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## **Plano Independent School District Campus Improvement Plan**

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### **Wyatt Elementary School**

**8900 Coit Road**

**Plano, TX 75025**

**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**

As the Wyatt family, our mission is to provide a learning environment that inspires students to achieve and empowers lifelong learning and leadership.

## **Campus Information**

### **Administration Team**

**Principal,** Cynthia Hentges

**Assistant Principal,** Michael Minyard

### **About Us**

Our mission is to provide the best learning environment possible that inspires students to achieve in the present time, but also to acquire a passion for learning that follows them throughout their lives.

### **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 – 09/05/2018 07:30 am

Meeting 2: Progress monitoring and review of strategic plan - 02/05/2019 07:30 am

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/17/2019 07:30 am

## 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/](http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/)

**Site-Based Improvement Committee Members**

<b>Committee Member Name</b>	<b>Role</b>	<b>1st Year on SBIC</b>	<b>Meeting 1 Attendance</b>	<b>Meeting 2 Attendance</b>	<b>Meeting 3 Attendance</b>
Keri Leynor	Faculty Member	2018	X	X	X
Prudy Hammonds	Faculty Member	2018	X		
Elizabeth Whitefoot	Faculty Member	2018	X	X	X
Debbie Gauntt (Counselor)	Faculty Member	2017	X		X
Kim Ramirez	Faculty Member	2018	X	X	
Lisa-Sue Hill	Faculty Member, Special Ed	2018			
Cynthia Hentges	Principal	2015	X	X	X
Edna Pythian	District Professional	2017	X	X	X
Michael Minyard (Assistant Principal)	Campus Professional, Non-teaching	2017	X	X	X
Angela Krape (Instructional Specialist)	Support Staff Member	N/A	X	X	X
Heather Coleman	Parent-Selected by PTA	2017	X	X	X
Kami Ransom	Parent-Selected by Principal	2017	X	X	X
Shelly Rogers	Parent	2018	X	X	
Marylee Grounds	Parent	2017	X	X	X
Tara Vaughn	Parent	2018	X	X	X
Jim Yerger	Parent	2018	X	X	
Mikie Kindsfather	Community Member	2018	X	X	X
Corinne Dias	Community Member	2018			
Amanda Breckenridge	Business Representative	2017			
Adina Rich	Business Representative	2017			



## 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

<b>SCE Total</b>	\$69,664.00	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?
<b>Demographics</b>	<p>student diversity</p> <p>equal representation of genders</p> <p>percentage of students participating in special programs</p> <p>all staff highly qualified with GT hours and ELL certification</p>	<p>aging neighborhood impacting Kindergarten and first grade enrollment</p> <p>need more diverse ethnicity in special programs</p> <p>professional staff diversity does not meet expectation</p> <p>increasing ELL population requires training to meet language needs</p>	<p>to understand the learning needs of all students and all populations in our community</p> <p>to assure that highly effective strategies for learning are being used in every classroom</p> <p>to increase the diversity of the professional staff</p>
<b>Student Achievement</b>	<p>Interventions put in place for Q4 and Q5 students have been successful</p> <p>Most quintile groups have shown growth on PES in reading, math, science</p> <p>Student need for accommodations are used throughout the year and applied for major assessments</p>	<p>Must be careful in analysis of data as it can be skewed at times ie: 50% not making a goal might mean only 2 students were in the group with one passing and one not passing</p> <p>There is still a need for teachers to understand the meaning of some data sources and how to apply it in order to drive instructional decisions</p> <p>Less whole group instruction and more differentiated instruction including reading</p>	<p>use of differentiated teaching strategies in all areas including reading</p> <p>staff expertise in understanding student data and follow-through in using data for decision-making</p>

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?
	All STAAR grades performed at 90% passing or higher and all groups reached targets	To sustain the current level of achievement as reported on STAAR with higher percentage of students in the meets and masters levels.	
<b>School Culture and Climate</b>	<p>Students and staff view Wyatt as a safe and orderly place</p> <p>97.5% attendance for last school year</p> <p>Teachers use restorative approach to discipline supported by strong relationships within the classroom community</p> <p>Communication within school and parent community is frequent and done through a variety of methods</p> <p>Relationship with the Healthy Schools initiative has created a healthy focus in many aspects of school life</p>	<p>Cultural competency awareness due to diversity in our community</p> <p>growth and continued training to help teachers and parents understand social and emotional needs of students</p> <p>constant vigilance and awareness within our school and outside on grounds surrounding our property</p>	<p>Cultural competency awareness due to diversity in our community</p> <p>continued focus on building a culture in which 100% of staff feel valued as an important member of their collaborative team</p>
<b>Staff Quality/ Professional Development</b>	<p>Staff retention rate for the last three years has been 95%</p> <p>Leadership team committed to keeping teams informed and included in decision-making</p>	<p>Continuous improvement driven by teacher feedback and collection of quick data from a variety of stakeholder groups</p> <p>Increase staff diversity and cultural competency</p>	<p>Increase staff diversity</p> <p>celebrate successes regularly</p>

