



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Wyatt Elementary

Principal: **Cynthia Hentges**

Mission Statement:

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



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): **Tuesday, October 03, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Friday, February 02, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Tuesday, May 29, 2018**

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)	

TEA Strategic Priorities

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

			10/3/17	2/2/18	5/29/18
Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Terry Allen	Faculty Member	2016	Present	Present	Present
Jamilyn Carrell	Faculty Member	2016	Present	Present	Present
Laura Johnston	Faculty Member	2016	Present	Present	Present
Marcia Laday	Faculty Member	2016		Present	Present
Debbie Gauntt	Faculty Member	2017	Present		Present
Kelsi Benford	Faculty Member, Special Ed	2017	Present	Present	Present
Cynthia Hentges	Principal	N/A	Present	Present	Present
Edna Phythian	District Professional	2017	Present	Present	Present
Michael Minyard	Campus Professional, Non-teaching	2017		Present	Present
Angela Krape	Support Staff Member	N/A	Present	Present	Present
Heather Coleman heathercoleman@sbcglobal.net	Parent-Selected by PTA	2017	Present		Present
Kami Ransom	Parent-Selected by Principal	2017	Present	Present	Present
Diana Griffith	Parent	2016	Present	Present	Present
MaryLee Grounds	Parent	2017	Present	Present	Present
Kandi Sigona ksigona@mac.com	Parent	2016			
Fred Arias fkaaarias@gmail.com	Parent	2016		Present	Present
Todd Boone Toddlboone@att.net	Community Member	2016			
Amanda Breckenridge amb2sky@gmail.com	Community Member	2017	Present		
Korey Koop korey@koreykoop.com	Business Representative	2016		Present	Present
Adina Rich adina@richeducationalconsulting.com	Business Representative	2017	Present		Present
	Ad Hoc Member ^{Optional}				

Information regarding the SBIC Committee, membership, terms, etc. (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 Approaches Grade Level 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
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.	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	All
State Certified Teachers and Highly Qualified Paraprofessional 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

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. Collaborate in teams focused on curriculum, instruction and assessment. CL #4
2. Discuss student performance results early and often with the principal, parents and students. PPPA CL #11
3.
4.
Critical Actions to Address Missed State Safeguards: <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) • 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)

Critical Action 1

Critical Action: Collaborate in teams focused on curriculum, instruction and assessment. CL #4

Project Lead:	Principal							
Staff, Title I Staff:	All staff							
Materials and Resources:	Training, Specialists, Collaboration with colleagues, District Curriculum specialists							
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>Teams meet regularly to study the curriculum and plan for instruction; assessment, intervention, continuous monitoring must be part of the conversation.</p> <p>1. Identify areas of concern using student data from 2016 – 2017 school year and explored what we could do differently to assure all students are learning</p> <p>TEA Strategic Priorities Goal #2</p>	August 2017	<p>TEA Accountability Summary</p> <p>STAAR SUMMARY REPORTS GAP ANALYSIS</p>	<p>Formative Notes: An in-depth look at this year's STAAR data showed some areas of concern:</p> <ul style="list-style-type: none"> -number of students in the approaching level, in reading, math, and science got larger as students went from 3rd – 4th and 4th – 5th -5th grade science results got our attention due to a significant drop in the number of students in the solid meets category -Our campus did not get a distinction in Science in 2016-17. <p>Teams analyzed the data and the following questions were generated:</p> <ul style="list-style-type: none"> - Have we been operating under the assumption that because we taught it, all students have learned it? - What variables might impact an increase in the number of students in the approaching level? - What changes do we need to make to assure we are reaching all the learners in every class?

