



**Plano Independent School District
Campus Improvement Plan**

Wells Elementary

3427 Mission Ridge Road

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

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

Campus Information

Administration Team

Principal, Sara Meyer

Assistant Principal, Chris Lillie

About Us

Wells is named for William Henry Lafayette Wells (1840-1939), a Virginia-born farmer and musician who came to Texas in 1871 after serving in the Civil War. Three years later, he and his brother bought the homeplace that is still in the Wells family. A mainstay of the Plano Old Settlers Picnic Association, Wells died at the age of 98. His grandson served on the Plano ISD board from 1952-58.

Campus Status

X Non-Title I Campus

Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/28/2018 03:30 pm

Meeting 2: Progress monitoring and review of strategic plan - 02/05/2019 03:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/21/2019 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
Alyssa Hill	Faculty Member	2018-2019	X		X
Paige Adames	Faculty Member	2018-2019	X	X	X
Brittany Preston	Faculty Member	2018-2019	X	X	
Amy Bowel	Faculty Member	2018-2019	X	X	X
Michelle Beal	Faculty Member	2018-2019	X	X	X
Casie Howells	Faculty Member, Special Ed	2017-2018	X		X
Sayer 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
Carrie Beaird	Parent-Selected by PTA	2018-2019		X	X
Lechalet Kennedy	Parent-Selected by Principal	2018-2019			
Kamlesh Singh	Parent	2018-2019	X		
Sofiya Baddov	Parent	2018-2019			
Strinivasa Golamari	Parent	2018-2019			
Natova Boyattia	Parent	2018-2019			
Kirk Gentzel	Community Member	2018-2019	X		
Matt Mortimer	Community Member	2017-2018			
Pat Przada	Business Representative	2017-2018	X	X	X
Nancie Przada	Business Representative	2017-2018	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	\$69664.00	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.
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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	Great diversity of cultures, Growing population- 527 to 562	Increased enrollment in At Risk - 504, ELL, Special Education; Asian sub pop heavily B/I ELL	Building capacity in ELL, dyslexia , SpEd (differentiated) strategies for teachers
Student Achievement	Lower level students grew (PES data). SPED subpop scores are much higher	Higher achieving students (Q1-Q2) students did not grow as much compared to previous year or to last years averages	Growing STAAR Master’s students, Growing Q1-Q2 students, Increasing writing scores of meets and masters
School Culture and Climate	Members feel safe, SEL focus has been received positively (only 2 ISS/OSS all year), there has been a value placed on feedback	Whole group consequences, school wide common area expectations, other leaders speak for the school	Decrease whole group consequences, some are unaware of schools communication forms
Staff Quality/ Professional Development	No discipline write ups or growth plans. BOY/MOY/EOY TTESS conferences well done	Review expectations of team leaders going over notes with team, with an emphasis on support for new teachers on campus	Increase communication out amongst staff
Curriculum, Instruction, Assessment	Introduction of extended planning. Technology 1 to 1 roll out went well	Time to collaborate. Common assessments. Adjust master schedule so teachers can teach effectively & efficiently	Time to foster collaboration and plan, increased productivity and focus during this time on differentiated instruction
Family and Community Involvement	Very active PTA that is supportive. Numerous free family events throughout the year	More visibility with community. Offer school events at various times throughout the day. Calendar of events published early. Increase diversity on PTA	Streamlined communication system. Various times offered for various meetings. Continue to focus on inclusiveness.

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?
School Context and Organization	Master schedule committee formed to adjust master schedule. Google feedback forms sent throughout the year. Makerspace committee for our new makerspace adventure. Paraprofessional group established for next year. Parent feedback through survey.	Overtly review feedback and discuss the why behind decisions more frequently.	Feedback requested on progress of CIP goals to help keep focus and support as needed based on feedback
Technology	Roll out of 1 to 1 chromebooks and effectively integrated them into instruction. Open philosophy of trying new things/ideas. Tech Ed camps. Technology monthly meetings. PISD tech team came out bimonthly to support teams	Technology used for creation/collaboration/higher level thinking. Time to learn new ways to integrate into lesson plans.	Higher level technology integration focus (SMAR model)