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?
	<p>Professional Development tracking on MLP provides easy tracking of teacher learning</p> <p>Teachers desire relevant and meaningful PD and targeted opportunities are becoming the norm rather than the exception</p> <p>Staff motivated to set meaningful Teacher Professional Goals</p> <p>Highly qualified specialists make themselves available to coach teachers on weekly basis</p> <p>Mentor program in place for beginning and 2nd year teachers</p>	<p>Celebrate successes regularly as positive changes emerge</p> <p>continued focus on building a culture in which 100% of staff feel valued as an important member of their collaborative team</p>	<p>continued focus on building a culture in which 100% of staff feel valued as an important member of their collaborative team</p>
<b>Curriculum, Instruction, Assessment</b>	<p>District has created and provided teachers with strong curriculum and ongoing training</p> <p>Curriculum website is continually being improved and resources for teachers are easily accessible</p> <p>Teachers are guided by the curriculum which is aligned to the TEKS when planning instruction</p>	<p>continued defining of the PLC process and training</p> <p>teachers are not always clear on what is meant by 21st Century skills</p> <p>teachers do not always see a connection between our curriculum and MAP and TEKS and when that occurs they find themselves spending extensive amounts of time looking for supplemental materials</p>	<p>continued defining of the PLC process and training</p> <p>Use of technology doesn't just replace something from the past ie: a worksheet that it now entered to an online worksheet but is used to inspire creativity, connect to others, assist with critical thinking and problem solving</p>

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	<p>Assessments are also provided by the district but teachers have freedom to create other assessments and are encourage to use formative assessment</p> <p>All grade level teams will be given extended planning opportunities to meet the demands of UbD method of planning</p>	<p>Use of technology doesn't just replace something from the past ie: a worksheet that it now entered to an online worksheet but is used to inspire creativity, connect to others, assist with critical thinking and problem solving</p>	
<b>Family and Community Involvement</b>	<p>Community shows support and confidence and belief that Wyatt is a safe place -</p> <p>Communication with parents is a school-wide priority and all staff have the goal of continually improving the manner and frequency</p> <p>Strong PTA with over 80% membership of Wyatt families and 100% of Staff;</p> <p>PTA Board works closely with principal to align their goals with the school's goals and generously support teachers and programs to enhance learning at Wyatt</p> <p>Wyatt students participate in district events such as Art Competition, Lego League, Cup Stacking, and Stock Market Game/InvestWrite competition</p>	<p>Increase input and feedback from parents and other stakeholders</p> <p>Transition programs need to be put in place for students who are moving on to middle school and continue to receive services in special ed, PACE, ESL</p> <p>Increase number of community partners to further build a connection and view of Wyatt as the center of the community</p>	<p>Increase input and feedback from parents and other stakeholders</p>

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?
	<p>ESL program that extends to helping families adjust to new community</p> <p>PTA sponsored Newcomers Social and Grandparents day building a connection to those who might not otherwise come to school</p>		
<b>School Context and Organization</b>	<p>Curriculum and training to support district learning is provided by district</p> <p>Master schedule developed with staff input to create an optimal use of time that supports the learning of all students</p> <p>Collaborative teams have committed to devote designated times during the week to work through the PLC process</p> <p>The campus leadership team supports the work of everyone else - bottom-up philosophy</p> <p>Teacher freedom when it comes to making decisions about 'how' to deliver instruction, enhancing the classroom environment, use of resources, and creating assessments</p>	<p>Tracking of students not meeting expectations set for them regardless of Quintile group</p> <p>Planning for meaningful and rigorous extension of concepts for students demonstrating mastery</p> <p>Increased teacher input with regard to student policies</p> <p>defined and school-wide positive behavior support program</p>	<p>Tracking of students not meeting expectations set for them regardless of Quintile group</p> <p>Planning for meaningful and rigorous extension of concepts for students demonstrating mastery</p>
<b>Technology</b>	<p>Availability is increasing on our campus and throughout the district</p> <p>All staff have district provided chromebooks for training and professional development</p>	<p>Teacher awareness of training that is differentiated by skill level and purpose</p> <p>More devices, specifically iPads</p>	<p>Teacher awareness of training that is differentiated by skill level and purpose</p>

