Plano Independent School District

Wyatt Elementary

2019-2020

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: October 1, 2019

Mission Statement

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

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Comprehensive Needs Assessment

Revised/Approved: April 24, 2019

Demographics

Demographics Strengths

Student diversity

- 56% Asian

- 25% White

- 10% Hispanic

- 4% African American

- 6% Econ Dis

- 15% ESL

- 7% SPED

- 5% Mobility

- 98.2% Attendance

- 41.3% PACE

- 4% 504

6 Distinctions

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus is experiencing declining enrollment. **Root Cause**: The Wyatt neighborhoods are aging out and not many new homes go on the market.

Problem Statement 2: The At-Risk Population has increased in recent years to 25%. **Root Cause**: The demographics of the areas are shifting to include more low income families and students with at-risk needs.

Student Academic Achievement

Student Academic Achievement Strengths

MAP and STAAR Grades 3-5

- Reading growth K-2 is very large

- Each grade level uses some form of math differentiation

* Grades 3 - 5 serve students who are cognitively 2 standard deviations about the typical student in their grade through Math Rocks program

* 3rd - 5th each grade level has a significant number of high achieving math students, who do not meet criteria for Math Rocks, yet need something more than peers in grade level

*math camps are routine used with flexible grouping throughout the year in grade K-2

- Targeted intervention addresses needs and strengths

- Support for education is strong in our community

Implications:

- Data indicates that our diverse students are stronger in both math and reading

- K-2 enters at different levels but there is growth over time

- Diverse population attends school outside of normal Wyatt hours

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Target students to move from "meets" to "masters"

Problem Statement 2: Higher level questioning during reading to improve comprehension

Problem Statement 3: Be diligent during student placement (SPED, ELL, PACE, Math Rocks, Speech, Take Flight)

Problem Statement 4: Student Achievement is impacted by inconsistencies with regard to pacing, completion dates, and small vs. whole group instruction which causes lack of equity for all students within the grade level. **Root Cause**: Lack of targeted instruction, Embed intervention and enrichment time, Devoted PLC time for I/E planning, Using common formative assessments regularly, We let students "get away with" things lower than their cognitive ability (i.e. - speaking and responding to in complete sentences), Developing a common language across grade levels (K-5, SPED, and ESL), Teacher assumptions regarding student ability levels impacting learning, More intentional focus of extended planning

School Processes & Programs

School Processes & Programs Strengths

Collaboration

- Teams

- Cross Campuses

Guided Reading

Differentiation

Safety

- ICS Plan

- Reunification Plan

Data Driven Instruction

Student Engagement/Love of Learning

Technology

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student behavior and learning is impacted by inconsistent behavioral expectations across the campus. **Root Cause**: Varied use of behavior strategies across the campus, resorting to practices that were utilized prior to restorative practices training, lack of a common language, more training needed in restorative practices, teachers unclear of the hierarchy of intervention (when to get an admin involved)

Problem Statement 2: Teacher feedback is necessary in the development of the master schedule.

Problem Statement 3: Continued improvement is needed in guided reading and differentiation for upper tier students.

Perceptions

Perceptions Strengths

Safe school community

- Staff, students, parents waiting to complete

Collaborative

- Staff survey

Social Emotional Support

- Survey data

- morning circles

- Assemblies

Friendly/Student Centered

- Artwork

- Assemblies

- Parent Visitors

Communication - Many forms

- Staff and community weekly newsletter

- Phone tree

- Remind

- Surveys

Emphasis on building community spirit with strong supportive PTA

- Long list of family focused events

- Parent education night

- Lego & literacy

- Book fair

- Read-a-Thon

- Science Fair

- Immigration Day/Pioneer Day

- Tejas Museum

- Famous for a Day, 100th day, pumpkin math, etc

Diversity is celebrated

Wyatt was recently honored with the PTA School of Excellence Award which emphasizes the arts and community engagement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A school wide positive behavior support plan is needed across the campus. **Root Cause**: Different teams and teachers have utilized different behavior systems resulting in a lack of clarity and consistency.

Problem Statement 2: Wyatt staff desire more social interactions and team building opportunities. **Root Cause**: There is a shortage of social and team building opportunities compared to what the staff desires.

Problem Statement 3: A deeper understanding of our diverse student body and cultural sensitivity is needed. **Root Cause**: Actions in the classroom with scheduling, tests, etc. (Religious holidays, for example) are not taken into account.

Priority Problem Statements

Problem Statement 1: Student behavior and learning is impacted by inconsistent behavioral expectations across the campus.

