



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Christie Elementary

Principal: Ryan Steele

Mission Statement: **At Christie, we believe every child deserves an engaging, challenging, and student-owned learning experience within an accountable, safe, and collaborative high-performing culture.**



Approved by DBIC on November 14, 2016

Verification Page

Planning Timelines

- Analysis of Critical Actions, and STAAR 2015-2016 Gap Analyses: **August 2016**
- Needs analysis, goal setting and strategic planning: **July - September 2016**
- Campus teacher data analysis day: **August - September , 2016**
- SBIC Plan due for DBIC review: **October 12, 2016**

Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Monday, September 19, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Monday, January 30, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Monday, May 22, 2017**

2016-2017 Campus Status

Check all that apply

Title III English Learner Campus

Non-Title I Campus

Title I School-wide Campus

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	6 (PI)	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	7 (Tran)	Transition (Elementary schools only)
3 (HQ)	Instruction by State Certified Staff	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Staffing	\$300,000	Total Funding for 5 Title I Support Teachers	
Parental Engagement	\$2000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$7,500	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Kaitlyn Stanford	Faculty Member	2016-17	Yes		
Trish Forson	Faculty Member	2016-17	Yes		
Jason Ramos	Faculty Member	2015-16	Yes		
Heather Roberts	Faculty Member	2015-16	Yes		
Katie Foster	Faculty Member	2016-17	Yes		
Cassie Doss	Faculty Member, Special Education	2016-17	Yes		
Ryan Steele	Principal	2011-12	Yes		
Bryan McCord	District Professional	2015-16	Could Not Attend		
De'Cole Kelly	Campus Professional, Non-teaching	2014-15	Yes		
Suzanne Yanes	Support Staff Member	2015-16	Yes		
Cathy Stipanovic	Parent-Selected by PTA	2015-16	Could Not Attend		
Laura Jones	Parent-Selected by Principal	2016-17	Yes		
Liz Ucker	Parent	2016-17	Yes		
Nigel Reid	Parent	2016-17	Yes		
Patrick Fisher	Parent	2016-17	Yes		
Erin Nelson	Parent	2016-17	Yes		
Kain Coughlin	Community Member	2016-17	Could Not Attend		
Jason Goodwyn	Community Member	2016-17	Could Not Attend		
Courtney Kelly	Business Representative	2016-17	Could Not Attend		
Kala Krishnan	Business Representative	2015-16	Could Not Attend		

Information regarding the SBIC Committee (BQB Local) may be accessed here: <http://pol.tasb.org/Policy/Code/312?filter=BQB>

District-Wide Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.
2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.
3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.
4. Increase the percentage of students meeting STAAR Advanced performance rates.
5. Increase high school graduation rates and ensure students are on track to graduate.
6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.
7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (60% meet the Level II Satisfactory Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
<p>Health, Fitness and Attendance: The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.</p>	10 (Coordination and Integration)	All
<p>Violence Prevention and Bullying</p>	We implemented a new plan for 2016-2017. The P.A.W.S. reward system. Positive. Attitudes. With.Smiles. All students are able to earn these reward cards for big prizes, name placed in a drawing, and to become a v.i.p. member. We also put a new discipline plan in place.	All
<p>Parental 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.</p>	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
<p>Highly Qualified Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)	All
<p>Transition of Pre-KN Students: The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)</p>	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	Title I only

Improvement Plan Critical Actions

The areas for school-wide and/or targeted core-subject Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Grade Level Critical Actions

1. Provide teachers opportunities to perform classroom visits with other grade level s, as well as their grade level. Provide sub codes for new teachers to visit classrooms for a half day. (BP 5)
2. Set up open house classrooms and lessons, record lessons with the Swivl. Have teachers document what they saw and have open dialogue during team planning time. (BP 5)
3. Define high-yield instructional strategies and reinforce their use in all classrooms. (CA 11)
4. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. (CA 17)
5. Model and promote substantive collaboration to foster a learning community. (CA 9)

Critical Action 1

Action: Provide teachers opportunities to perform classroom visits with other grade levels, as well as their grade level. Provide sub codes for new teachers to visit classrooms for a half day. (BP 5)