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			Summative Notes: <ul style="list-style-type: none"> -this was a very good initiative for my campus; teachers have grown in their desire to reflect on what is working <i>best</i> for their students; the need for differentiation has become part of the planning conversation -planning discussions this year were much more in depth -extended planning made it possible for teachers to dig deeper, explore and understand their TEKS, and to fully understand the curriculum
2. Implement intervention/enrichment time school-wide, during the school day, to provide a consistent and continual opportunity for students to be successful in learning	August 2017	Change in Master schedule to indicate a specific 30 minute block for intervention/enrichment	Formative Notes: <ul style="list-style-type: none"> - To assure re-teaching and intervention is occurring on daily bases the master schedule has been modified to include a specific time for this in each grade level. - Plans for intervention/enrichment are now included in weekly team planning. - The expectation is to re-teach with concrete models and experiences providing a learning experience that is different from what was done previously; test corrections are not synonymous with re-teaching. Summative Notes: <ul style="list-style-type: none"> - The intent of these changes was to keep our collective focus on learning and to help teachers recognize that students may need more time to process and more time with concrete models before they internalize important concepts. -All teams implemented I/E time and all teams reported that they saw value in doing so; -Teachers saw value in the re-teaching/re-testing component, although teachers in grades 3 – 5 reported seeing less value in re-teaching/re-testing beyond the 2nd test; time was a factor - 3rd and 4th grade teachers consistently recorded data for each summative test in math throughout the year; the data showed significant numbers of students with better grades after the 2nd round of re-teaching/re-testing.

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			- each grade level adjusted their schedule in order to work I/E into their school day; due to the number of students being pulled out for PACE, ESL, Speech, etc. we were not able to schedule I/E at a specific time of day across the building
3. Teachers will use formative assessments and will consistently provide intervention for students who are not demonstrating understanding; this will lead to re-testing of all students who do not pass unit assessments with a school-wide plan.	Intervention will take place daily; Re-testing will be as needed	Notes from team meetings; Teachers will keep data on student performance throughout the year.	Formative Notes: -New guidelines are in place, school wide, to assist enhance student learning and assure all learners needs are being met. - re-testing is not optional - students are expected to participate in additional learning experiences designed by the teacher teams Prior to re-testing; - parents must be made aware that he student has a need for additional instruction when summative test is not passed. -there is no limit to the amount of re-testing/re-teaching a student will get. Summative Notes: -Some teachers reported frustration with the requirement “there is no limit to the amount of retesting/re-teaching; some teachers said students were frustrated taking a test a 3 rd time; however, data showed a very small number of students needing to test more than twice; for most summative tests it was 5% or less. -The result was early identification of students needing differentiation; the data was useful during Kidtalks and CMIT to have specific evidence of areas of struggle; it helped with setting goals for IEPs and identifying accommodations; parents not only appreciated being informed but also that intervention was ongoing.

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4. Current Grading Practices were examined and aligned throughout the grades, but specifically in grades 3 – 5.	September 2017	Meeting notes September 25, 2017	<p>Formative Notes: It's not easy to change a practice that has been part of the culture not only at Wyatt but in most academic institutions. Previously teachers had students make corrections of their errors; some teachers had students get a parent signature; some re-tested but students could only get a grade of 70 for any of the above; there was nothing in place to guide teachers to be consistent with regard to this important part of learning; Our new plan will allow students to re-test for an actual grade although 80 will be the highest grade entered in the gradebook (for now)</p> <p>Summative Notes:</p> <ul style="list-style-type: none"> -Although the initial discussions about making this change were full of questions and some hesitation the teachers saw benefits right from the beginning; - In most cases students' grades jumped significantly with the second test -teachers began to reflect more about their own teaching practices and the learning needs of the students in their class - gradebook is not full of scores of 70 that may or may not represent what students have learned
5. Teams 3 – 5 will collaborate and align how science is taught with guidance from district coordinator.	October 2017	Mary Swinton will meet with our 3 – 5 teachers to help us assess our plan for science instruction.	<p>Formative Notes: We brought all teachers in grades 3 – 5, special ed teachers, and all specialists together to focus on Science curriculum. As mentioned earlier, we identified a need to strengthen our program. This session assisted our staff in their understanding of:</p> <ul style="list-style-type: none"> • Science vocabulary • Process skills repeated in every grade • Review booklet not an option • 5th Grade STAAR Science includes concepts introduced in every grade • Importance of providing memorable teaching experiences as compared with delivering information to students