Critical Action #1

Problem Statement	Our recent STAAR results in reading/math demonstrated that 12% of students regressed from masters to meets, 3% of students regressed from masters to approaches, and 6% from meets to approaches.
Root Cause and Strategy	a: We will address our teachers lack of differentiated training by incorporating new and additional training pertaining to classroom differentiation and vertical alignment. b: We will address our teachers lack of focus on our high achieving students by focusing on the 4 questions that drive a PLC and collaborative team. c: We will address the lack of rigorous opportunities for our high achieving students by ensuring there are adequate structures in class for appropriate differentiation and extension activities.
Goal	Increase the percentage of students at the masters grade level standard on the reading and math STAAR in grades 3-5.
Project Lead	Campus Administrators, All teachers
Staff, Title I Staff	K-5th Grade Level Teachers, Instructional Specialist, ESL Teacher, Pace Teacher
Materials and Resources	District Curriculum, Edugence (PES Growth, STAAR Report, MAP Data), Gradebook, Portfolios, Formative Assesments

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 #)
Root Cause a Activities: Training 1. District curriculum support team and PACE specialist will train all staff on the student differentiation, placing a high importance on targeting every students needs. 2. Team leaders completing book study on “How to Differentiate Instruction in Academically Diverse Classroom” by Carol Ann Tomlinson to learn differentiated strategies.				1. Professional development has been scheduled and additional support will be provided as need arises. 2. Administrators meet monthly	1. MLP training log 3. Weekly lesson plans and meeting notes, unit scope and sequences.	Teachers capacity to differentiate will grow by providing research based strategies and integration methods.	Significant Progress Grade level teams will lunit plan based on their students needs, meanwhile, differentiating their lessons for all levels of students.	Significant Progress Weekly plannings will discuss student progress and how teachers are differentiating for those that have not learned the standard and for those that have already learned the standard.	Significant Progress Lesson plans will include differentiated strategies and how these will be incorporated in small group instruction.	

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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>Root Cause b Activities: Collaborative Teams</p> <p>1. Increased participation by administrators in planning sessions on weekly basis to provide feedback and help keep focus on the 4 questions that drive collaborative teams.</p> <p>2. Establish a peer observation system where teachers observe and be observed in order to learn from each other. i: Feedback forms will be created to increase our teachers capacity in differentiated instruction. ii. Face to face feedback sessions will be included to increase teachers collaborative learning capacity.</p> <p>3. Use student assessment data and teacher input to understand every student's areas of growth and which areas might require additional instructional support. Teachers will plan targeted support for growth and support.</p>				<p>1. Collaborative teams will meet monthly.</p> <p>2. Weekly planning meetings</p> <p>3. Each teacher will complete three peer observations in a year.</p>	<p>1. MLP training log, meeting notes</p> <p>2. Weekly planning meeting notes</p> <p>3. Weekly lesson plans</p> <p>4. Peer observation feedback form, face to face feedback form.</p>	<p>Teachers will learn and integrate new instructional strategies through differentiated methods to target all students needs, thus continuously monitoring and adjusting their instruction to target all student levels.</p>	<p>Significant Progress</p> <p>Grade level teams will collaborate on how they are targeting all students needs, and how they will monitor and adjust their instruction.</p>	<p>Significant Progress</p> <p>Administration and specialist attend grade level collaborative teams. Grade level collaborative teams will not only focus on student needs, but on building the capacity of the entire team, which will have the greatest impact on all students learning.</p>	<p>Significant Progress</p> <p>Wells Elementary is a PLC which places the highest importance on our learning culture. Teachers continuously monitor and share their ideas/strategies to increase the capacity of all staff members.</p>	
<p>Root Cause c Activities: Rigorous Opportunities</p> <p>1. Create open opportunities for our 3rd- 5th grade students to go to the makerspace throughout the day to expand/enrich their learning. Adjust our makerspace model in order to correlate classroom standards in the create/explore model. Create additional set times and</p>				<p>1. The open makerspace will open in September and run through May. Volunteers will be trained in September and will assist/lead makerspace extension activities October to May.</p>	<p>1. Students using the open makerspace will have reflection sheets that ask what they have learned, how that relates to their classroom standards, and how the time in the makerspace has expanded their</p>	<p>Students targeted needs will be addressed through teams IE times. The makerspace will provide opportunities for students to expand/enrich grade level standards through authentic learning experience. The</p>	<p>Significant Progress</p> <p>IE times are utilized based on their students needs. The open makerspace model will be integrated throughout the instructional day with reflective exit tickets.</p>	<p>Significant Progress</p> <p>The makerspace team will have task cards in the 4-6 stations that are cross curricular and can be adapted in grades 3-5 learning standards. Feedback from students' exit</p>	<p>Significant Progress</p> <p>Our makerspace and Breakout EDU boxes will enrich grade level standards through authentic learning experience. The cross curriculum focus on grade level standards will encourage</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>training for teachers and volunteers to come in and assist/help lead time in makerspace</p> <p>2. PACE Specialist will explore Breakout EDU boxes to help support focus of creative thinking, deeper understanding, and higher level of engagement for master’s level students.</p>				<p>2. Breakout EDU boxes will be ordered in November in order to be integrated in December.</p>	<p>learning on these standards.</p> <p>2. Collaborative discussions will focus on creative thinking and how we learn through trailer and error/deeper thinking, even if we make mistakes along the way.</p>	<p>makerspace will encourage and support learning through discovery, exploration, creation and collaboration between students, staff and our community.</p>		<p>tickets will be discussed with teams as a form of a formative assessment and to assist driving future instruction. Volunteers will be trained on how they can assist/help lead open makerspace times.</p>	<p>students to become creators, innovators, problem finders and problem solvers.</p>	

