



**Plano Independent School District
Campus Improvement Plan**

Weatherford Elementary School

2941 Mollimar Drive

Plano, TX 75075

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

The Weatherford community inspires all students to achieve their personal best.

Campus Information

Administration Team

Principal, Ben Benavides

Principal,

About Us

In 1975, Weatherford became a K-5 elementary school. During the past twelve years, instruction has been expanded to incorporate increasingly extensive use of computers and other technology. Team teaching has continued to be of great importance throughout the entire history of Weatherford in order to offer the best instruction for students and to demonstrate and to share the most effective teaching methods possible.

Campus Status

Non-Title I Campus

X Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 09/04/2018 03:00 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/23/2019 03:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/22/2019 03:00 pm

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit, support,** and **retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

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/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Monica Luna	Faculty Member	2005-2006	X	X	X
Shannon Wassberg	Faculty Member	2014-2015	X	X	X
Tara Hobbs	Faculty Member	2018-2019	X	X	X
Dawn Robershaw	Faculty Member	2016-2017	X	X	
Kristin Wright	Faculty Member	2014-2015	X	X	X
Erika Cossette	Faculty Member, Special Ed	2016-2017	X	X	X
Ben Benavides	Principal	2012-2013	X	X	
Tita Alarcon	District Professional	2010-2011	X		
Vicky Ndiaye	Campus Professional, Non-teaching		X	X	
Guadalupe Alvarenga	Support Staff Member	2016-2017	X	X	
Christal Rutanhira	Parent-Selected by Principal	2018-2019	X	X	X
Alex Kirton	Parent	2018-2019	X	X	X
Pam Owens	Parent	2018-2019	X	X	X
Andrea Erwin	Parent	2013-2014	X	X	X
Leslie Meadows	Parent	2014-2015		X	X
Lane Thomas	Community Member	2015-2016			
Sara Hutchinson	Community Member	2014-2015			
Jean Sills	Business Representative	2001-2002			
Nicholas Cox	Business Representative	2017-2018			
Julie Webster	Faculty Member	2005-2006	X	X	X

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD’s compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state’s eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	\$368,063.42	State Compensatory Ed funds allocated for allowable supplemental resources and 6 staff.
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Title I Program Information

Title I - Schoolwide Components

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by state certified qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.
5. Strategies to attract state certified high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I, Part A Program Funding

Staffing	\$154,794.00	Total Funding for 2 Title I Support Teachers (including tutoring, adult temp staff) and for Paraprofessionals.
Professional and Consulting Services	\$	Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	\$2386.00	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	\$	Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
Parental Engagement	\$1731.00	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Student population is very diverse.	Many students have limited resources.	Resources will be allocated to provide for student and family needs.
Student Achievement	Students were successful on 5th grade Math and Reading STAAR.	Increase percentage of students meeting growth measures on State and District assessments.	Increase percentage of students meeting growth measures on State and District assessments.
School Culture and Climate	There is strong parent-teacher communication, plus increased campus electronic communication with parents. There are numerous volunteer and mentor opportunities for parent and community involvement.	Increased parent use of web-based technology to access student information and programs.	Increased promotion of web-based tools for parents to utilize for accessing student information.
Staff Quality/ Professional Development	All staff meet Highly Qualified criteria and have ESL supplemental certification.	Continued professional development to meet the needs of students on our campus, as well as targeted professional development for meeting individual teacher professional goals aligned with T-TESS.	Allocate resources and PDH for appropriate professional growth according to campus needs.
Curriculum, Instruction, Assessment	Collaborative teams include grade level and vertical teams. There are weekly team planning meetings and monthly KidTalk and CMIT meetings to review student progress and adjust instructional strategies.	Increase effectiveness of intervention and enrichment. Improve implementation of effective instructional strategies.	Improve implementation of effective instructional strategies.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Family and Community Involvement	Campus PTA is very active and supportive. Parent Liaison promotes parental involvement and provides support to families and students. Over 200 registered volunteers.	Increase partnership opportunities between school staff, parents and community.	Continue promotion of PTA and parental involvement.
School Context and Organization	Administration team, counselors, Leadership Team (grade level team leaders, Special Education Team leaders, Specialist Team Leader, and the Instructional Support Team) and Vertical Teams all provide a strong support system for staff and students.	Provide increased time for collaborative teams to meet and increase use of effective planning protocols.	Provide increased time for collaborative teams to meet and increase use of effective planning protocols.
Technology	One-to-one student chrome book ratio with additional iPads and laptops available as needed for classroom activities. Wide utilization of Google Classroom and Google Drive accessibility.	Increase technology integration to further develop student creativity and critical thinking skills.	Increase technology integration to further develop student creativity and critical thinking skills.