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			Summative Notes: -teams have reported making some changes as suggested during this meeting - more work is needed in this area with regards to consistency -5 th grade science teachers will provide guidance on key vocabulary next school year -science STAAR scores are not yet available
6. 5 th grade Science teachers set goal to enhance student understanding of vocabulary by incorporating Word Walls into their learning experiences.	Training is in October 2017; Word walls will coincide with each unit of study	Dates that teachers attend Word Wall training; Photos of word walls that evolve throughout the year	Formative Notes: 5 th grade science teachers plan to incorporate word walls and other strategies they learn about to improve student understanding of key vocabulary; Their goal is to learn 3 new ways to engage students in their learning of key vocabulary and concepts. Summative Notes: -5 th grade teachers were successful with this goal; -they were surprised that Word Walls were not the most effective method for teaching science vocabulary - Students showed boredom and lack of enthusiasm after doing one or two; possibly because they have been doing them in other grades so the novelty was not there -teachers found that students responded best to creating their own quizzes and vocabulary games on platforms like Quizlet
7. Grade level teams meet weekly to plan on Monday or Tuesday during the day; planning continues after school. Discussion about intervention, assessment and grading will be part of planning.	Weekly	Teacher plans are shared on google Principal will meet with teams periodically during planning to gather insight as to which students are requiring extensive intervention.	Formative Notes: We have grown in our ability to plan with the end in mind. Teams are learning to talk about what their standards are really asking students to know and be able to do: Summative Notes: -District curriculum team presented “unpacking the TEKS” to the entire staff on February 7 - Teachers were very receptive to receiving this training - All grade levels were impacted in a positive way; - Grade level teams had not consistently included discussions about the TEKS prior to this training.

Critical Action 2

Critical Action: Discuss student performance results early and often with the principal, parents and students. PPPA CL #11

Project Lead:	Principal, Assistant Principal, Literacy Specialist							
Staff, Title I Staff:	All teaching staff and specialists							
Materials and Resources:	Training on Edugence, Map, STAAR, CogAT							
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>Promote a campus understanding that <i>student learning</i> cannot be assumed and frequent monitoring and discussion about students who are not demonstrating understanding are necessary.</p> <p>1. Literacy Specialist, as well as district personnel, will provide training on Edugence, MAP, CogAT STAAR and IRIs to help teachers understand student strengths and weaknesses based on their testing history.</p>	September 2017	Notes entered on Edugence by teachers on a regular basis; Preparation of teachers at CMIT and Kidtalks	<p>Formative Notes: Using data should be a standard practice.</p> <ul style="list-style-type: none"> - Edugence has replaced our previous resource for data; teachers are learning through, webinars, and training provided by district and our Literacy specialist, Angela Krape. - Opportunities for learning and practice are noted on Monday Memo. -Angela Krape provided on-site training on September 14, 2017. <p>Summative Notes:</p> <ul style="list-style-type: none"> -teachers in all grades consistently record student data for documentation; this has been evident throughout the year because we have been able to pull the notes for meetings like Kidtalk and CMIT. - teachers readily ask our literacy specialist about a range of reports that are available to help guide their teaching; looking at data is something we do consistently not just occasionally
<p>2. Campus Management Intervention Team discussed at-risk students in a day of CMIT meetings that included parent participation.</p>	September 21	Records of meetings/parents attended all meetings;	<p>Formative Notes: We proactively met to discuss the needs of 5th grade CMIT students in 4th grade; plans were set up for every student and a partnership formed with parent.</p> <p>Summative Notes:</p>

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			-CMITS were regularly scheduled on Monday, however, we were always flexible with the teams schedule and accommodated parents when Monday was not an option
3. Kidtalks on schedule to meet every six weeks or earlier if needed.	Kidtalks: October 5 December 7 January 25 March 22 May 22	Notes taken during meeting	Formative Notes: -Number and frequency of Kidtalks increased compared with last year; -Posting dates for the year has made this a priority -Emphasis is to problem solve with the team as compared with listing each student's problems -Teachers are required to input their concerns into Google Doc prior to meeting, as well as provide data to help the team understand each student's strengths and weaknesses – teachers bring grades, MAP scores or other assessments and samples of students work. Summative Notes: -Kidtalks this year included looking at data and problem solving. - Teachers come to the table ready to explain what interventions have been attempted, and to what extent the parent has partnered with us to help the student be successful -brainstorming of new interventions is the goal and typically someone in the group has been able to offer a new idea
4. Classroom teachers will track students who consistently need re-teaching and will keep principal and parent of each student informed.	Weekly	Intervention plan from each team given to principal	Formative notes: Intervention focus is on student learning; teachers will track at-risk students, and keep parents and principal informed Summative Notes: -grades 3 and 4 were most consistent in tracking student success primarily in math; - in order for this initiative to have the maximum impact I will need to be more specific in outlining the expectations