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?
	<p>Teacher tech proficiency has increased steadily; teachers actively seek training to meet their own needs; teachers exchange ideas and assist one another consistently throughout the school year</p> <p>Use of technology is embedded in curriculum</p> <p>Webdesk provides easy access to applications that are used frequently</p>	<p>amplification in classrooms</p> <p>Screen adjustments - picture often unclear and print too small</p>	

**Critical Action #1**

<b>Problem Statement</b>	Inconsistent and varied uses of instructional strategies impact student performance at Wyatt.
<b>Root Cause and Strategy</b>	(a) lack of differentiation (b) whole group rather than small group instruction (c) more time needed to unpack TEKS (d) gaps in learning (e) lack of use of data to drive instruction
<b>Goal</b>	Students will show academic progress due to school-wide use of best practices for differentiated instruction.
<b>Project Lead</b>	Angela Krape, Kim Ramirez, Kami Ransom
<b>Staff, Title I Staff</b>	Principal and Assistant Principal, Team Leaders
<b>Materials and Resources</b>	DATA using Edugence and Plano Literacy; Comprehension Toolkit, Jan Richardson Instructional Videos; Gifted Updates delivered by Campus PACE teachers; Curriculum Training on Formative Assessment

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 analysis				August 2018	Document of staff analysis & MLP sign-up	There will be a laser focus of campus mission, strengths, and areas of growth.	On Track to Make Progress The staff, working as collaborative teams, participated in the process of root cause analysis during PD days	On Track to Make Progress Training was provided to address root causes 8/17/18 Instructional Specialist provided	On Track to Make Progress Frequent staff reminders of focus on differentiation; weekly team planning, Kidtalks and collaborative	

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							prior to the start of school	all teams with training on guided reading strategies and use of MAP data for differentiation. 9/12 Differentiation training by Gifted specialists 9/26 Unpacking TEKS training by curriculum team; 10/16 Instructional specialist trains teachers on use of CogAT for differentiation 11/27 Principal met with teams to review PES data and discuss Quintile groups	meetings having anything to do with students includes discussion of best practices that will support how each student learns best.  Grades K - 5 all doing Guided Reading; all teams consistently using a range of differentiated strategies in place of whole group instruction; student data driving instruction	
Analysis of data to determine needs of students which includes STAAR, MAP, TPRI, Spelling Inventories Rite Flight fluency charts, classroom assessments to guide planning for instruction.				monthly	Meeting notes	Teachers will use data consistently in planning for instruction.	Some Progress 8/17/18 Instructional Specialist provided all teams with training on guided reading strategies and use of MAP data for differentiation; some teams requested review of how data gathered from IRI's and Spelling Inventories can guide instruction.	Significant Progress 10/16 Instructional specialist trains teachers on use of CogAT for differentiation 11/27 Principal met with teams to review PES data and discuss quintile group	Significant Progress 2-18-19 Teachers reviewed Winter MAP data both to assess winter to winter progress and determine those students who are on track and those who require more support; Grades 3-5 reviewed reports from NWEA that indicate students predicted level of STAAR success at this point in time. 5th Grade STAAR results: 99% pass	



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									math and 98% pass reading	
Training will be provided: Active Literacy through Guided Reading; Comprehension Toolkit & Striving to Thriving Differentiation (Pace Specialists GT update) Formative Assessment to drive instruction Using ELPS/targeting ELL needs in classroom				August - September 2018	MLP Sign-ups and notes from training	Increase teacher comfort level to use differentiated strategies		Some Progress 9/12 Differentiation training by Gifted specialists 9/26 Unpacking TEKS training by curriculum team and introduction to common formative assessments Unit Test Scores are logged in Grades 3-5 to track students who are not successful on summative assessments; Those students are given opportunity to receive intervention through re-teaching and then will retest.	Significant Progress 11/7/18 Ed camp style training at Wyatt provided training on Google Classroom, Nearpod, Daily 5, and RTI. Pace Specialists present part 2 of training on differentiation. Activity requiring collaborative teams to place strategies on a continuum shows that significant changes have taken place in our classrooms. Quick Data: Guided Reading Survey indicates all grades have implemented Guided Reading into their plan for student success in reading.	
Identify need for additional training and resources				monthly	Grant proposal documentation and list of resources provided	Principals and specialists will gather input from teachers by attending planning meetings to listen to teacher discussions	On Track to Make Progress Teachers are using new resources which provide differentiation on daily basis. 1-1 tech availability has facilitated use on online programs such as	On Track to Make Progress Administrator presence at team meeting led to pilot of Freckle program which provides differentiated lessons in Reading/LA, Math,	Significant Progress Specialists assist teachers with planning for differentiation; Freckle trial provided six weeks of access to differentiated reading in all	