Root Cause 1: Varied use of behavior strategies across the campus, resorting to practices that were utilized prior to restorative practices training, lack of a common language, more training needed in restorative practices, teachers unclear of the hierarchy of intervention (when to get an admin involved)

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Student Achievement is impacted by inconsistencies with regard to pacing, completion dates, and small vs. whole group instruction which causes lack of equity for all students within the grade level.

Root Cause 2: Lack of targeted instruction, Embed intervention and enrichment time, Devoted PLC time for I/E planning, Using common formative assessments regularly, We let students "get away with" things lower than their cognitive ability (i.e. - speaking and responding to in complete sentences), Developing a common language across grade levels (K-5, SPED, and ESL), Teacher assumptions regarding student ability levels impacting learning, More intentional focus of extended planning

Problem Statement 2 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data
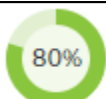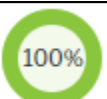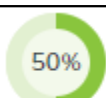
Goals

Revised/Approved: August 30, 2019
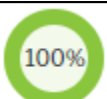
Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.
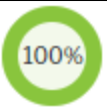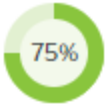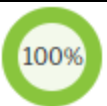
Performance Objective 1: Our objective is to create equitable and engaging learning experiences for all students through collaborative team planning evidenced by an increase in student performance at Meets and Masters Performance Levels on grades 3 - 5 STAAR reading, math and 4th grade writing.

> **Evaluation Data Source(s) 1:** STAAR, TELPAS, PGR, Walk-Through Data, Pacing Calendars, evidence of common formative assessment, evidence of planning for equitable teaching and learning
>
> **Summative Evaluation 1:** Significant progress made toward meeting Performance Objective
>
> **Next Year's Recommendation 1:** This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process.

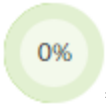| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Comprehensive Needs Assessment & Root Cause Analysis with staff on 8/7	Administration, Leadership Team	Teachers were able to collectively identify areas of growth that required a deeper examination of the Wyatt systems.	100%	100%	100%
Problem Statements: Student Academic Achievement 4					
2) Develop an Instructional Model 8/8 - Staff collectively identified instructional practices that would make the biggest impact on student success	Administration, Leadership Team	There will be consistent instructional practices being implemented across the campus that result in campus wide best practices and equity of student learning experiences.	80%	100%	100%
Problem Statements: Student Academic Achievement 4					
3) Develop Vertical Alignment of high priority wants and outcomes - at least once per semester, grade level teams will engage in a vertical conversation regarding content and curriculum	Administration, Leadership Team	Teachers are aware of methods, strategies, and resources used with adjacent grade levels. This strategy will foster a culture of dialogue.	50%	100%	100%
Problem Statements: Student Academic Achievement 4					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
4) Training in PLC Model and Plano ISD Collaborative Framework	Administration, Specialists	Teachers will see the relationship between the PLC model of planning and the collaborative framework in creating equity of learning for students. The students will be impacted because of the intentional, targeted learning experiences created during planning.	50%	75%	85%
	Problem Statements: Student Academic Achievement 4				
5) BOY Training to launch initiative for Common Formative Assessment: - District CFA 2.5 on 9/4 - District Technology CFA Tools on 9/11 - PACE Specialists CFA Training on 10/2	Administration, Specialists, PLC Squad, CFA Squad	Teachers will gain understanding of the impact CFA has on student learning as well as how to implement.	50%	85%	100%
	Problem Statements: Student Academic Achievement 4				
6) Establish Monthly Data Review Meetings (Aug. 18-19 data review; Sept. MAP; Oct. CoGAT) - Analyze data for strengths and needs of grade level student content mastery	Administration, Specialists	Teachers will have continuous knowledge of how students are progressing. Students will be impacted by the intentional interventions and enrichment that are created to meet their needs.	50%	75%	85%
	Problem Statements: Student Academic Achievement 4				
7) Wyatt teachers will meet with their "like" campus grade level colleagues to discuss content, curriculum, and assessment practices at least two times per school year.	Administration, Leadership Team,	Having conversations with colleagues from "like" campuses will result in collaborative relationships that bring fresh insight and ideas to the grade level programs.	65%	80%	100%
	Problem Statements: Student Academic Achievement 4				
8) Analysis of MAP data to determine if students are on track and making progress.	Administrators and Instructional Specialist	Teachers will be aware of students needing intervention or enrichment at BOY, MOY, EOY.	30%	60%	90%
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 4: Student Achievement is impacted by inconsistencies with regard to pacing, completion dates, and small vs. whole group instruction which causes lack of equity for all students within the grade level. **Root Cause 4**: Lack of targeted instruction, Embed intervention and enrichment time, Devoted PLC time for I/E planning, Using common formative assessments regularly, We let students "get away with" things lower than their cognitive ability (i.e. - speaking and responding to in complete sentences), Developing a common language across grade levels (K-5, SPED, and ESL), Teacher assumptions regarding student ability levels impacting learning, More intentional focus of extended planning

