Plano Independent School District

Wyatt Elementary

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: October 20, 2020

Mission Statement

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

Vision

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 5
- School Processes & Programs 7
- Perceptions 8

Priority Problem Statements 10

Comprehensive Needs Assessment Data Documentation 11

Goals 13
- Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021. 14
- Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021. 19
- Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021. 23
- Goal 4: The Plano ISD Counseling Department is committed to the delivery of comprehensive services that meets the needs of all students and supports the district vision and mission. 25

20-21 SBIC Committee 26

Addendums 27

Comprehensive Needs Assessment

Demographics

Demographics Summary

Our demographics are very diverse and play a significant role in the strength of our program at Wyatt. We are creating a global community awareness benefiting the educational growth of each individual student. As our community ages, our enrollment is declining. Engaging with our community will allow us to expand awareness of our diverse and safe environment. We offer numerous opportunities for the community to participate in the daily life of our campus. We have an active parent community, an involved and diverse PTA, and a student population that is very engaged in school functions both during and outside of school.

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 Learning

Student Learning Summary

Wyatt Elementary Goals Including HB3 Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

STAAR, MAP, and TELPAS data were reviewed and analyzed to identify strengths and weaknesses within the Wyatt instructional program. Overall, there is consistent growth and achievement in all areas and in all demographics. With an emphasis on differentiation and guided reading in our campus improvement plan for the previous year, we were able to target the needs of specific students. Additionally, emphasis was placed on student engagement and the social emotional needs of specific students. All grade levels implemented guided reading and there was significant growth in reading scores across the campus. Training was provided for staff regarding the use of differentiated instructional strategies and strategies to assist with gifted learning including the use depth & complexity icons.

Student Learning 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 Learning 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 (Prioritized): 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 Summary

Wyatt has worked over the last several years to put in place programs and processes that benefit the students and staff. It has been and continues to be a priority to refine our systems to make them more efficient.

Some recent changes that have been put in place to refine our campus wide systems include the following: 1) Communicating master schedule sooner with teacher input. 2) School-wide behavior plan has been developed and has been presented to the staff. The refinement of the plan is ongoing. 3) Collaboration using the PLC model - specifically grade level teams, service teams, the guiding coalition, the leadership team, and even cross/like campus collaboration. 4) Data driven instruction - specifically using data to target skills needed and instruction. 5) Safety protocol - specifically our safety plan that was put in place and practiced/rehearsed. 6) Student engagement - specifically love of learning (based on survey from 2018-2019).

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 (Prioritized): 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 Summary

Our perception is that Wyatt is a safe school community with a focus on social/emotional support. We gathered data from parent, student, and staff surveys. We pride ourselves on the positive learning culture that is exhibited by both staff and students. We have spent quality time employing the strategies to make Wyatt a High Reliability School as we focused time and energy on creating a Safe and Collaborative School Culture. Wyatt is deeply rooted in the values of academic excellence, social and emotional development, and diversity. The strive for equity across the campus as we believe that all students should benefit from high quality teaching in every classroom. We believe in the value of the arts in creating a well rounded school program that engages all types of learners. Our school traditions are numerous and help to establish a family environment that brings the school and community together throughout the year. Wyatt was recently honored with the PTA School of Excellence Award which emphasizes the arts and community engagement.

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 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 1: 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 1 Areas: Student Learning

Problem Statement 2: Student behavior and learning is impacted by inconsistent behavioral expectations across the campus

Root Cause 2: 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 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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
- 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: September 29, 2020