Critical Action #1

<p>Problem Statement</p>	<p>Students did not meet measures of growth on STAAR compared to the District in Reading and Math:</p> <p>Math and Reading - 66 (Campus Domain 2:Part A- Student Growth, All Students) 75 (District Domain 2:Part A- Student Growth, All Students)</p> <p>Students did not meet measures of achievement in 4th Grade Writing on STAAR compared to the district average:</p> <p>Writing - 56% (Campus % Average, 4th Grade) 78% (District % Average, 4th Grade)</p>
<p>Root Cause and Strategy</p>	<p>We will address the need for students to meet their measured growth on all assessments by effectively providing RTI through creative scheduling, consistent campus planning protocols, consistent campus documentation, trainings and modeling.</p>
<p>Goal</p>	<p>Increase the number of students that will meet their expected measured growth/achievement on district and state assessments.</p>
<p>Project Lead</p>	<p>Principal</p>
<p>Staff, Title I Staff</p>	<p>Grade level teachers, Instructional Specialist, Bilingual Instructional Specialist, Title I instructional Support Staff, ESL, and Dyslexia Instructional Staff, Special Education Staff</p>
<p>Materials and Resources</p>	<p>PISD curriculum and resources, Title I funding</p>

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>Proactively develop intervention plans through the RTI process for students performing below grade level.</p> <p>1. Identify all students that are performing below grade level and/or did not meet expectations on STAAR Reading/Math and ensure that appropriate support is provided to each student.</p> <p>2. Train and clearly define the RTI process with all grade level teachers.</p> <p>3. Instructional specialists will regularly model teaching strategies in k-5 Reading and Math classes.</p> <p>4. Teachers will document progress in Edugence every two to three weeks for all students receiving Tier II or Tier III interventions.</p> <p>5. Review and adjust team schedules to include a structured Intervention and Enrichment time.</p> <p>6. Hire Adult Temp to provide additional Tier III support to students</p>	<p>1. Student assessment data and teacher input at each grade level.</p> <p>2. District level training on RTI process.</p> <p>3. Title I teachers and support staff will provide model teaching in the classroom and work with students to provide intervention.</p> <p>Funding Source: Title I, SCE, State and Local</p>	6399 – Supplies and Materials (Instructional Supplies)	141,600	<p>Beginning of the year grade level analysis of student data; monthly Kid Talk/CMIT/ARD meetings, Weekly grade level meetings</p>	<p>1. CMIT/KidTalk Meeting notes</p> <p>2. Training sign-in sheet on MLP</p> <p>2. RTI documentation in Edugence</p> <p>2. Team Schedule for IE time.</p> <p>3. Instructional Specialist Schedules</p> <p>3. Teacher Lesson plans</p> <p>3. Student data on MAP</p> <p>4. Documentation on Edugence</p> <p>5. Team and Instructional Specialist's Schedules</p> <p>6. Team and Instructional Specialist's Schedules</p> <p>7. Time sheets for adult temp.</p>	<p>Improve academic performance and effective instructional strategies</p>	<p>1. BOY - Completed on August 2018 CMITS and Kid Talks to address needs</p> <p>2. 1st Extended planning opportunity provided to all grade level and SPED teachers in October to plan unit instruction and analyze student data.</p> <p>3. Wed., September 19 - PACE teacher presents at Faculty Meeting on differentiation strategies</p> <p>4. Review and adjust Master Schedule so that team schedules include a structured intervention and enrichment time.