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			- the data from grades 3 & 4 math showed significant numbers of students benefitting from re-teaching -5 th grade math teachers consistently re-taught and re-tested but did not record their results; they expressed a positive view and thought it made a difference; they reported that they rarely needed to test a student a third time; - 99% of 5 th grade students passed STAAR Math on the first attempt – this initiative may have contributed to this awesome outcome
5. New guidelines for grading, consistent in all classrooms grades 3 – 5 have been put in place	September 2017	Meeting date September 25, 2017	Formative Notes: The new grading guideline has helped students feel successful rather than defeated; since the focus is on learning and giving more time to learn, students are motivated to keep trying Summative Notes: -previous practice of testing, making corrections, then recording 70 in the gradebook did not represent true learning; -making test corrections is not equivalent to re-learning major concepts; -students and teachers have been very pleased with moving away from giving '70' in order to pass -student grades this year are more reflective of what they have learned; students who did well on the second test gave teachers information about student learning styles that has led to change in some teaching practices
6. Teachers will keep documentation of key summative assessments and will keep the principal informed as to which students are consistently needing intervention.	Review throughout semesters	Principal will ask teachers to share their data at least twice each semester	Formative Notes: Teachers have been positive about this change in practice; overall feeling is that this change has been beneficial to students. Summative Notes;

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			-the data was collected once per semester; but discussed often during planning meetings, CMIT and Kidtalks Teachers regularly added data to Edugence regarding students who struggled in any way;

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	<p>Formative Notes: Captains: Tammy McCrary and Tammie McCarra</p> <p>-Our team keeps our staff motivated to stay fit; we are working with Healthy Schools to keep staff and students informed about making healthy choices.</p> <p>-Big change for our campus was to ask parents to not bring any birthday treats for school celebrations – this has eliminated sugary treats that were present almost daily</p> <p>-in January our Campus Wellness team presented an idea they named Wyatt Moves! This involves every team participating in goals to increase weekly exercising, drink more water and get more sleep; There is 100% participation!</p> <p>Summative Notes: The Wellness Team was responsible for creating a climate of healthy living and camaraderie – due to our partnership with Healthy Schools we had several staff luncheons (salads/smoothies) and Wyatt Moves participation of 100% was a great way to help all focus on making good choices. Of course this impacted students too!</p>
K-8	Include at least one Parent on Campus Wellness Team.	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.	Principal	Coordinated School Health Curriculum	This curriculum is taught during each grade level's fitness class and reinforced in Physical Education classes.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
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	HIP corner is located in the Fitness room and reinforced in the gym.
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	The school marquee as well as social media is used to notify our community about family fun run and more!
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	All 3 rd – 5 th graders were Fitnessgram tested twice (October pretest and February posttest)
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	All data entered in March and will be printed and sent home in a final report card.
	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	Students receive 150 minutes and achieve MVPA
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Pedometers and Stride Trackers 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.	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Lesson plans are on shared google doc
K-5	Ensure students are receiving daily unstructured play during recess.	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.	Principal	Resources available upon request	Brain breaks are used throughout the day in every grade level: GoNoodle, Youtube dance

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	ATTENDANCE:			
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	<p>Formative Notes: We are diligent about monitoring attendance and encourage students to not only be on time but to get here early (by 7:30)</p> <p>Summative Notes: We monitor our attendance weekly; we noticed during the second semester that the number of tardy students was getting larger so we came up with a targeted plan to change that situation</p> <ol style="list-style-type: none"> 1) We informed the parents of the problem and asked them to change their routine in order to help their child be on time 2) Students were no longer allowed to go back to their grade level until announcements were over; they had to stand in the front office and watch them 3) Many teachers implemented a “No more tardies” game with students; the class earned a letter each day every student in the class was on time; upon successfully spelling out the phrase, the students earned an extra recess. <p>This was very successful!</p>

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	<p>Formative Notes: The counselor is always available to talk with staff about any concerns. Teachers have systems in place so students do not linger or congregate in bathrooms or water fountains; Frequent reminders and modeling of being kind to others;</p> <p>Summative Notes: The Wyatt Control Survey indicates staff feel safe at work and that safety procedures are such that students and staff are well prepared for emergencies.</p>
	Monitor high-risk areas.	Principal Designee	Staff assignments/schedule	This is ongoing with staff – we monitor all transitions; every teacher has both morning and afternoon duties; bathroom procedures limit the number of students who can be in the bathrooms at the same time.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook, Campus Handbook	<p>Community building is ongoing and stated the first day of school. Building of relationships is at the core of our discipline plan.</p> <p>Restorative practices using Circle Time has been a focus for this school year.</p>
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	All staff – August 16, 2017
	Review referral process.	Principal or designee	Campus referral plan	Campus meetings, Kidtalks, CMIT
Staff	INTERVENTION:			