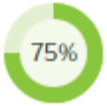
Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 1: HB3 - The percent of Wyatt 3rd grade students that score meets grade level or above on STAAR Reading will increase from 83% in 2019 to 85% by June 2021. The White student group performance will increase from 79% in 2019 to 80% in 2021. The Hispanic student group performance will increase from 70% in 2019 to 75% in 2021.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Training in SMART Goal Writing Process	Formative		
Strategy's Expected Result/Impact: Staff will write specific and targeted goals that support the campus goals. This will result in focused effort to increase student learning outcomes for targeted student groups. **Staff Responsible for Monitoring:** Administrators, Teachers	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Establish Monthly Data Review Meetings	Formative		
Strategy's Expected Result/Impact: Staff will have clarity of the needs of their students, so that they can provide targeted instruction. **Staff Responsible for Monitoring:** Administrators, Teachers	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Develop Protocols for Data Review Meetings	Formative		
Strategy's Expected Result/Impact: Teams will have knowledge of expectations and which data is most relevant at specific times of the year when analyzing data which will focus teams and create vertical alignment. **Staff Responsible for Monitoring:** Administrators, Teachers	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Training on District Developed Summative Assessments **Strategy's Expected Result/Impact:** Teachers will be able to compare data with the district and other "like" campuses. **Staff Responsible for Monitoring:** Administrators, Teachers	Nov	Feb	June
	45%	45%	100%

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Training on RtI **Strategy's Expected Result/Impact:** Teachers will implement a strong system of interventions built on PLC practices resulting in increased student learning for targeted student groups. **Staff Responsible for Monitoring:** Administrators, Teachers	Nov	Feb	June
	50%	80%	100%

Strategy 6 Details	Formative Reviews		
	Formative		
Strategy 6: Training on Depth & Complexity **Strategy's Expected Result/Impact:** Teachers will be prepared to differentiate instruction by adding depth & complexity to their lessons. **Staff Responsible for Monitoring:** Administrators, Teachers	Nov	Feb	June
	45%	60%	100%

Strategy 7 Details	Formative Reviews		
	Formative		
Strategy 7: Grades Kindergarten through 3rd Grade along with campus specialists will complete the Reading Academy modules, participate in the Reading Academy community, and implement research based reading instructional practices. **Strategy's Expected Result/Impact:** Teachers will expand their understanding of reading instruction and apply evidence-based reading methods that best support development of skilled reading. **Staff Responsible for Monitoring:** Administrators, Teachers	Nov	Feb	June
	40%	55%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 2: The percent of Wyatt students that score Meets grade level or above on STAAR Reading 3-5 will increase from 86% in 2019 to 88% by June 2021. The Hispanic student group performance will increase from 70% in 2019 to 74% in 2021. The SPED student group performance will increase from 59% in 2019 to 62% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Training in SMART Goal Writing Process	Formative		
Strategy's Expected Result/Impact: Staff will write specific and targeted goals that support the campus goals. This will result in focused effort to increase student learning outcomes for targeted student groups. **Staff Responsible for Monitoring:** Administrators, Teachers	Nov	Feb	June
	60%	75%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Establish Monthly Data Review Meetings	Formative		
Strategy's Expected Result/Impact: Staff will have clarity with regard to the needs of their students, so that they can provide targeted instruction. **Staff Responsible for Monitoring:** Administrators, Teachers	Nov	Feb	June
	50%	70%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Develop Protocols for Data Review Meetings	Formative		
Strategy's Expected Result/Impact: Teams will have knowledge of expectations and which data is most relevant at specific times of the year when analyzing data which will focus teams and create vertical alignment. **Staff Responsible for Monitoring:** Administrators, Teachers	Nov	Feb	June
	50%	70%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Training on District Developed Summative Assessments	Formative		
Strategy's Expected Result/Impact: Teachers will be able to compare data with the district and other "like" campuses. **Staff Responsible for Monitoring:** Administrators, Teachers	Nov	Feb	June
	45%	45%	100%

Strategy 5 Details	Formative Reviews		
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Strategy 5: Training on RtI **Strategy's Expected Result/Impact:** Teachers will implement a strong system of interventions built on PLC practices resulting in increased student learning for targeted student groups. **Staff Responsible for Monitoring:** Administrators, Teachers			