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 2: Our objective is to create a Positive Behavior Support system that is designed to give our school a common purpose & approach to discipline, creating an environment where students can grow socially & academically. More specifically, our PBS system will apply evidence-based strategies & systems to decrease problem behaviors, increase academic performance, increase safety and establish a positive school culture.

Evaluation Data Source(s) 2: HRS Lagging indicators: Student and staff survey data; observation; Implementation of systems; Documentation of Service Team notes and action plan

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Due to the COVID19 school closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process in 2020-21 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Establish Behavioral Service Team	Administration and Behavior Service Team;	This service team will develop and present a positive behavior system that is used school-wide.	30%	60%	60%
Problem Statements: School Processes & Programs 1					
2) Develop "The Wyatt Way" of behavioral intervention - Think Sheets - Communication Folders - Common vocabulary	Administration and Behavior Service Team	Students will have a common understanding of the behavioral expectations of the campus. Common documents and protocols will create consistency across the campus.	60%	70%	85%
Problem Statements: School Processes & Programs 1					
3) Staff Training on Restorative Practices - Level 2 training will include the effective use of questioning, conflict resolution, resources, and other fundamental practices	Administration	Teachers will develop an understanding of restorative practices beyond the basics. They will utilize the restorative practices in dealing with student behaviors and conflict resolution. Students will learn how to effectively problem solve and deal with conflict.	40%	40%	40%
Problem Statements: School Processes & Programs 1					
4) Monitor positive culture of campus using student and staff surveys.	Administration, Leadership Team	Monitoring the culture and the implementation of restorative practices and "The Wyatt Way" will help identify areas that need refinement.	50%	50%	70%
Problem Statements: School Processes & Programs 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Student behavior and learning is impacted by inconsistent behavioral expectations across the campus. **Root Cause 1**: Varied use of behavior strategies across the campus, resorting to practices that were utilized prior to restorative practices training, lack of a common language, more training needed in restorative practices, teachers unclear of the hierarchy of intervention (when to get an admin involved)

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

Campus Level Improvement Committee

Committee Role	Name	Position
Administrator	Cynthia Hentges	Principal
Administrator	Michael Minyard	Assistant Principal
Non-classroom Professional	Allison Smith	Faculty Member (counselor)
Classroom Teacher	Keri Leynor	Faculty Member
Classroom Teacher	Prudy Hammonds	Faculty Member
Classroom Teacher	Elizabeth Whitefoot	Faculty Member
Classroom Teacher	Kim Ramirez	Faculty Member
Special Education Teacher	Heather Mitchell	Faculty Member Special Ed
District-level Professional	Marcus Miller	District Professional
Non-classroom Professional	Angela Krape	Support Staff Member
Parent	Sommer Ludwig	Parent PTA Selected
Parent	Norman Cerros	Parent selected by Principal
Parent	Shelly Rogers	Parent
Parent	Meredith Robinson	Parent
Parent	Julie Fullington	Parent
Parent	Chris Coleman	Parent
Parent	Deepak Gupta	Parent
Community Representative	Mikie Kindsfather	Community Representative
Community Representative	Phylis Stoup	Community Representative
Business Representative	Cindy Grissom	Business Representative
Business Representative	Diana Zetune	Business Representative
Business Representative	Holly Bruneau	Business Representative

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** **Staff Prevention** • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations **Staff Education** • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process **Staff Intervention** • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies **Student Prevention** • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas **Student Education** • Explain referral process/contacts • Anonymous Tip Line **Student Intervention** • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students	TEC 11.252(a)(3)(E)	Principal	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
2. Coordinated Health Program **Coordinated School Health** • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 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. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • 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.	TEC 11.253(d) Board Policy FFA(Local)	Principal	The school will follow Board Policies: FFA and EHAA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** • K-8 Monitor attendance of students and follow up on prominent and chronic absences.			
3. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** • 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. • Funding source: State and Local	ESSA	Principal	
4. **Parent Involvement** • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local • Utilize social media to keep parents and community informed. Funding source: State and Local • PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local • Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local • Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		Principal	