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Teachers and staff set high expectations and check regularly on student behavior and intervention.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	On-going
	Utilize Discipline Management strategies.	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.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Guidance lessons; class interventions; community building with students contributing to the classroom guidelines
	Monitor high risk areas.	All staff	Schedule (if necessary)	This is ongoing; when concerns surface we adjust or improve the situation to lessen the risk.
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	Staff received training in August during PD.
All Students	INTERVENTION:			
			(Please complete cells below)	
	Apply classroom interventions.	All teachers	Teachers, counselors, principals	Class community building began on Day 1; a strong community with great relationships fosters better behavior; also Restorative Practices and community circles have been introduced.
	Employ discipline interventions.	Designated staff	Teachers, counselors, principals	Our strategy is to encourage the teacher to handle most discipline issues in a restorative manner; if problems continue, the principals may get involved, but first parents are included in the conversation since their support is essential.
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Teachers, counselors, principals	For a very small number of students we have used Success Plans which track both good and not so good behavior; the goal is for the child to see that although he/she there are many times throughout the day that there is success; we are trying to build on each child's strengths.
	Conference with parents/students.	Teachers or other staff	Teachers, counselors, principals	We keep our parents informed; parent insight is welcomed and encouraged

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	Registration clerk, School Nurse, Counselor, Principal	August 7 & 8, and as needed when new students register	Registrar manages this process. This process does not end during BOY registration it is ongoing.
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	Registration clerk, School Nurse, Counselor, Principal	August 7 & 8 and as needed	Parents have typically had some form of online access so we can reach them by email if needed; if parents do not use technology, we make an accommodation to communicate by mail/phone.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	CTA, Principal	August 2017 and ongoing throughout the year	Our CTA, Terry Allen, currently upgrades our website regularly.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Registration clerk, School Nurse, Counselor, Principal, Teachers	Weekly at a minimum	eNews (known as Wyatt Wire) and School Messenger are our primary tools for reaching our community – in addition, this year social media was regularly used;
Utilize social media to keep parents and community informed. Funding source: State and Local	Principal, Counselor, School Nurse,	Weekly	Twitter, Facebook, and Remind keep our parent community informed.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal, PTA Board Members, Key Communicators	Monthly meetings August 2017 – June 2018	Monthly PTA Board Meetings facilitates this very well. The principal speaks with PTA Board throughout each month and collaborate with them each week regarding news for the Wyatt Wire.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Counselor, Principal, Specialists	Twice per semester; parent ed program; Counselor implements	Counselor schedules a variety of programs – she regularly seeks input from parents to find out what they would like more information on – also looking for new ways to facilitate more parents attending

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	Ongoing from August 2017 to June 2018	The counselor follows the PISD curriculum and incorporated lessons from Kelso's Choices to give students strategies for problem solving and making better choices.
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	Counselor, Specialists and Kinder Teachers	August 2017	Dates: Topics: October 5, 2019: May I Have Your Attention, Please? January 22, 2018: Unplug the Plug March 5, 2018: Setting Limits and Following Through May 21, 2018: Middle School: It's So Different!
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	As needed	Wyatt Kinder Staff and administers work closely with our feeder pre-school, Pearson Early Learning. Teachers and Administrators attend ARDs and meetings to help with transitions to Kindergarten.
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	N/A for our campus	N/A	

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	Spring semester if opportunity is given	Human Resources keeps us informed about upcoming recruiting trips and qualified candidates. We attended Recruitment Open House in February and plan to attend on June 12.
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	Wyatt is not a bilingual campus; however, we 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	Students are placed during 1 st or 2 nd semester	We participate in all programs that request placement of a pre-service teacher for observation hours as well as student teaching experience.
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	Monthly	Professional Development is an important component for professional growth on our campus; teachers get 15 hours or more of PD throughout the course of the school year; 7.5 hours are provided by the campus staff and the remaining hours are individual choice
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	As needed	PISD certification officer informs me of any need to work with a staff member who needs to re-certify.