Strategy 6 Details	Formative Reviews		
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	Nov	Feb	June
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 No Progress Accomplished Continue/Modify Discontinue

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 3: The percent of Wyatt students that score Meets grade level or above on STAAR Writing 4 will increase from 82% in 2019 to 84% by June 2021. The SPED student group performance will increase from 50% in 2019 to 52% in 2021. The White student group performance will increase from 68% in 2019 to 69% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

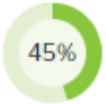
Strategy 1 Details	Formative Reviews		
Strategy 1: Training in SMART Goal Writing Process	Formative		
Strategy's Expected Result/Impact: Staff will write specific and targeted goals that support the campus goals. This will result in focused effort to increase student learning outcomes for targeted student groups.	Nov	Feb	June
Staff Responsible for Monitoring: Administrators, Teachers	60%	75%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Establish Monthly Data Review Meetings	Formative		
Strategy's Expected Result/Impact: Staff will have clarity regarding the needs of their students, so that they can provide targeted instruction.	Nov	Feb	June
Staff Responsible for Monitoring: Administrators, Teachers	50%	70%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Develop Protocols for Data Review Meetings	Formative		
Strategy's Expected Result/Impact: Teams will have knowledge of expectations and which data is most relevant at specific times of the year when analyzing data which will focus teams and create vertical alignment.	Nov	Feb	June
Staff Responsible for Monitoring: Administrators, Teachers	50%	70%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Training on District Developed Summative Assessments	Formative		
Strategy's Expected Result/Impact: Teachers will be able to compare data with the district and other "like" campuses.	Nov	Feb	June
Staff Responsible for Monitoring: Administrators, Teachers	45%	45%	100%

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Training on RtI **Strategy's Expected Result/Impact:** Teachers will implement a strong system of interventions built on PLC practices resulting in increased student learning for targeted student groups. **Staff Responsible for Monitoring:** Administrators, Teachers			

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 6: Training on Depth & Complexity **Strategy's Expected Result/Impact:** Teachers will be prepared to differentiate instruction by adding depth & complexity to their lessons. **Staff Responsible for Monitoring:** Administrators, Teachers			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

Performance Objective 1: HB3 - The percent of Wyatt 3rd grade students that score meets grade level or above on STAAR Math will increase from 82% in 2019 to 83% by June 2021. The SPED student group performance will increase from 60% in 2019 to 63% in 2021. The White student group performance will increase from 75% in 2019 to 76% in 2021.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Training in SMART Goal Writing Process	Formative		
Strategy's Expected Result/Impact: Staff will write more specific and targeted goals that support the campus goals. This will result in focused effort to increase student learning outcomes for targeted student groups. **Staff Responsible for Monitoring:** Administrators, Teachers	Nov	Feb	June
	60%	75%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Establish Monthly Data Review Meetings	Formative		
Strategy's Expected Result/Impact: Staff will have a better understanding of the needs of their students, so that they can provide targeted instruction. **Staff Responsible for Monitoring:** Administrators, Teachers	Nov	Feb	June
	50%	70%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Develop Protocols for Data Review Meetings	Formative		
Strategy's Expected Result/Impact: Teams will have a process to work through when analyzing data which will focus teams and create vertical alignment in the data analysis process. **Staff Responsible for Monitoring:** Administrators, Teachers	Nov	Feb	June
	50%	70%	100%

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Training on District Developed Summative Assessments	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers will be able to compare data with the district and other "like" campuses. **Staff Responsible for Monitoring:** Administrators, Teachers	45%	45%	100%

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Training on RtI	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers will implement a strong system of interventions built on PLC practices resulting in increased student learning for targeted student groups. **Staff Responsible for Monitoring:** Administrators, Teachers	50%	80%	100%

