



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Enter elementary campus name

Principal: **Sara Meyer**

Mission Statement:

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

Planning Timelines and Meeting Dates

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **July - September 2017**
- Campus teacher data analysis day: **August - September 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): [Click here to enter Meeting 1 date](#)
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): [Click here to enter Meeting 2 date](#)
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): [Click here to enter Meeting 3 date](#)

2017-2018 Campus Status Check all that apply

- Title III English Language 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
3 (HQ)	Instruction by State Certified Teachers	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 # 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)	

C

Every child, prepared for success in college, a career or the military.			
Goal 1	Recruit, support, and retain Teachers and Principals	Goal 3	Connect high school to career and college
Goal 2	Build a foundation of reading and mathematics	Goal 4	Improve low-performing schools

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Amy Bowley	Faculty Member	2017-2018		X	X
Jennifer Dahl	Faculty Member	2016-2017	X	X	X
Jenn Brown	Faculty Member	2017-2018	X	X	X
Jessica Dickinson	Faculty Member	2016-2017	X	X	
Paige Adames	Faculty Member	2016-2017	X	X	X
Casie Howells	Faculty Member, Special Ed	2017-2018	X	X	X
Sara Meyer	Principal	2017-2018	X	X	X
Geralyn Hendrick	District Professional	2017-2018	X		
Chris Lillie	Campus Professional, Non-teaching	2017-2018	X	X	X
Esther Roady	Support Staff Member	2017-2018	X	X	X
Chastity Jeff	Parent-Selected by PTA	2016-2017			
Amy Peters	Parent-Selected by Principal	2016-2017	X	X	X
Mike Singh	Parent	2016-2017			
Miroslava Rafique	Parent	2017-2018			
Piper Madison	Parent	2017-2018	X	X	
Cynthia Page	Parent	2017-2018			
Julie Cincotta	Community Member	2016-2017			
Nancie Przada	Community Member	2015-2016	X	X	X
Pat Przada	Business Representative	2015-2016	X	X	X
Matt Mortimer	Business Representative	2016-2017			
	Ad Hoc Member ^{Optional}				

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 Approaches Grade Level Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
<p>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.</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Violence Prevention and Bullying</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>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.</p>	<p>1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)</p>	<p>All</p>
<p>Transition: The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.</p>	<p>1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)</p>	<p>All</p>
<p>State Certified Teachers and Highly Qualified Paraprofessional Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	<p>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)</p>	<p>All</p>

Summary of Critical Actions

The areas for school-wide and/or targeted grade level Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level diagnostic);
- STAAR/EOC GAP Analyses;
- 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.
2. Define high-yield instructional strategies and reinforce their use in all classrooms.
3.
4.
<p>Critical Actions to Address Missed State Safeguards:</p> <ul style="list-style-type: none"> • Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17) • Seek support from multiple staff members. (Classroom Level P³A Best Practice #14)

Critical Action 1

Critical Action:

Project Lead:	Principal							
Staff, Title I Staff:	All Professional Staff							
Materials and Resources:	Edugence, Google							
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 <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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>Model and promote substantive collaboration to foster a learning community.</p> <p>1. Intervention teams(Kid Talk, CMIT) will incorporate administration, specialist, and team members. TEA Strategic Priorities Goal #1</p>	One time per month	Kid Talk and CMIT notes	<p>Formative Notes: Grade level teachers discuss concerns weekly within their team and monthly with administration and academic specialist. Notes are recorded on a Google doc where teachers pretype concerns and parent communication; then administrator’s takes notes during Kid Talk meetings while intervention team discusses action steps. CMIT coordinator follows up on action steps from Kid Talk document with teachers and/or collaborate on next steps with additional staff, such as LSSP or diagnostician, to further discuss the needs of the students brought up in Kid Talk. Continuous collaboration with classroom teachers, academic specialist, and administration about student interventions and accommodations from Kid Talk meetings.</p> <p>Summative Notes: Monthly kid talks assisted teams with grouping needs and assisted in adding additional instructional or behavior strategies to teacher’s tool belt. Collaboration amongst the team assisted others in seeing different perspectives.</p>
<p>2. Our learning community will incorporate PLC’s, which will be formulated based off teachers’ interest and opportunity areas for growth. TEA Strategic Priorities Goal #1</p>	One time per month	Meeting notes and Google Classroom	<p>Formative Notes: In September, PLCs were formed after teachers made topic proposals, and then selected top two choices. PLC leaders formed PLC groups based on teacher choices. PLC teams were provided with books for a book study, while other teams are using online</p>