</p> <p>5. September - specialists meet with each grade level team to input Goals for every tier 2 and 3 student into Edugence</p> <p>6. Thurs., Nov. 9 - District Training on</p>	<p>1. 2nd Extended planning opportunity for all grade level and SPED teachers in December 2018 to analyze MOY assessment data.</p> <p>2. Closing the Gap Status Table Presentation - Becky Jackson on 1/16/18</p> <p>3. Wed., October 3rd – Faculty Meeting to Discuss the Difference Between Tier 1 and Tier 2</p> <p>4. Wed., October 10th – Ed Camp-- Mini Rotations 3:00-4:30 with 5 different rotations on RTI Strategies and Interventions</p> <p>5. Campus administrator and Instructional Specialist to attend Learning Source 3 Day Seminar on RTI</p> <p>6. Monday, January 7, Specialists meet with grade level teams to update and refine student goals in Edugence</p>	<p>1. Revise KidTalk form to be implemented in the 2019-2020 school year.</p> <p>2. On-going monitoring of data documented in Edugence by administrative staff.</p> <p>3. "Spring Training" program developed for 3rd, 4th and 5th graders targeting RIT scores for individual students' areas for growth. "Spring Training" included push-in support by Instructional Specialists and small group RTI.</p>	<p>(Components 1, 2, 3, 4, 9, 10)</p>
	6. Adult Temp	6117 – Professional Salaries (Adult Temp)	4500.00							

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							<p>Goals/RTI/Progress Reporting</p> <p>7. Teachers are entering progress into Edugence at least every two weeks for RtI students</p> <p>8. 11/30/18 - All Tier II & III students will have the RTI documentation entered. This will be a requirement on the 1st and 3rd Friday of each month until EOY.</p> <p>9. Hire adult temp to provide additional Tier II/III support to students.</p>	<p>7. IE groups re-organized based on mid-year student data</p> <p>8. Hire 2 additional adult temps to provide additional Tier II/III support to students.</p>		

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>Provide extended day support for 5th grade students performing below grade level in Math/Reading on MAP/STAAR.</p> <p>1. Group students based on need and ability as evidenced in strands from MAP and STAAR data.</p> <p>2. Time provided to all participating teachers to plan and prepare lessons for targeted support.</p>	<p>1. Extended day after school small group sessions in both Reading and Math. Students in 5th grade will receive this instruction in small group lessons from teachers 3 times a week for one hour each time. The teachers will develop an individual success plan for each student attending.</p> <p>Funding Source: Title I, SCE, State and Local</p>	6118 – Professional Salaries (Extra Duty)	8694.00	After school intervention will be three times a week beginning in September 2018 and ending in April 2019.	<p>1. Student group roster</p> <p>1. Student data</p> <p>2. Lesson plans</p> <p>3. Time sheets for staff</p>	Improve academic performance.	<p>1. Extended Day 5th grade student groups based on need and ability as evidenced in strands from MAP, STAAR and Reading levels.</p>	<p>1. Expanded Extended Day groups to include 3-5 grade students. Every teacher will do one hour of support for these students. Groups meet T/Th beginning February 5, 2019 until STAAR dates.</p> <p>2. All Weatherford Staff required to commit 1 hour a week towards the extended day effort.</p>	<p>1. Extended Day groups met regularly on T/TH until May 7</p>	(Components 1, 2, 3, 9, 10)