Project Lead:	Ryan Steele, De’Cole Kelly							
Staff, Title I Staff:	Instructional Coaches and Christie Staff							
Materials and Resources:	Observation rubric, sub-codes, time							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Ask each teacher to schedule a single period of observation time with another team member. If necessary, provide a substitute to allow time for the observations. Have team members coordinate their planning so that one day of substitute time could provide the opportunity for four or five teachers to observe.	Once per Semester	By using the Swivl and Creating a resource library	Formative Notes: During team planning each week, teachers will discuss if they will be participating in a peer observation. Once planned, they will work with Susan Dykes, office manager, and their instructional coaches, to figure out sub-codes and schedule. Summative Notes: Teachers discussed and were able to implement the use of the swivl and also created a library for other teachers to view videos of their teaching strengths.
Provide structured time for teachers to debrief following a visit. Model the type of debriefing that should occur. In particular, help teachers to talk openly about what did and didn't work during the observed lesson.	As the need arises	Discuss during PLC's.	Formative Notes: Debriefing meetings will take place at the end of the same day the observation occurred. Instructional coaches will model this process for teachers within team planning meetings prior to these taking place formally. Summative Notes: Instructional coaches were a major part of the planning and implementing process. Coaches were able to model during planning using the swivl.
Initiate discussions about what may not have worked by asking questions (e.g., "What did you intend for students to do when they broke into small groups?"). Be an investigator, not an evaluator. These questions can be excellent lead-ins to more objective analysis of the lesson.	During Weekly Team meetings	Present student data and evidence for review and suggestions	Formative Notes: Discussion will take place during the debriefing meetings at the end of the same day the observation occurred. Instructional coaches will model this process for teachers within team planning meetings prior to these taking place formally.

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			Summative Notes: Instructional coaches were able to process and information and debrief with teams as well as individual teachers after observations took place.

Critical Action 2

Critical Action: Set up open house classrooms/ lessons, record lessons with the Swivl. Have teachers document what they saw and have open dialogue during team planning time. (BP 5)

Project Lead:	Ryan Steele, De’Cole Kelly							
Staff, Title I Staff:	Instructional Coaches, Mike Svatek and Christie Staff							
Materials and Resources:	Swivls, time							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Ask each teacher and Instructional Coach to choose a lesson they feel best suits their strengths as a teacher. Using a Swivl recorder, each staff member will record their best lesson in what will be called an Open House classroom/lesson.</p> <p>(Components 1, 4) Funding source: Title I, SCE, State and Local</p>	As the need arises	Swivel provided in the classroom for recording and uploaded to our resource library	<p>Formative Notes: During team planning each week, teachers will discuss if they will be participating in shooting a Swivl video for the staff lesson bank. If so, they will work with Mike Svatek to set up the equipment and email the staff of their open house lesson.</p> <p>Summative Notes: Some, but not all teachers participated in using the swivl and added the lessons to the lesson bank. It was a new process and I think more teachers will be using them next year.</p>
<p>Create a bank of lessons digitally for teachers to observe at their convenience categorized by subject, content grade, and time.</p>	As the need arises	Swivel provided in the classroom for recording and uploaded to our resource library	<p>Formative Notes: As lessons are filmed, Mike Svatek, campus CTA, will create the video bank of lessons</p> <p>Summative Notes: Mike was able to add over a dozen lessons to the lesson bank. Some teachers felt more comfortable with the process than others, but it was very informative, especially for new teachers.</p>
<p>Provide structured time for teachers to debrief following the watching of a video with either the filmed teacher, or an instructional coach. Model the type of debriefing that should occur. In particular, help teachers to talk openly about what did and didn’t work during the recorded lesson.</p>	As the need arises	Meeting Notes	<p>Formative Notes: Debriefing meetings will take place at the end of the same day the observation occurred. Instructional coaches will model this process for teachers within team planning meetings prior to these taking place formally.</p> <p>Summative Notes: Instructional coaches were able to</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			process and information and debrief with teams as well as individual teachers after observations took place.
Provide structured time for teachers to meet with an instructional coach to review best practices and take-away from the lesson that can be implemented by the staff member observing the lesson.	September 2016 – April 2017	Meeting Notes	Formative Notes: This will take place during debriefing meets as shown above. Summative Notes: Instructional coaches were able to process and information and debrief with teams as well as individual teachers after observations took place.