<p>Action Step</p> <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	<p>Implementation Timeline per Action Step</p>	<p>Implementation Evidence per Action Step</p>	<p>Formative & Summative Notes per Action Step</p>
			<p>research or web conferences. We share and implement new learning gained from PLC groups to improve classroom growth among the students as well as ourselves.</p> <p>Summative Notes: Our PLC groups provided an excellent opportunity for all staff to learn more about different topics based on their individual preferences. This assisted in growing not only individual teachers but teams of teachers by them sharing their newly learned ideas and knowledge.</p>
<p>3. Each team will continually meet to collaborate and share ideas about impactful classroom instructional practices. TEA Strategic Priorities Goal #1</p>	<p>Once per week</p>	<p>Lesson plans</p>	<p>Formative Notes: Teams meet multiple times weekly during planning to continuously evaluate their instruction. Teams take a look at the end goal and plan classroom instruction with the question being “what do we want our students to know.” Teams then analyze if their students are growing and plan for ways to either scaffold or extend based on our discussions.</p> <p>Summative Notes: Weekly teams were able to monitor and adjust their plans and their long term plans based on student needs and to reflect on student growth. Teams were also provided extended planning time, which was beneficial for unpacking TEKS and planning long term with the end of the unit in mind.</p>
<p>4. Provide opportunities for teachers to observe peer instruction and meet following any peer observation to reflect on the instructional strategies that were used and observed. TEA Strategic Priorities Goal #1</p>	<p>Once per semester</p>	<p>Self-reflection and Peer reflection</p>	<p>Formative Notes: Guided reading lessons were modeled and recorded using our Swivl and stored on our Google folder for new teachers to any other teacher who wanted additional resources. Teachers will get training at January 24th on our peer observation processes for the spring semester. For the observations, teachers will visit at least three other classrooms: a specialist, another grade level, and a teacher of their choice. Classrooms will have a QR code where incoming teachers can scan and provide positive feedback, noting instructional strategies, for the teacher using a Google form.</p>

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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 Notes: Teachers enjoyed visiting other classrooms and seeing the learning and classroom management strategies being used by other teachers. This added new strategies to teachers tool belts and were able to share with everyone the great strategies that they saw.

Critical Action 2

Critical Action:

Project Lead:	Principal							
Staff, Title I Staff:	K-5 th grade teachers, Instructional Specialist, ESL Specialist							
Materials and Resources:	Edugence, TEKS, PISD Curriculum							
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 <ul style="list-style-type: none"> TEA Strategic Priorities Goal # per Action Step (If Applicable) 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>Define high-yield instructional strategies and reinforce their use in all classrooms.</p> <p>1. Use student assessment data and teacher input to understand every student’s areas of strength and which areas might require additional instructional support. Teachers will plan for support and provide during enrichment time. TEA Strategic Priorities Goal #2</p>	Weekly planning	MAP data, TPRI, Plano Literacy, STAAR and informal data such as classroom observations and teacher made assessments Edugence, RTI, Lesson plans	<p>Formative Notes: Teachers are using STAAR scores, TPRI data, MAP data, TELPAS scores, different reading and language proficiency screeners, Plano Literacy data, and RTI, to implement challenges weekly to improve student knowledge base, productivity, and critical thinking at their specified level. Teams enrichment/intervention groups are adjusted based on assessments and teacher observations. Small reading group instruction is fluent for each student’s needs. All data is monitored weekly during planning.</p> <p>Summative Notes: Teachers made effective use of their STAAR item analysis and other formative/summative assessments. Using STAAR and MAP data allowed teachers to target instruction based on demonstrated needs.</p>
<p>2. Provide support to ensure that students have the specific skills needed before they are introduced to new content. TEA Strategic Priorities Goal #2</p>	Daily instruction	Edugence, RTI, Lesson plans	<p>Formative Notes: Teams use pre-assessments and anticipation guides to gage understanding. Use of technology (Nearpod) to provide opportunity for self-directed learning while teachers are providing support (through preteaching) to students in need.</p> <p>Summative Notes: Teachers were able to do pre assessments and anticipation guides, which permitted self-directed learning and dependent learners.</p>

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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
			Preassessments were successful in preloading and reteaching with students that needed intervention at teacher table, during enrichment and with the incorporation of technology.
3. Continually reflect on students learning by using formative assessments that are imbedded into the teacher’s lessons. This data will be used to alter instruction and reflect in lesson plans to pre-teach or re-teach. TEA Strategic Priorities Goal #2	Daily instruction and weekly planning	Lesson plans, Edugence	Formative Notes: Ongoing formative assessments drive instruction. A concept is introduced, modeled, practiced in small group and then independently. Based on teacher observation and student assessment, reteaching may be necessary followed by additional practice and assessment. Summative Notes: Formative assessments gave instant data so teachers could adjust their instruction as they went based on what the students needed, ensuring all students were learning the content.