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<p>Provide common best practices for teaching writing in all grade levels.</p> <p>1. Create a writing checklist to be used in all classrooms as a common expectation with all student writing</p> <p>2. Develop a writing rubric to quickly assess common writing expectations</p>	<p>Patterns of Power - Jeff Anderson</p> <p>The New Art and Science of Teaching - Robert Marzano</p> <p>TEKS Writing Vertical Alignment</p>			<p>Beginning of the year -</p> <p>1. Conduct a "Quick Write" analysis of student writing.</p> <p>2. Plan Instruction for writing based:</p> <ul style="list-style-type: none"> • Common Themes • Areas of growth • Vertical Alignment of TEKS <p>Ongoing monthly assessment of writing through the "Quick Write" method.</p>	<p>1. Writing Checklist Poster</p> <p>2. Writing Rubric is used in all subject areas.</p> <p>3. Student Writing assignments</p>	<p>Improve academic performance and effective instructional strategies in writing.</p>	<p>1. Campus writing focus determined: hold students accountable for a capitol letter at the beginning of a sentence; punctuation at the end; and a subject and predicate.</p> <p>2. All classroom teachers, model and teach the expectation and create a class writing rubric to post in the classroom.</p>	<p>1. Writing Rubric documented as part of all administrator walk-throughs.</p> <p>2. All K-4 teachers attend "It's all about Writing" PD day on February 18, 2019.</p>		(Components 1, 2, 3, 4, 9, 10)

Critical Action #2

Problem Statement	The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices.)
Root Cause and Strategy	The PLC process will be clearly defined and modeled in the school vision, mission, values, and goals.
Goal	Increase student achievement by implementing the PLC process and attain success with HRS critical commitment level I.
Project Lead	All campus team leaders including principal and assistant principal,
Staff, Title I Staff	Grade Level Academic Teachers, Instructional Specialists, Special Education Teachers, Title I Teachers, Counselor, Librarian, Specials Teachers, Paraprofessional Staff
Materials and Resources	TEKS, PISD Curriculum, Edugence, IEP's, Dream Box, RAZ Kids, Education Galaxy, After School Academic Intervention Time,

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<p>Redefine the PLC/collaborative team process.</p> <p>1. Redefine vertical teams and how they function within the school setting to include increased communication, collaboration, consistency.</p> <p>2. Implement school-wide planning protocol expectations and role model at all campus meetings.</p> <p>3. Administrative presence in team collaborative planning times.</p> <p>4. Utilize direct teacher input to develop CIP</p> <p>5. Present and periodic review of CIP to entire staff</p> <p>6. Adjust CIP based on teacher input.</p> <p>7. Regular Collaboration and support from district leaders</p> <p>8. Administrative and/or district level attendance at weekly grade level lesson planning meetings so that the planning protocol process is being implemented with fidelity.</p> <p>9. Common planning protocol provided across grade levels</p> <p>10. Structured extended planning opportunities for all grade level collaborative teams</p>	<p>District Adopted SEL guidelines and procedures.</p> <p>Marzanos - Leading a HRS and A Handbook for HRS</p> <p>DuFour - Learning by Doing handbook</p> <p>Collaborative teams that Transform Schools - The Next Step PLC</p>	6329 – Supplies and Materials (Teacher Materials)		<ul style="list-style-type: none"> Daily review nine week checkpoints 	<ul style="list-style-type: none"> Agendas Planning protocol plate CIP Grade level Planning schedule for administrators 	Increased collaboration and effective instructional strategies	<p>1. Teams are requesting further development in vertical alignment Prioritize needs and points of discussion at meetings.</p> <p>2. Increase collaboration across grade levels.</p> <p>3. Administrative presence in team collaborative planning times.</p> <p>4. Implement planning protocol agenda for all grade level planning teams.</p> <p>5. BOY Extended Planning Time completed. Teams created lesson plans using the "Big Picture" template.</p> <p>6. District Curriculum Department Representatives at Extended Planning Opportunities.</p> <p>7. Collaboration with district curriculum dept. on effective lesson planning and</p>	<p>1. Structured campus planning schedule created to allow administrator presence in team planning sessions.</p> <p>2. Continued District Curriculum Department Representatives at Extended Planning Opportunities.</p> <p>3. Additional extended planning opportunity provided to 3-5 grade teachers.</p> <p>4. Collaboration with district curriculum dept. on effective lesson planning and strategies. Selenda Anderson on 1-15-19 Belinda Kenny and Mary Swinton on 1-22-19, 1-23-19, 1-31-19, 2-6-19, 2-7-19, 2-11-19</p> <p>5. Sherman McCray presentation to staff on 11/14/18 on Effective Collaboration</p> <p>6. Ongoing Staff Visit to Momentous</p>	<p>1. Continued collaboration with District curriculum department on effective lesson planning strategies. Selenda Anderson on 2-21/19</p> <p>Belinda Kenny and Mary Swinton Feb. 7, 11, 12, 27 March 6, 20, 27</p> <p>2. Create a planning protocol checklist to collect quick data on planning sessions.</p> <p>3. Modify PACE schedule for students to attend PACE class during gade level IE time and allow for PACE teacher to regularly attend collaborative meetings.</p> <p>4. Create Weatherford Community Survey in weekly newsletter to collect data regarding community expectations and perceptions.</p> <p>5. Extended Planning</p>	Components 1, 2, 3, 4, 9, 10