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							Prodigy, DreamBox, Raz Kids, Nearpod, Pebble Go and StoryWorks	Science providing data analysis of student performance and tracks student growth.	content areas; resulted in purchase of access to this resource for 2nd and 5th grade.	
Schedule extended planning and team commitment to additional planning during the week				August 2018	Master schedule, team planning schedules and extended planning schedule	All teachers will attend designated team planning	On Track to Make Progress All teams have designated planning times during the school day and extended planning is scheduled for the year.	Significant Progress Planning commitment is solid; all teams respect the designated planning time; extended planning has not happened for all teams due to shortage of substitutes	Significant Progress Teams put together agenda for extended planning and provided notes to administrators afterwards.	
Principals and specialists begin observations looking for specific criteria				monthly	notes and feedback to teachers	Admin and Specialists will have knowledge of strategies being implemented based on observations rather than assumptions.		On Track to Make Progress Administrators will visit classes regularly.	On Track to Make Progress Classroom visits are and everyday recurrence; students and teachers are accustomed to administrators being in their classes	
Administrators and specialists attend planning in order to have understanding of how teams are differentiating for instruction for all students.				weekly	calendar and notes of attendance	Principals and specialists will see evidence that teams are using a variety of strategies while implementing differentiated instruction based on the needs of the student groups.		Significant Progress All teachers have adopted a Guided Reading approach that is designed to meet the needs of their students. Guided reading is used in science and social studies through small groups and with	Significant Progress Administrators have the goal of participating in planning; librarian, Pace specialists, ESL specialist, Instructional specialist and Specials teachers attend some planning but	

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								tech resources such as NearPod, Raz Kids, Pebble Go and StoryWorks.	receive google document with weekly/monthly plans.	
Specialists meet monthly with teams to discuss implementation of differentiated strategies (not just for reading but in all subjects and for all students)				monthly	Team notes	Follow-up reflective conversations will take place as needed	Some Progress This has been on an as needed basis. Individual teachers seek the support of our specialists regularly.	Some Progress This has been on an as needed basis. Individual teachers seek the support of our specialists regularly.	Significant Progress Teachers have indicated that our system of using a google document and sharing with specialists is working. These teachers then check-in with teachers to see how they can support learning objectives.	
Data will be collected from a variety of sources with summary and reflection of results that are available.				once per semester	Testing data that is available such as MAP and 5th grade STAAR and TPRI as well as teacher classroom assessment data	We will be able to determine our level of success on this critical action based on data and teacher input.	On Track to Make Progress BOY data reviewed and 1st semester testing data such as TPRI and IRIs have been entered into Plano Literacy, Elevation and Edugence.	On Track to Make Progress MOY data reviewed using NWEA reports - teachers plan for successful 2nd semester	Significant Progress STAAR, MAP, TPRI and Quick Data Surveys	

**Critical Action #2**

<b>Problem Statement</b>	Wyatt Collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform through consistently implementing the PLC process.
<b>Root Cause and Strategy</b>	(a) Lack of familiarity with PLC process/expectations (b) Knowledge of TEKS and unpacking TEKS (c) Varying levels of preparedness for planning/team norms (d) Legacy practices as obstacles
<b>Goal</b>	The PLC process will become inherent in what we do to provide the best learning environment for the entire learning community.
<b>Project Lead</b>	Principal and Assistant Principal
<b>Staff, Title I Staff</b>	Guiding Coalition (specialists) Team Leaders
<b>Materials and Resources</b>	Norms, Curriculum Documents, Planning Resources, UBD

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 #)
Address the four pillars that serve as the foundation of the PLC process: (1) mission, (2)				first two months of new school year; review as needed	Meeting notes	Teachers will state that they know the school mission, understand the	Some Progress Administrators consistently remind the	Some Progress Basis of January 7 Staff meeting was to assure all staff	Significant Progress Administrators asked Team	