Critical Action Addressing Missed State Safeguards

Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Project Lead:								
Staff, Title I Staff:		Special Education Teachers						
Materials and Resources:		Data(Map, STAAR, Plano Literacy, Weekly assignments), Rite Flight, Herman, EQUALS						
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 Actions to Address Missed State Safeguards:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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>SW #17 - Provide proactive support for students performing below grade level</p> <p>1. Special Education teachers will use a variety of data (STAAR, MAP, Plano Literacy, and weekly tests/assignments) to target individual student’s needs by differentiating instruction for each small group rotation as documented in lesson plans. This will assist our students in our missed safeguard of our special education students in reading and math. This plan will be implemented with daily instruction to our students weekly with our staff members planning.</p>	<p>Daily instruction, Weekly planning</p>	<p>STAAR, MAP, Plano Literacy, and weekly tests/assignments</p>	<p>Formative Notes: Teachers are using MAP, STAAR, TPRI, and Plano Literacy data in order to group students and address individual needs. For pre-requisite students, instruction is driven by assessment data collected from EQUALS, ELSB, VB-MAPP, and STAR. The special education team meets weekly as a team. The team also has times when just the teachers and SLP meet to discuss upcoming evaluations, student progress, and other topics as needed.</p> <p>Summative Notes: Our team did a wonderful job targeting skills based on individual needs this year! This resulted in an increase of 5th grade Special Ed. students who passed STAAR.</p> <p>Reading - 73% passing rate in 5th this year vs. 56% passing rate in 4th last year</p> <p>Math - 64% passing rate in 5th this year vs. 33% passing rate in 4th last year</p>

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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
SW #17 - Provide academic support aligned with the district curriculum			
SW #17 - Evaluate the effectiveness of student interventions			
CL #13 - Provide tutorials that target specific objectives			
CL #13 - Train and use peer tutors to support student			
CL #14 - Seek support from team members to assist students performing below grade level			
CL #14 - Seek support from multiple staff members <ol style="list-style-type: none"> 1. Special Education teachers will attend district trainings (i.e., Rite Flight, Herman, EQUALS, etc.) and/or work with district Special Education Curriculum staff to learn about different curriculums that can be used for targeted instruction within the Special Education classroom. This will assist our teachers with our missed safeguard of our special education students in reading and math. This plan will be implemented with collaborative team meetings monthly. 	Monthly meetings	MLP, Meeting notes	<p>Formative Notes: An additional staff member has attended training for both Herman and Rite Flite. The team will soon be working with district on future training for EQUALS, ELSB, and ERSB.</p> <p>Summative Notes: Teachers were able to attend trainings for programs that they were not already trained on this fall. In addition to that, our district Special Ed. Elementary Curriculum Coordinator came out to our campus to meet with our team of teachers and talk to us about the different curriculum and grouping options we could use to help target individual needs. This gave our team more ideas of how we can effectively instruct our students.</p>
CL #14 - Seek support from parents			

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. (Required Action Steps per 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.	Principal	Campus Wellness Plan	Formative: The Campus Wellness Team was established and met on a regular basis to determine the annual goals and evaluate progress and new areas of concern. Summative Notes: The Campus Wellness Team hosted a run/walk night which promoted family fitness activities in the park, providing healthy eating options.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Formative and Summative Notes: The parent selection was completed by the Campus Wellness Team.
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.	Principal	Coordinated School Health Curriculum	Formative and Summative Notes: There are ongoing planning/conversations with the PE team members. Goals regarding the gym, fitness room and outside play areas are being met consistently.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Formative and Summative Notes: The Coordinated School Health Bulletin Board for Wells Elementary is located inside the gym on the East wall. The board is updated each 9 weeks with new information.
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	Formative and Summative Notes: Events are communicated through the use of orange folders, email and flyers.
	FITNESS:			

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Formative and Summative Notes: All students in grades 3-5 were tested during the Fall/Spring
4 th & 7 th	Ensure all data for 3 rd - 8 th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	Formative and Summative Notes: Spring scores will be entered upon completion and sent home with 4 th graders.
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.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Formative and Summative Notes: All students receive 150 minutes of PE per week. State requires on 135 minutes per week. MVPA is accomplished through jogging club, fitness routines, and game type activities. All students are expected to make personal improvements in order to achieve and/or maintain a healthy fitness zone.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Formative and Summative Notes: Pedometers are used several times a year, as well as, the pulse meters to measure heart rate.
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.	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Formative and Summative Notes: TEKS are covered in each unit which provides sequential and developmentally appropriate lessons.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	Formative and Summative Notes: In order to provide all students with unstructured play on a daily basis, 20-30 minutes of unstructured recess is included in the schedule for grades k-5
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Formative and Summative Notes: Instructional planning with grade levels includes discussions for planning appropriate breaks for students when needed. Adventure to Fitness and Go Noodle are 2 online programs that are highly utilized at Wells Elementary.
ATTENDANCE:				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Formative and Summative Notes: Phone calls and conferences with classroom teachers will take place to assist with an absence issue. Additionally, an Attendance Committee was

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				established through CMIT. Students with excessive absences are referred to the Truancy Office, per school policy.