Critical Action #2

Problem Statement	Our collaborative teams are operating at varying levels of autonomy compared to the collaborative teams that transform the PLC process (policies and practices).
Root Cause and Strategy	We will address our campuses needs of fostering collaboration by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity
Goal	Increase the capacity of our teachers through the collaborative team process, therefore, increasing our students academic performances by implementing planning and instructional protocols with fidelity.
Project Lead	Campus Administrators, PISD Elementary Content Corrdnators, Team Leaders
Staff, Title I Staff	All teachers
Materials and Resources	Wells Planning Cycle, District Curriculum, Edugence

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 #)
Root Cause Activities: Fostering Collaboration 1. We will form a committee to examine the master schedule. Master Schedule will be adjusted with precedence on sub pops served, and also adjusting our building wide IE plans so each team can target their teams/students' needs. i. Examine IE time so teams have the autonomy to use the time as needed. ii. Adjust subject blocks to account for all services provided to students. 2. Create a weekly planning system that places a high importance on collaboration and learning. i. Create a weekly schedule that values planning time in				1. New master schedule will be created in August. 2. The new planning system will be presented and outlined in August. 3. A new support member rotation will be created in August and implemented in September. 4. Extended team planning will occur every 6 weeks throughout the year.	1. New Master schedule in Google Docs. 2. MLP training log and a Google slide presentation will be presented and shared in the Wells Google folder. 3. MLP training log and a Google slide will be presented and shared in the Wells Google folder. 4. MLP training log and lesson plans. 5. Schedule for extending planning meetings.	Increase the capacity of our teachers through the collaborative team process, therefore, increasing our students academic performances by implementing planning and instructional protocols with fidelity.	Significant Progress A new master schedule will be created which will adjust IE time to allow for teams to have the autonomy they need for their grade/students. Grade level subjects will be rearrange in order to support students whom might qualify for additional support services. A school wide planning system will be created that places a high importance on learning through the PLC	Significant Progress The planning protocol will be incorporated with fidelity. Teams will unpack the TEKS and understand what their students need to know, how they know their students know the content, what will they do if a student is not understanding the content, and what will they do is a student has mastered the content already.	Significant Progress Through extended planning and weekly planning, the planning protocol will be incorporated seamlessly.	