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vision, (3) collective commitments, and (4) goals.						reason for the commitment to planning, and know SBIC critical actions.	importance of collaborative teams and acknowledge teams doing special things.	understand the mission, vision, and SBIC goals.	Leaders to be intentional in making connections during planning time; ie: what is being planned is directly related to critical action 1,2,or 3.	
Provide framework for planning and key components of the collaborative process				August 2018	MLP sign-in	Teams will become proficient at using the planning framework.	Some Progress Training provided in August and repeatedly referenced at staff meetings.	Some Progress The planning cycle is referenced prior to teams having extended planning day; it is also discussed at leadership team meetings and in Monday Memo.	Significant Progress Teams have embraced the planning process as evidenced by extended planning agendas.	
Monitor development of collaborative process				monthly	Team meeting schedules and agendas for extended planning; feedback from Exit Survey after each Extended planning	Teams establish team norms which include consistently meeting, sharing of ideas, planning student learning experiences through discussion of curriculum, instruction and assessment and examining data in order to effectively differentiate based on student needs	Some Progress Teams meet weekly; the planning framework is a guide to help teachers build awareness of where they are in the planning process.	On Track to Make Progress Administrators attend planning and recognize teams for their work; Extended planning is a priority	Significant Progress Administrators attend meetings and check in with teachers if they cannot be present.	
Collaborative teams set norms, commit to time and days to work on curriculum, instruction and assessment				August 2018	Team schedules and meeting dates	Teams show proficiency in using the collaborative process and the planning framework	Some Progress Weekly planning has gotten more collaborative within the team; there is a visible commitment to following the group norms	Significant Progress The collaborative teams have extended beyond the grade level teams inviting special education, and specialists to	Significant Progress Special Education teachers and classroom teachers have started to co-teach in 3rd and 5th grade.	

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								their meetings and asking for input.		
Select Guiding Coalition to lead the PLC process and support the work of the collaborative teams				August 2018	Schedule of meetings and notes	Teams seek assistance from guiding coalition members as they see a need	On Track to Make Progress Members of the guiding coalition are counselor, Librarian, both principal and AP, and our Wyatt campus ESL, Pace, and instructional specialists.	On Track to Make Progress January 7 - The role of the Guiding Coalition was explained to staff and they have done so far was recognized	Significant Progress The Guiding Coalition has met 5 times during the year to collaboratively work on HRS Level 1. Each member took ownership of a Level 1 indicator and assisted with collecting examples of evidence that our campus was successful with the indicator and/or identifying areas to improve. To build capacity for leadership we have opened the coalition to other staff who will assist with Level 2.	
Training is provided by administration and district personnel on working through the PLC process.				monthly	Meeting notes and MLP sign-in	Teacher teams will describe themselves as a highly effective collaborative team	Some Progress Administrators have been intentional about promoting the collaborative teams for the hard work they are doing; team dynamics appear to be excellent with all making a positive contribution;	On Track to Make Progress November 7, 2018 Collaborative team event to highlight idea that everyone makes a contribution	Significant Progress Theme has consistently centered on components of the PLC process: examples -January 7 2nd semester refocus meeting. Team Leader meetings Team Leader retreat Staff Memos	

## Wyatt Elementary School – 2018-2019 Campus Improvement Plan

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 #)
Align grade levels for same day extended planning utilized to unpack the TEKS, analyze data, write formative assessments, and/or explore curriculum resources.				August 2018	Agenda and exit tickets	Collaborative teams work on depth of learning tasks such as planning an overall unit, looking at student data and exploring resources	Some Progress Half-day planning sessions have been established for the year. Teams are aligned based on the master schedule and how to maximize planning for the entire day.	Some Progress Substitute shortage has been the reason some teams have not been able to meet for extended planning however most teams have met and have completed the district survey.	Significant Progress Teams have utilized extended planning and have reported on benefits by way of district survey.	
Monitor the effectiveness of collaborative teams. Celebrate success.				Monthly	Notes on what teams are doing, examples of team efforts and recognition given to staff	Teachers at Wyatt will report that they work on teams that are highly collaborative and supportive of each others strengths sharing the goal of making decisions that are driven by what is best for students.	On Track to Make Progress Frequent five minute staff gatherings recognizing what teams are doing, what individuals are doing and how all are impacted by the great things happening at Wyatt; Admin uses every opportunity to promote a positive culture	On Track to Make Progress Teams are planning experiences, not just activities - an example of this occurred in 4th grade during the study of Indian Tribes - Art teacher worked with teachers and did all artifacts in art class allowing teachers to focus on content - culminating experience when grade level was transformed so students experienced housing, food, weapons and lifestyle/	Significant Progress Teams are not isolating their work in the grade level - examples of going beyond grade level Special education teachers are co-teaching during the school day with gen ed teachers; 5th graders mentor Kinder students weekly; all grades collaborate with librarian on research and stem activities as well as resources; Kinder and 1st grade share duties, lunch and recess due to grade level needs	

