 May 1, 2017	Written reflection by teachers	Formative: Teachers shared some thoughts on google classroom document, but most of the reflection was done during the meeting with the principal. Summative: The principal met twice with each grade level to discuss the pre-assessment initiative. All grade levels found value in adding this practice to our list of best practices because of the differentiation that evolved because of it.
Teachers will analyze EOY PES scores to understand whether or not adding depth to learning opportunities impacted our Q1 and Q2 students in a positive way.	May 26, 2017	EOY PES Target reports	Formative Notes: When we received our PES scores in the BOY teachers made a special note of Quintile 1 & 2 students who had not met their targets in the previous school year. Hypothesis for this activity is that if we know who these students are at the BOY, and we pre-assess and differentiate at the high end to show recognition of the knowledge they already have, would that make a difference on how they perform at the end of this school year? Summative Notes: Some students showed significant growth on MAP at EOY testing. My first impression is that classes who used flexible grouping, making changes throughout the year, rather than only twice a year as they previously have done – did better. However, there are many variables involved with student testing. I will continue to study this next school year.

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	Formative Notes: Captain: Tammy McCrary and Tammie McCarra. Summative Notes: Form attached with goals
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Parent: Mrs. Samsula
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	This curriculum is taught during each grade level's fitness class and reinforced in Physical Education classes
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	HIP corner is located in the Fitness room
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	Used Facebook, marquee, Enews to notify parents/community of the family fun run
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	All 3 rd -5 th graders were Fitnessgram tested twice(October pretest and February posttest)
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd -8 th 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)	P.E. Teacher	Fitnessgram Student Report	All data entered by March 15 th . All will be printed and sent home in final report card

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
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 receive 150 minutes and achieve MVPA
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Pedometers and Stride Tracker used
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	Lesson Plans visible on Google doc
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	Students receive 150 minutes a week of unstructured recess
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	Brain breaks are used throughout the day in every grade level: GoNoodle, Youtube dance
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	Formative Notes: We do everything we can to promote excellent attendance and coming to school on time. Summative Notes: We noticed that many of our families who ar new to the country do not understand the attendance guidelines. Next year, we will spend more time explaining areas that are different for them – for example, some countries do not have a problem with students leaving for mini vacations while school is in session; they don't necessarily have a system in place which monitors the number of days absent as we do.

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	Formative Notes: Staff discussions are frequent to assess situations or times of day when bullying may occur; staff brainstorms ways to minimize opportunities for bullying/bad behavior Summative Notes: Over the course of the year we found that recess, lunch, and transition periods were the times in the school day when this may occur; teachers were more vigilant during these periods and made adjustments as needed – for example, a student would be positioned near the teacher when walking down the hall, or at the front of the line, if he/she repeatedly was reported for bothering another student. Another thing we found was that some students need tighter controls when it came to restroom breaks- so, teachers adjusted if students could not abide by the guidelines.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/ schedule	On-going with staff always monitoring recess and transition periods and all teachers had before and after school duties to provide supervision during these transitional times of the day.
	Follow Campus Rules/Expectations. (Required)	Principal/all staff	Code of Conduct, District Handbook Campus Handbook	At the beginning of the year, we spent one full week establishing the feeling of community in the classroom and building relationships. Our theme, “Growing good hearts and good minds” was intended to remind students to be kind and caring towards one another. This community approach was successful overall. When students had hiccups we brought them back to this theme of caring for one another rather than siting a list of rules.

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	All staff – September 26, 2016
	Review referral process. (Required)	Principal/intern/counselor	Campus referral plan	Campus meetings, Kidtalks, CMIT meetings – R-time practices with students regularly
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal /intern/counselor/teacher	Discipline Management Plan	Grade levels teams spent first week of school emphasizing relationship building and community spirit; Teachers and staff set high expectations and check regularly on student behavior and interventions;
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	On-going
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Student expectations are set and reminders are given as needed

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/intern/counselor/teachers	Code of Conduct/ Student-Parent Handbook; relationship building	Guidance lessons; class interventions; community building with students contributing to the classroom guidelines
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	This is ongoing; when we notice an area of weakness we make a change; an example, end of day dismissal had to be revisited because students were not exiting in an orderly way;
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Trained staff September 2016
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	Teachers, counselor, principals	On-going throughout the year; we found that there were many things teachers could handle on the grade level due to a focus on community rather than immediately sending a student to the office; there were definitely fewer referrals because of it.
	Employ discipline interventions: (Required)	Designated staff	Teachers, counselor, principals; training as needed	Positive behavior plans are used when needed; engage students in conversations to help them verbalize procedures; remind them of school theme “building good hearts and good minds” ask student to be involved in the solutions to whatever problem arose
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Teachers, counselor, principals; training as needed	We would regularly employ all of the above before calling a parent or having a student sit in the front office; our goal is always to get the student back in class as soon as possible.

	<p>Conference with parents/students. (Required)</p>	<p>Teachers or other staff</p>	<p>Teachers, counselor, principals; training as needed</p>	<p>We communicate with parents for any situation that involved behavior outside the typical behavior that we see for the age of the student; we also contact parents when students repeat the same inappropriate behavior; we always contact parents for bus incidents; we ask teachers to establish open communication with their parents so we can easily talk about anything that might come up.</p>
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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	Registration clerk, School Nurse, Counselor, Principal	August 6, 2016, and whenever the need appears	Our registrar manages this process throughout the year; we assist parents in any way needed during registration and throughout the school year as we get new students.
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	Registration clerk, Counselor, Principal	August 10, 2016	We did not have any parents this year who did not have computer access.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Campus CTA	August 10, 2016 – June 2, 2017	Mr. Allen, our CTA, does this weekly.
Communicate information through eNews. Funding source: state & local	Principal and office manager	Prior to first days of school and throughout the year through June 2017	eNews (called the Wyatt Wire) is the primary tool for reaching the community –
Utilize social media to keep parents and community informed. Funding source: state & local	Principal	Weekly	Twitter; FaceBook and Remind are consistently used.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Principal and PTA Boards; Key Communicators	Monthly meetings August 2016 – June 2017	This has happened each month at our PTA Board meetings as well as other times during the week.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: state & local	Principal and Counselor and Specialists	Two times per semester; parent ed program; Counselor Goal to plan and implement	Topic: Are you paying attention? October 13 th 2016 Topic: Let's Talk: Communication with our Children December 9 th 2016 Topic: What are children doing in the Digital Age? February 10 th 2017 Topic: Middle School: I's SO Different May 18th 2017 Topic: Is your Child Ready for Kindergarten? May 18 th 2017

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	Formative Notes: The HR Department regularly informs principals of their upcoming recruiting trips and of highly qualified candidates. Summative Notes: I have worked with HR to get highly qualified teachers for my campus.
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	I do not have bilingual teachers on my campus, but do serve bilingual students through ESL.
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	We have worked with HR to place students needing observation hours as well as their student teaching practicum. We believe it is our responsibility to assist in the development of prospective new 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	Teachers at Wyatt are encouraged to participate in learning opportunities at all times during the year. This summer we have teachers attending the Language Academy, Tech Conference in Austin, and Summer Learning Academy; Throughout the school year teachers attended all required PD, as well as 7:5+ hours on their own. In addition, teachers earned Badges and shared their knowledge on a variety of subjects.
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	Our certification officer keeps us informed of all certifications that need to be updated; For example, my principal certification was updated this year and it was the certification officer who let me know that I was up for renewal.