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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>which teachers will not be pulled away from.</p> <p>ii. Planning will focus on the four fundamental questions of a PLC.</p> <p>3. Integrate specialists (PACE, ESL, Instruction Specialist, Librarian) into our plannings so we can collaborate and learn new ideas/instructional strategies from each other, as well as help with contentedness across areas of learning.</p> <p>4. Adjust extended planning to provide teams enough time to implement the planning protocols.</p>							process and knowing and meeting the needs on all students.			
<p>Root Cause Activities: Training</p> <p>1. District curriculum support team will train all staff on the first stage in the new planning protocol, placing a high importance on the continuous learning process as teachers and this being transferred to our instruction and ultimately students.</p> <p>a. Unpacking TEKS b. Vertical alignment C. Common formative assessments</p> <p>2. Administrators completing like campus group book study on “Learning by Doing: A Handbook for Professional Communities at Work” by Richard and Rebecca DuFour with a focus on learning from</p>				<p>1. Professional Development meeting in August and additional support will be provided as need arises.</p> <p>2. Administrators meet monthly to collaborate on the PLC process and integrate new ideas.</p> <p>3. Professional Development meeting in August and portfolios developed in August and additional writing samples collected.</p>	<p>1. MLP training log and a Google slide presentation will be presented and shared in the Wells Google folder.</p> <p>2. MLP training log and a Google slide presentation will be presented and shared in the Wells Google folder.</p> <p>3. MLP training log and a Google slide presentation will be presented and shared in the Wells Google folder.</p>	Teachers capacity to differentiate will grow by providing research based strategies and integration methods.	Significant Progress Grade level teams will learn how to unit plan by unpacking the TEKS and examining their grade levels vertical alignment.	Significant Progress Weekly plannings will integrate unpacking TEKS that are vertically aligned and focus on the needs of all students, differentiating for those that have not learned the standard and for those that have already learned the standard.	Significant Progress The planning protocol will be integrated seamlessly through teams unpacking the TEKS, knowing their grade levels vertical alignment.. Lesson plans will include intervention/enrichment strategies and how these will be incorporated in small group instruction.	

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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>book and reflecting/applying at schools.</p> <p>3. Focus on integrating writing professional development to place a high focus on students writing in all grade levels.</p> <p>i: Create student portfolios for all student'</p> <p>ii: Create a writing time for every grade level.</p> <p>iii: Professional developmnet</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	Meet 3 times during the year	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.	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.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Meet 3 times during the year	The Campus Wellness Team included a parent	The Campus Wellness Team included a parent
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	Weekly team planning	There are ongoing planning/conversations with the PE team members. Goals regarding the gym, fitness room and outside play	There are ongoing planning/conversations with the PE team members. Goals regarding the gym, fitness room and outside play

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					areas are being met consistently.	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	August 2018 and updated every 9 weeks	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.	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	October 2018	Events are communicated through the use of orange folders, email and flyers.	Events are communicated through the use of orange folders, email and flyers.

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	Twice per semester	All students in grades 3-5 were tested during the Fall/Spring	All students in grades 3-5 were tested during the Fall/Spring

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	April 2018	Spring scores will be entered upon completion and sent home with 4th graders.	Spring scores will be entered upon completion and sent home with 4th graders.

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	Weekly	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.	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.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Daily	Pedometers are used several times a year, as well as, the pulse meters to measure heart rate.	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	Weekly lesson plans	TEKS are covered in each unit which provides sequential and developmentally appropriate lessons.	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	Lesson Plans Visible During Class Time	Daily	In order to provide all students with unstructured play on a daily basis, 30 minutes of unstructured recess is included in the schedule for grades k-5	In order to provide all students with unstructured play on a daily basis, 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	Observation	Daily	Instructional planning with grade levels includes discussions for	Instructional planning with grade levels includes discussions for

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					planning appropriate breaks for students when needed. Adventure to Fitness and Go Noodle are 2 online programs that are highly utilized at Wells Elementary.	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

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	Weekly	Phone calls and conferences with classroom teachers will take place to assist with an absence issue. Additionally, an Attendance Committee was established through CMIT. Students with excessive absences are	Phone calls and conferences with classroom teachers will take place to assist with an absence issue. Additionally, an Attendance Committee was established through CMIT. Students with excessive absences are

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					referred to the Truancy Office, per school policy.	referred to the Truancy Office, per school policy.

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	August / September 2018 and as need arises.	Identify the high risk areas.	Identify the high risk areas.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily	Duties assigned to staff for arrival, dismissal, lunch, and recess.	Duties assigned to staff for arrival, dismissal, lunch, and recess.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	August 2018 and as need arises.	Code of Conduct and Handbooks were reviewed with staff in August 2018. Additional reviews are completed as need arises.	Code of Conduct and Handbooks were reviewed with staff in August 2018. Additional reviews are completed as need arises.