**Critical Action #3**

<b>Problem Statement</b>	Wyatt Elementary staff meets expectations in performance of required drills but not prepared for emergencies and critical incidents that require total reunification of students and parents.
<b>Root Cause and Strategy</b>	(a) Lack of clear understanding of individual roles and responsibilities (b) No clear Reunification Plan in place (c) Communication of emergency response protocols to staff, students, and parents (d) No practice of reunification or ICS
<b>Goal</b>	All staff know their roles and responsibilities in the event of an emergency that involves a critical incident followed by reunification.
<b>Project Lead</b>	Principal and Assistant Principal
<b>Staff, Title I Staff</b>	Guiding Coalition (specialists) Team Leaders; Office Manager and School Nurse
<b>Materials and Resources</b>	District's Emergency Procedures Administrator's Guide, Standard Reunification Model (SRM) Kit, School Maps, Campus Emergency Response Plan

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 #)
Develop an Emergency Response Plan and Incident Command System using the collaborative process.				August 2018	Roundtable Agenda and Meeting Notes	Needs assessment and input from team for improved ERP/ICS/SRM	Some Progress Team met on 8/15 and 829 Campus emergency plan updated; two	Significant Progress Administrators organized teams, documents and presentation	Significant Progress This has been a successful initiative and staff have indicated	



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							reunification kits in place.	tailored to the needs of our campus	they feel better prepared in event of an emergency.	
Meet with each ICS and SRM team to discuss roles and responsibilities.				September 2018	Roundtable Agenda and Meeting Notes	Roles are clear to ICS and SRM team members	Significant Progress 8/16 - roles and responsibilities meeting all staff understand what they will do in the event of a serious school situation; Met with ICS and SRM teams by 9/19/2018	Significant Progress 18/16; 8/29; 11/28 ICS and SRM team meetings held to clarify roles, share insight, and improve plan	Significant Progress These meetings lead to successful Reunification Drill on April 3, 2019.	
Communicate Safety and Security measures to the staff, students, and parents.				monthly and as needed	Drills, meeting notes, and Wyatt Wire	Attain new level of security awareness and action plan	Some Progress	On Track to Make Progress 8/28 Quick Data collected from parents - re: top perceptions of school safety 1/17 talked with 5th grade students about key safety practices such as providing parents with names of friends they might play with after school, etc. 1/17 Wyatt is compliant on all required drills 1/22/19 Wyatt Wire includes information to parents about our most recent safety efforts and reunification	Significant Progress We have conveyed our safety efforts to our stakeholders. Feedback: Parent Safety Survey, Student Safety Survey, Staff Control Survey	

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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 #)
Practice / Role Play ICS and SRM with staff.				Two practices in 2018 - 19; first before December 20, 2018; 2nd before May 20, 2019	MLP sign in sheet and notes with date of practice	revised ERP, ICS, and SRM that has been thoroughly vetted by the Emergency Response Planning Team and the Crisis Response Team	Some Progress	Significant Progress 1/7 Staff Training and Reunification practice Gathering feedback from staff on insights from reunification practice; Making improvements in several areas	Significant Progress April 3 - mock reunification with modifications in place	
Include district personnel (Emmett Smith) and police / fire personnel in a Roundtable discussion or practice of ICS or SRM				once per semester	Notes from meeting	Input from experts outside of our school to give feedback on our plan	Some Progress	Some Progress Security specialist, Emmett Smith has been informed of our reunification plan	On Track to Make Progress Emmett Smith has reviewed our plan and we made some adjustments based on his recommendations.	