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<p>11. Collaboration with district curriculum department on effective lesson planning and strategies.</p> <ul style="list-style-type: none"> • Planning Protocol Stage I Training • District Representatives to observe <p>planning sessions</p>							<p>strategies. Selenda Anderson on 10/4/18 Jill Stoker and Laurie Taylor on 11/2/18 DST Meeting on 11/16/18</p> <p>8. Heather Schmitt presentation on Teach Children to Understand the Brain 10/31/18</p> <p>9. All grade levels begin teaching self regulation strategies and managing emotions</p> <p>10. Common Language utilized across campus, including labeling parts of the brain and de-escalation strategies</p>	<p>Institute on 12/4/18 Debriefing on 12/6/18</p> <p>7. Kindergarten is doing a daily grade level morning meeting to review SEL strategies.</p>	<p>Opportunity March 4, 5, 6</p>	

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<p>Create clear and specific rules regarding campus procedures and expectations.</p> <ol style="list-style-type: none"> 1. Implement a schoolwide community building process to include daily circle time in every classroom. 2. Create campus wide respect agreements with the staff and students. 3. Update campus emergency operations plan and present to the staff. 4. Staff follow-up after all emergency drills 	<p>District Adopted SEL guidelines and procedures.</p> <p>Restorative practices,</p> <p>CNA data,</p>	<p>6411 – Other Operating (Staff Training - Registration, etc.)</p>		<p>Monthly</p>	<ul style="list-style-type: none"> • Campus /collaborative team respect agreements • Daily circle time in every class • Campus EOP 	<p>Increased knowledge of campus goals and expectations for a safe and orderly environment.</p>	<ol style="list-style-type: none"> 1. Respect Agreements posted in every grade level classroom. 2. Campus Safety meeting held on October 12, 2018. 	<ol style="list-style-type: none"> 1. Campus administrators and 4th and 5th grade teachers review and modify respect agreements at MOY class meetings. 2. Campus Safety debrief after each emergency drill. 	<ol style="list-style-type: none"> 1. Campus implementation of HRS Level 1 survey April 24, 2019. 2. Campus Needs Assessment Meeting and Data Evaluation May 1, 2019. 3. Campus implementation of HRS Level 2 Survey May 8, 2019. 	<p>Components 1, 2, 3, 4, 9, 10</p>

Health, Fitness and Attendance

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)

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	Monthly PLC meetings	Ongoing	PE Teachers, counselor, Specials team formed our group and achieved our goals for the year. Completed
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	August 2018	Ongoing	PTA President - completed
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	September 2018	Ongoing	Completed
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	September 2018	Ongoing	Completed in Gym and cafeteria. Also, district communication with parents.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs	Campus Wellness Captain/Principal	Campus Wellness Plan	Weekly	Ongoing	Completed

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
	through use of marquee, newsletter, web page, and/or myPISD.					