Strategy 6 Details	Formative Reviews		
	Formative		
Strategy 6: Training on Depth & Complexity	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers will be prepared to differentiate instruction by adding depth & complexity to their lessons. **Staff Responsible for Monitoring:** Administrators, Teachers	45%	60%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

Performance Objective 2: The percent of Wyatt students that score Meets grade level or above on STAAR Math 3-5 will increase from 87% in 2019 to 88% by June 2021. The SPED student group performance will increase from 56% in 2019 to 59% in 2021. The Hispanic student group performance will increase from 71% in 2019 to 75% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Training in SMART Goal Writing Process	Formative		
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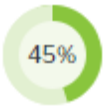
Strategy 6: Training on Depth & Complexity **Strategy's Expected Result/Impact:** Teachers will be prepared to differentiate instruction by adding depth & complexity to their lessons. **Staff Responsible for Monitoring:** Administrators, Teachers			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

Performance Objective 1: The percent of Wyatt students that score Meets grade level or above on STAAR Science 5 will increase from 84% in 2019 to 86% by June 2021. The SPED student group performance will increase from 58% in 2019 to 60% in 2021. The Economically Disadvantaged student group performance will increase from 71% in 2019 to 75% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Training in SMART Goal Writing Process	Formative		
Strategy's Expected Result/Impact: Staff will write more specific and targeted goals that support the campus goals. This will result in focused effort to increase student learning outcomes for targeted student groups. **Staff Responsible for Monitoring:** Administrators, Teachers	Nov	Feb	June
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Strategy 2 Details	Formative Reviews		
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	50%	70%	100%

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	Nov	Feb	June
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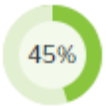
Strategy 6: Training on Depth & Complexity **Strategy's Expected Result/Impact:** Teachers will be prepared to differentiate instruction by adding depth & complexity to their lessons. **Staff Responsible for Monitoring:** Administrators, Teachers			

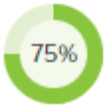
 No Progress Accomplished Continue/Modify Discontinue

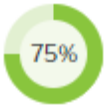
Goal 4: The Plano ISD Counseling Department is committed to the delivery of comprehensive services that meets the needs of all students and supports the district vision and mission.

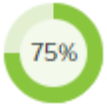
Performance Objective 1: We will design and implement a Comprehensive School Counseling Program (CSCP) for Wyatt Elementary in accordance with the Plano ISD CSCP plan.

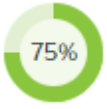
Evaluation Data Sources: The plan will be evaluated utilizing academic, behavioral and attendance data.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Our school counselor, will create a steering committee made up of members with diverse backgrounds and experience. **Strategy's Expected Result/Impact:** The steering committee includes teachers with diverse backgrounds and years of experience which will bring a greater perspective to analyzing the data. One parent and two administrators are also members, which offers additional perspective. **Staff Responsible for Monitoring:** Counselor			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: The steering committee will meet monthly to review the most current data having to do with academic achievement, behavior, or attendance. **Strategy's Expected Result/Impact:** Monthly committee meetings will evaluate the campus needs during the designing process and assess program effectiveness during the implementation process. **Staff Responsible for Monitoring:** Counselor			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: We will construct a CSCP Service Plan and a Principal's Agreement for the 2020-2021 School Year. **Strategy's Expected Result/Impact:** This will create a transparent and overt awareness of and a dedicated support system for this program. **Staff Responsible for Monitoring:** Counselor, Administrators, Steering Committee Members			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: We will engage students through campus-wide whole class, small group and individual support. **Strategy's Expected Result/Impact:** Students will become more successful and engaged in their academic achievements, college and career readiness, and social and emotional competencies. **Staff Responsible for Monitoring:** Counselor			