## 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	Twice per semester	Captains are Tammie McCarra and Tammy McCrary	Expand team for next school year; team will meet regularly to set goals and monitor overall campus health
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	September 2018 - May 2019	Rosemary Samsula Wellness Team Parent	Rosemary Samsula Wellness Team 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	monthly	This is implemented through fitness class and started Week 2 for grades K - 5	This is implemented through fitness class and started Week 2 for grades K - 5
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	Updated monthly	The HIP Healthy is district theme and promoted on bulletin board in HIP corner in Fitness Room	Specials team promotes information on this board and updates regularly

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	Monthly as events occur 2018-19	Continue to promote fitness and healthy eating through Campus eNews	Continue to promote fitness and healthy eating through Campus eNews

**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	October 2018 February 2019	Fall assessments determine baseline	Fall assessments determine baseline; spring snapshot taken
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	Report cards sent home EOY to all 3 - 5 parents	Report cards sent home EOY to all 3 - 5 parents	Report cards sent home EOY to all 3 - 5 parents

**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	Master schedule created to maximize minutes of vigorous activity beginning August 2018 - May 24, 2019	Change in master schedule allows our students to now have 165 minutes to achieve MVPA	This may change due to change in Master Schedule which will slightly alter number of

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
						fitness minutes slightly.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	begins October 2018 continues through spring	Pedometers and heart monitors are used daily in fitness and PE Classes	Snapshot taken in March and April; This schedule of monitoring will continue next school year.
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 meetings beginning in September 2018 - May 24, 2019	Teachers plan regularly for high level of activity with differentiated activities based on the district curriculum.	Our staff will continue to use the district curriculum as the main guide for instruction.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	Daily	Master schedule allows for 30 minutes of daily recess	In addition to 30 minutes of daily recess, teachers use brain breaks throughout the day
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Daily	Daily and at major events when students sit for long periods of time ie: assemblies	Students and teachers have responded positively to brain breaks which will continue next year.

**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	Registrar runs weekly attendance tardy report to review with assistant principal	All staff work to promote attendance and being on time to school; reports are run every two weeks rather than weekly; assistant principal monitors students with frequent absences or tardies and works with family to resolve problem	Continue with this year's efforts; meet with parents of transfer students to reinforce the need to be on time; work with students directly and contact parents about frequent absences or excessive tardies.

## 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 2018	Surveyed staff regarding school safety to determine staff perspective	Collect quick data from all stakeholders periodically; make adjustments when concerns surface if found to be valid concerns
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	daily monitoring	staff encouraged to be vigilant and report concerns or gaps in safety	Monitor high risk areas and minimize any unsupervised activities;
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	daily	Classroom community building activities to foster sense of belonging and ownership	Restorative practices and community circles, positive behavior supports; provide ways for students to report behavior/activities that are unsafe

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					or violate rules/expectations.

**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 2018-2019; review as needed; launch community circles and restorative practices	All staff is trained on bullying in August; Sexual Harassment is a required training by way of SAFE SCHOOLS; topic is re-visited throughout year; community circles done with staff model restorative conversations	Continue efforts to be pro-active with regard to bullying; topic is re-visited throughout year; community circles done with staff model restorative conversations
Review referral process.	Principal or designee	Campus referral plan	September 2018; review as needed	Document reported incidents; monitor any repeat situations; contact parents; frequent discussions to reinforce positive behavior	In addition to the current initiatives, provide additional training to staff on restorative practices, cultural sensitivity, and in general building tolerance and



Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					friendship. Establish positive behavior support team - may include students.
		Safe Schools Staff Videos			

**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	September 2018; review as needed	Teachers establish class norms and review frequently; focus on building strong communities first five days of school and continue with community circles and restorative approach to discipline	Continued use of this year's strategies to build communities and strong student to student relationships to minimize bullying; teachers monitor needs of students and discuss topics about good character and making good choices in community circles
Implement campus referral plan.	Principal or designee	Campus Referral Plan	September 2018;review as needd	Check in with teams regularly;	Create positive behavior support

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				bullying incidents are always referred to principals	team to review our school-wide understanding of our needs
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	September 2018;review as needed	Check in with teams regularly	Restorative approach; keep parents informed and involved with the process
Staff designee	School counselor				

**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	First five days of school major focus on community building and school and classroom expectations	Assemblies: 2 each 9 weeks; Continuously work on creating safe environment and reinforcing school expectations during morning announcements and during community circles	Use positive behavior supports, success plans and communication with parents
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily through morning circles, in classrooms, on announcements, frequent class	Check systems: students leave classroom to go to restroom, go	Gather student perceptions of high risk areas; done with a

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
			reminders and discussions	to nurse and other transitions; lunch and recess close monitoring; All teachers on duty at end of day, high traffic areas in the morning	student survey of grades 3 - 5 and suggestion box; continue with gathering quick data periodically. Continue with all staff on duty end of day and in high traffic areas in the morning

**STUDENT EDUCATION**

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	Once per semester or more frequently if needed	Counselor presents three lessons on bullying awareness and meets individually with students as incidents occur. Principals are made aware of incidents. Students are reminded of consequences of bullying/mistreating others	Continue this year's work on building relationships; add school-wide positive behavior support system; provide students with knowledge of what consequences are when involved with bullying with principals in guidance class.