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. (Required Action Steps per 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.	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Formative and Summative Notes: August / September 2017, as need arises
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	Formative and Summative Notes: Daily. Duties assigned to staff for arrival, dismissal, lunch, and recess.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Formative and Summative Notes: Code of Conduct and Handbooks were reviewed with staff in August 2017. Additional reviews are completed as need arises.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Formative and Summative Notes: Staff was trained in August 2017
	Review referral process.	Principal or designee	Campus referral plan	Formative and Summative Notes: Staff was trained in August 2017
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Formative and Summative Notes: Morning Circle time focuses on positive behavior. 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 assemblies.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Formative and Summative Notes: As needed. We are a restorative campus, which focuses on restoring the desired positive behavior.

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Formative and Summative Notes: Restorative circle, positive behavior supports

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.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Formative and Summative Notes: Every morning these expectations are reviewed during circle time.
	Monitor high risk areas.	All staff	Schedule (if necessary)	Formative and Summative Notes: On a frequent basis, data is collected in an effort to evaluate the effectiveness of current interventions and address the need for adjustments/changes.
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	Formative and Summative Notes: Staff trained on the procedures in PDH. Staff can refer to the Discipline Referral Flowchart for procedures.
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions.	All teachers	All teachers	Formative and Summative Notes: Morning circle time, use of a partner teacher for student breaks.
	Employ discipline interventions.	Designated staff	All teachers Principal Assistant Principal	Formative and Summative Notes: Staff spent first 5 days on social/emotional work in classrooms. There is ongoing effort and discussion daily during morning circle time.
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	All teachers Principal Assistant Principal	Formative and Summative Notes: Refer to guidance counselor for lunch groups, frequent check-ins, parent phone calls as they are needed.
	Conference with parents/students.	Teachers or other staff	All teachers Principal Assistant Principal	Formative and Summative Notes: Phone calls to parents the day of a harassment/bullying report, student 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 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 other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Office Secretary	August 2017 and as the need arises	Formative and Summative Notes: Parents are required to login to Parent Portal in order to gain access to their 2017-2018 classroom assignment.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Counselor	August 2017 and as the need arises	Formative and Summative Notes: 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 and Local	Campus Technology Assistant	As the need arises	Formative and Summative Notes: Campus website was updated with new staff information in August 2017. Additional updates are completed as needed.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Principal and Assistant Principal	Weekly	Formative and Summative Notes: Weekly eNews is distributed to families from August through May. Grade levels send out weekly news via email/Smore.
Utilize social media to keep parents and community informed. Funding source: State and Local	Principal and Assistant Principal	Weekly	Formative and Summative Notes: Wells has a Facebook page and Twitter account.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal and Assistant Principal	Once per month	Formative and Summative Notes: PTA board meetings are held on a monthly basis and include the campus principal and assistant principal.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Principal and Assistant Principal	Once per month	Formative and Summative Notes: Dates and topics will be set at monthly PTA board meetings. Dates are October 11 th , December 7 th , February 6 th , March 9 th , May 4 th

Transition

Critical Action Step: The campus will assist students in making a successful transition between early childhood schools to elementary schools and the transition between elementary to middle school.

Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local	Counselor	Daily	Formative and Summative Notes: Guidance lesson are offered biweekly to all students
Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. All participants go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep. Title I Components: 7 Funding source: State and Local	Kindergarten teachers	Once in April and once in May	Formative and Summative Notes: Tiger Cub Meet and Greet is a time for students to come to school with their parents and the parents sit in the office while the two teachers took five or six kids at a time to the PTA room which we had set up with building toys and crayons and papers. They would be there for about 20 minutes and they would play and the teachers would give them a quick assessment (letters/sounds/sight words/number recognition) and then the next group would go.
Kindergarten staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) Title I Components: 7 Funding source: State and Local	Kindergarten teachers	As the need arises	Formative and Summative Notes: Staff communicates with Beatty regarding students' previous educational history.
Elementary campuses with full day Pre-K Classes – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. Title I Components: 7 Funding source: State and Local			

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 2017 to May 2018	Formative and Summative Notes: Will attend the job fair on April 21 st ,
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 2017 to June 2018	Formative and Summative Notes: 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 2017 to May 2018	Formative and Summative Notes: 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 2017 to June 2018	Formative and Summative Notes: Monthly staff meetings as well as month technology integration 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 2017 to June 2018	Formative and Summative Notes: Completed at the district level