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	August 2018	Staff was trained in August 2018.	Staff was trained in August 2018.
Review referral process.	Principal or designee	Campus referral plan	August 2018	Staff was trained in August 2018.	Staff was trained in August 2018.

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	August 2018, monthly Kid Talks and CMITS	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.	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	Daily	We are a restorative campus, which focuses on restoring the desired positive behavior.	We are a restorative campus, which focuses on restoring the desired positive behavior.

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	Restorative circle, positive behavior supports	Restorative circle, positive behavior supports

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	Every morning these expectations are reviewed during circle time.	Every morning these expectations are reviewed during circle time.
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily	On a frequent basis, data is collected in an effort to evaluate the effectiveness of current interventions and address the need for adjustments/changes.	On a frequent basis, data is collected in an effort to evaluate the effectiveness of current interventions and address the need for adjustments/changes.

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	August 2018	Staff trained on the procedures in PDH. Staff can refer to the	Staff trained on the procedures in PDH. Staff can refer to the

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				Discipline Referral Flowchart for procedures.	Discipline Referral Flowchart for procedures.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	All teachers	Daily	Morning circle time, use of a partner teacher for student breaks.	Morning circle time, use of a partner teacher for student breaks.
Employ discipline interventions.	Designated staff	All teachers Principal Assistant Principal	August 2018 and continuously	Staff spent first 5 days on social/emotional work in classrooms. There is ongoing effort and discussion daily during morning circle time.	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	Daily	Refer to guidance counselor for lunch groups, frequent check-ins, parent phone calls as they are needed.	Refer to guidance counselor for lunch groups, frequent check-ins, parent phone calls as they are needed.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Conference with parents/students.	Teachers or other staff	All teachers Principal Assistant Principal	As needed	Phone calls to parents the day of a harassment/bullying report, student conferences.	Phone calls to parents the day of a harassment/bullying report, student conferences.

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 Secretary	Office Secretary/Computers	August 2018 and as the need arises	Parents are required to login to Parent Portal in order to gain access to their 2018-2019 classroom assignment.	Parents are required to login to Parent Portal in order to gain access to their 2018-2019 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	Counselor/Computers	August 2018 and as the need arises	Parents must register through Parent Portal to receive their child’s teacher name. Teams identify parents without computer access and send home hard copies of the weekly grade level newsletter.	Parents must register through Parent Portal to receive their child’s teacher name. Teams identify parents without computer access and send home hard copies 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	Campus Technology Assistant/Computers	As the need arises	Campus website was updated with new staff information in August 2018.	Campus website was updated with new staff information in August 2018.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				Additional updates are completed as needed.	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	Principal and Assistant Principal/Computers and Orange Folders	Weekly	Weekly eNews is distributed to families from August through May. Grade levels send out weekly news via email/Smore.	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	Principal and Assistant Principal/Twitter and Facebook	Weekly	Wells has a Facebook page and Twitter account.	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	Principal and Assistant Principal	Once per month	PTA board meetings are held on a monthly basis and include the campus principal and assistant principal.	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	Principal and Assistant Principal	Once per month	Dates and topics will be set at monthly PTA board meetings. Dates are October 11th, December 7th, February 6th,	Dates and topics will be set at monthly PTA board meetings. Dates are October 11th, December 7th, February 6th,

Wells Elementary – 2018-2019 Campus Improvement Plan

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				March 9th, May 4th	March 9th, May 4th

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	Counselor/Curriculum	Daily	Guidance lesson are offered biweekly to all students	Guidance lesson are offered biweekly to all students
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	Kindergarten teachers	Kindergarten teachers	Once in April and once in May	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	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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				assessment (letters/sounds/sight words/number recognition) and then the next group would go.	assessment (letters/sounds/sight words/number recognition) and then the next group would go.
<p>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</p>	Kindergarten teachers	Kindergarten teachers	As the need arises	Staff communicates with Beatty regarding students' previous educational history.	Staff communicates with Beatty regarding students' previous educational history.
<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>					

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	Principal/Assistant PrincipalTeachers	Monthly	Monthly staff meetings will be focused on professional growth.	Monthly staff meetings will be focused on professional growth.