**STUDENT INTERVENTION**

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Teachers, Principals, Counselor	daily	Daily morning community circles Coach teachers on resolving conflicts that are relatively minor before they escalate; restorative conversations student to student foster better relationships; bullying always referred to principals	Reinforce good behavior and making good choices through school-wide behavior support system which incorporates restorative practices; provide more teacher training and modeling for students
Employ discipline interventions.	Designated staff	Teachers, Principals, Counselor	daily	daily	Staff will continue to build relationships and a sense of community in order to minimize behavior concerns; school-wide positive behavior support plan will be

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					implemented next school year.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Teachers, Principals, Counselor	daily; as needed	daily	Principals engage in a positive way with students who require intervention - relationship building is the foundation that we will build on
Conference with parents/students.	Teachers or other staff	Teachers, Principals, Counselor	At least once per semester but additionally, as needed	As often as needed for each individual student situation	As needed; include parents and students in resolution of behavior issues

## 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. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>	Principal	Registration clerk, principals, school nurse	The process begins in mid-July with emails and school newsletters making parents aware of registration process	Ongoing reflection on assuring our systems are effectively meeting the needs of our families	Continue to assess effectiveness of communication through surveys both online and hard copy quick data collection; provide registration help for any parents pushing back with regard to online registration.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>	Princiipal	Registration Clerk, school nurse and CTA	Publicize by way of school communication tools the dates of registration, process and offer assistance prior to, and at the time of registration	School staff including nurse, ESL teacher, school secretary discuss accessibility issues with parents	New families register all year long; our registrar makes sure they are comfortable with our process will assist parents if needed.
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: State and Local</b>	Principal	CTA and Assistant Principal	monthly	We are continually updating and improving our	CTA will keep website current with information

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				website to provide information that is important to our community	that is important to our community
Communicate information through eNews and through hard copies when internet access is not available. <b>Funding source: State and Local</b>	Principal	Principals, staff and PTA	Weekly	eNews and phone messages are sent out weekly as well as hard copy packets	In addition to digital methods and social media we will continue to reach out with our phone tree which reaches all parents in a family and weekly hard copy packets
Utilize social media to keep parents and community informed. <b>Funding source: State and Local</b>	Principal, Teachers, Counselor	Principals, Teachers, Counselor	weekly	Weekly updates consistently sent out	Increase presence on Twitter and Facebook
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. <b>Funding source: State and Local</b>	Principal	PTA Board	monthly	Monthly meetings and frequent email correspondence	Our intent is to continue with monthly meetings and frequent communication by email or in person
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). <b>Funding source: State and Local</b>	Principal, counselor	PTA Board and Counselor	2 times per semester	Gather quick data on level of interest on a variety of parenting topics;	Parent survey at the beginning of the 2019-2020 school year will help us plan for

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				schedule programs and include food such as pizza dinner with babysitting to spur more participation	the best parent programs - host at least 4 programs in partnership with our PTA



## 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. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Counselor	Counselor; guidance curriculum, building wide restorative practices	Weekly classes with counselor are scheduled for all grade levels	Counselor's lesson plans promote emotional well-being of students	Counselor's annual guidance plan includes all areas of social and emotional well-being of students
Elementary staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Principal	Kinder teachers, special ed teachers and counselor, instructional specialist	Appropriate staff attend ARD meetings at feeder preK schools	Appropriate staff attend ARD meetings at feeder preK schools	Foster good relationship with our feeder pre-school in order to facilitate smooth transition and comfort of incoming family
<b>Elementary Title I Campuses –</b> 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. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	n/a	n/a	n/a	n/a	n/a

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
<b>Elementary Campuses with full day Pre-K –</b> Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	n/a	n/a	n/a	n/a	n/a

### 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 <b>Title I Component 4 and 5</b> <b>Funding source: State and Local</b>	Professional Learning Department, Curriculum Department, and Campus Administrators	Curriculum department, Professional Development department; campus leaders	Campus professional development began on August 9 - 16; additional professional development in excess of 7.5 hours took place throughout the year and were based on campus needs and SBIC goals	assess staff needs and provide the time for professional development	Examine campus strengths and weaknesses through CNA process; include staff in determining areas we need to grow in; establish action plan with plan for professional development; reflect on effectiveness periodically.