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Once per year	Ongoing	Completed
4th & 7th	Ensure all data for 3rd - 8th 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	Once per nine weeks	Ongoing	Completed

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	Daily	Ongoing	Completed
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Daily	Ongoing	Completed - per PE teacher's notes.
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has	Principal	Yearly Plan Form	Daily	Ongoing	Completed - Daily lesson plans and walk through visits

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
	students active at least 70%-90% of class time.					reflected this practice.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	Daily	Ongoing	Completed - See school master schedule.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Daily	Ongoing	Completed - Daily lesson plans and walk through visits reflected this practice.

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Daily	Ongoing	Completed

Violence Prevention and Bullying

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)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Once per semester	-staff feedback/survey	1. Duty schedule reflect increased supervision of high risk areas 2. Administrator and Specialists rotation of extra supervision on the playground
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily	-staff assignments/duty schedule/master schedule	1. Duty schedules were monitored and adjusted during the year to main adequate supervision 2. Daily "check-in" with students posing regular challenging behaviors
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Daily	-Campus code of conduct, District Handbook,	1. District and campus expectations

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				Campus Handbook	were reviewed and posted throughout the building. 2. Respect agreements created by each grade level and classroom and reviewed regularly with students.

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	Once per year	Handouts/on line training/powerpoints	Included in campus PDH
Review referral process.	Principal or designee	Campus referral plan	Once per year	Campus referral plan	Reviewed in Team Leader Retreat and then reviewed in collaborative teams

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Once per year	Discipline Management Plan	<ol style="list-style-type: none"> 1. Reviewed in Team Leader Retreat 2. Reviewed in BOY Staff Meeting 3. Created on line Google Form to track Discipline Referrals 4. Positive Behavior Supports implemented in all classrooms
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Daily	Campus Referral Plan	<ol style="list-style-type: none"> 1. Reviewed in Team Leader Retreat 2. Reviewed in BOY Staff Meeting 3. Created on line Google Form to track Discipline Referrals 4. Positive Behavior Supports implemented in all classrooms

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Daily	<ul style="list-style-type: none"> Discipline Management Plan Positive Behavior Supports 	<ol style="list-style-type: none"> Respect agreements created by each grade level and classroom and reviewed regularly with students. Positive Behavior Supports implemented in all classrooms Use of Restorative Circles and Restorative Practices across the campus

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Daily	-Code of Conduct/Student-Parent Handbook	<ol style="list-style-type: none"> Citizenship traits taught by Counselor and reviewed by teachers Campus expectations posted

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					throughout the building 3. Respect agreements created by each grade level and classroom and reviewed regularly with students. 4. Eagle Code reviewed daily in cafeteria by administrator with students
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily	<ul style="list-style-type: none"> • Master Schedule\ • Duty Schedule 	1. Duty schedules were monitored and adjusted during the year to main adequate supervision 2. Daily "check-in" with students posing regular challenging behaviors

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	As the need arises	<ul style="list-style-type: none"> Referral Plan Restorative Circles /Practices introduced to campuses by SEL Team 	<ol style="list-style-type: none"> Office referral process was reviewed at BOY and implemented throughout the year use of Google Form to track discipline referrals Restorative Practices used in the classroom

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Discipline Management Plan	Daily	<ul style="list-style-type: none"> Grade Level Positive Behavior Support Plans Restorative Circles /Practi 	<ol style="list-style-type: none"> Respect agreements created by each grade level and classroom and reviewed regularly with students. Eagle Code reviewed daily in cafeteria by administrator