 No Progress Accomplished Continue/Modify Discontinue

20-21 SBIC Committee

Committee Role	Name	Position
Administrator	Cynthia Hentges	
Administrator	Michael Minyard	
Non-classroom Professional	Allison Smith	
Parent	Julie Fullington	
Parent	Meredith Robinson	
Parent	Norman Cerros	
Parent	Deepak Gupta	
Parent	Rene Potter	
Parent	Sarah St. Louis	
Parent	Sommer Ludwig	
Business Representative	Cynthia Serine-Grissom	
Business Representative	James Wade	
Community Representative	Mikie Kindsfather	
Community Representative	Phylis Stoup	
District-level Professional	Marcus Miller	
Classroom Teacher	Angela Krape	
Classroom Teacher	Katie Clancy	
Classroom Teacher	Prudy Hammonds	
Classroom Teacher	Kevin Holland	
Classroom Teacher	Kim Ramirez	
Classroom Teacher	Sandra Ross	

Addendums

Wyatt - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 82% in 2019 to 84% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
83% 2019 Baseline: 82%	84%	86%	88%	90%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	*	75	68	*	94	*	*	50	56	86	91	84	72	82
2020	*	77	68	*	94	*	*	51	58	87	92	84	73	83
2021	*	79	69	*	95	*	*	52	61	89	94	85	75	84
2022	*	83	69	*	95	*	*	54	65	91	97	85	77	86
2023	*	87	70	*	96	*	*	57	70	94	100	86	80	88
2024	*	93	72	*	98	*	*	60	76	97	105	88	83	90
2019-2021	*	4	1	*	1	*	*	2	5	3	3	1	3	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Wyatt - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 84% in 2019 to 86% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
85% 2019 Baseline: 84%	86%	87%	88%	89%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	*	80	88	*	86	*	*	58	71	80	86	88	75	84
2020	*	81	88	*	86	*	*	59	72	81	87	88	76	85
2021	*	84	88	*	86	*	*	60	75	82	88	88	77	86
2022	*	86	89	*	87	*	*	62	78	84	89	89	79	87
2023	*	90	89	*	87	*	*	65	82	86	91	89	81	88
2024	*	95	90	*	88	*	*	68	87	89	94	90	84	89
2019-2021	*	4	0	*	0	*	*	2	4	2	2	0	2	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Wyatt

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2024 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students			28		46		5	10			21	72	18	90
2019		70	79		87		100	50			86	85	78	83
2020		72	79		87		100	51			88	85	79	84
2021		75	80		88		100	53			90	86	81	85
2022		78	81		89		100	55			92	87	83	87
2023		83	82		90		100	57			96	88	86	89
2024		88	83		91		100	60			100	89	90	91

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Wyatt

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2024 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students			28		46		5	10			21	72	18	90
2019		70	75		93		60	60			90	81	89	82
2020		72	75		93		61	61			91	81	90	83
2021		74	76		94		62	63			92	82	91	83
2022		77	76		94		63	65			94	82	93	84
2023		81	77		95		64	67			96	83	95	86
2024		86	78		96		66	70			99	84	98	87

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

HB3 Campus Goals - All Grades STAAR at Meets Standard

Wyatt

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2024 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	75	71	84		91		75	59	63	85	84	87	80	86
2020	77	73	84		91		76	60	65	86	86	87	81	87
2021	79	76	85		92		78	62	68	88	88	88	83	88
2022	82	79	86		93		79	64	72	90	90	89	85	90
2023	86	84	87		94		82	66	77	93	94	90	88	92
2024	91	89	88		95		85	69	83	96	98	91	92	94

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	75	71	81		96		50	56	79	92	91	89	80	87
2020	77	73	81		96		51	57	81	93	92	89	81	88
2021	79	75	82		97		52	59	83	94	93	90	82	88
2022	82	78	82		97		53	61	86	96	95	90	84	89
2023	86	82	83		98		54	63	90	98	97	91	86	91
2024	91	87	84		99		56	66	95	100	100	92	89	92

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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	**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	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students		
Principal	**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 Campuses Only: 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	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	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. ● 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.		
Principal	**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	**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		