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				ces introduced to campus by SEL Team	with students and reviewed in the classroom 3. Counseling classes addressed specific needs
Employ discipline interventions.	Designated staff	Discipline Management Plan	Daily	-Discipline referral forms, Kid Talk and CMIT forms	On-going as needed--included mediation, restorative practices, individual counseling, changes in schedules, parent involvement, lunch bunch
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Discipline Management Plan	Daily	-Discipline referral forms, Kid Talk and CMIT forms	On-going as needed--included mediation, restorative practices, individual counseling, changes in schedules, parent involvement, lunch bunch

Weatherford Elementary School – 2018-2019 Campus Improvement Plan

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Conference with parents/students.	Teachers or other staff	Discipline Management Plan	Daily	-Discipline referral forms, Kid Talk and CMIT forms	on-going, as needed

Parent 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.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
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 staff	District Parent Portal	August - September 2018	on-going	1. Information sent home on registering to parent portal in parent packets and classroom newsletters. 2. Parent Liaison met with individual families to help with registration process. Parent Liaison scheduled mobile computer lab multiple times during the year to assist parents with Parent Portal.
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	Office Staff, Teachers, Administrators	District Mobile Tech. Lab, and Internet access	August 2018	on-going	1. Parent Liaison scheduled Fall and Spring mobile computer lab multiple times

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Funding Sources: SCE, Title I and Local					during the year to assist parents with Parent Portal 2. Mobile Computer Lab schedule to teach parents compute skills and offer educational science program to students while parents took part in Mobile classroom activities.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Principal	Internet access, computer	Monthly	on-going	1. school website updated regularly throughout the year.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Principal	Yo-Packs, Marquee, Printed copies of eNews	As the need arises	on-going	1. Enews was published every week of the year. 2. Periodic paper notices encouraged parents to sign up. 3. Enews posted on school website and Facebook page

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Utilize social media to keep parents and community informed. Funding source: State and Local	Principal	Internet access, computer	Daily	on-going	<ol style="list-style-type: none"> 1. Campus Facebook page updated regularly 2. Remind utilized regularly 3. Class Do-Jo utilized by several grade levels for increased home--to-school communication.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal		Monthly	Planning with the PTA at the beginning of the school year with updates throughout the year.	<ol style="list-style-type: none"> 1. Monthly PTA Board meetings with Administrator present 2. Fall Carnival 3. Math Night 4. Fall and Spring Picnic 5. Multicultural Night 6. Monthly "spirit nights" at various local restaurants 7. Playdates in the park offered monthly during the spring

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).</p> <p>Funding source: State and Local</p>	Principal		As the need arises	on-going	<ol style="list-style-type: none"> 1. Counselor and Parent Liaison offered regular classes on social emotional learning, behavior, routines at home, getting ready for middle school and English as a Second Language 2. Librarian offered parent workshop on reading to your child.

Transition

The campus will assist students in making a successful transition between elementary school to middle school.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local	Counselor	District guidance guidelines and curriculum	Daily	Ongoing	Completed - Daily lesson plans and walk through visits reflected this practice.
Elementary 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	Counselor	Teachers	Daily	Ongoing	Completed - Per Collaborative team meeting visits and notes.
Elementary Title I Campuses – 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. Participants will 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	District curriculum	Monthly	Ongoing	Completed - RAMP up kits were given out at the BOY during our parent workshop. Additionally, there were multiple opportunities throughout the year for parent to engage in Pre-K activities during and after school.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
<p>Elementary Campuses with full day Pre-K – 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</p>	Counselor	Teachers	Once per semester	Ongoing	Completed - Daily lesson plans and walk through visits reflected this practice.

State Certified Teachers and Highly Qualified Paraprofessionals

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators	District Professional Learning Department	Daily	Ongoing	Completed - Our staff participated in monthly professional development opportunities that were directly related to our campus needs assessment.