Critical Action 3

Critical Action: Define high-yield instructional strategies and reinforce their use in all classrooms. (CA 11)

Project Lead:	Ryan Steele, De’Cole Kelly							
Staff, Title I Staff:	Classroom Teachers, Instructional Support							
Materials and Resources:	District curriculum, team planning							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 3:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Begin to rely on evidence of student learning as the means for identifying best instructional practices in your school. As a leadership team, discuss what measures of student performance you will use to determine how you will identify best practice.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	Weekly planning meetings	Lesson Plans and other data sources	<p>Formative Notes: Leadership team will utilize MAP, STAAR, and informal data to identify best practices in classrooms.</p> <p>Summative Notes: On-going meetings including CMIT’s were held to review data and student progress and performance.</p>
<p>Work collaboratively with teachers to identify a set of high-yield instructional strategies* that all teachers will master and use in their classrooms. The chosen strategies must have supporting research that links their use to gains in student learning when properly employed (e.g., mastery teaching, development of higher-order thinking skills, flexible grouping).</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	Weekly planning meetings	Lesson Plans and other data sources	<p>Formative Notes: Administrators, Instructional Coaches, and Team Leaders will collaboratively work with all staff members starting in August 2016</p> <p>Summative Notes: Administrators and instructional coaches held a weekly meeting each Thursday to discuss on-going practices, procedures, instructional practices and teacher progress. Instructional Coaches met weekly with teachers to discuss ideas and practices.</p>

Critical Action 4

Critical Action: Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. (CA 17)

Project Lead:	Ryan Steele, De’Cole Kelly							
Staff, Title I Staff:	Classroom Teachers, Instructional Support							
Materials and Resources:	District curriculum, team planning							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 4:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Use student assessment data and teacher input to identify the students at each grade level who are going to require additional instructional supports. There will be an emphasis in the area of ELL/ESL students, yet, all students will be included in the identification process to ensure these students receive these services.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	Weekly team planning meetings	Istation Reports, MAP data, State/Local Assessments, and other data sources	<p>Formative Notes: Starting in August, teachers will use TELPAS, Tejas Le, MAP, TPRI, STAAR, Plano Lit, and informal observations to identify student needs.</p> <p>Summative Notes: All teachers created a profile for each student to review previous year’s data and current on-going formal and informal data.</p>
<p>Provide just-in-time support to ensure that students who are performing below grade level gain the specific prerequisite skills needed before they are introduced to new content. That is, to move all students to higher levels of achievement, you must concentrate on both the level of instruction in every classroom and the required remediation to allow students to successfully engage in that instruction. Students must be taught at grade level while simultaneously receiving the necessary review and reinforcement to master the grade-level prerequisites.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	Instructional Coaches will meet with teams	Istation Reports, MAP data, State/Local Assessments, and other data sources	<p>Formative Notes: Teachers use data (Formal and Informal) to identify student needs and use IE Time (30 minutes each day) to offer this support. Language/Vocabulary support is a key of area of focus for our ELL population.</p> <p>Summative Notes: Teachers were able to use I.E. time to understand student needs and met with team members to formulate student groups based upon student needs. The bilingual specialist on our campus, Marisol Cantero, did an amazing job meeting with all teams to help with bilingual and ESL student needs and provided on-going staff development for teachers.</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Brainstorm with your leadership team to determine what school-level support you might be able to provide for teachers whose students demonstrate early mastery of any given unit of study. Keep in mind that this is support for students demonstrating early mastery of specific academic objectives, not formal gifted programming/identification.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<p>Monthly Leadership Meetings</p>	<p>Istation Reports, MAP data, State/Local Assessments, and other data sources</p>	<p>Formative Notes: Utilize instructional coaches and team leaders (leadership team members) to provide coaching/support for teachers needing to increase rigor/learning opportunities for those with early mastery.</p> <p>Summative Notes: Instructional coaches and team leaders were able to provide coaching/support for teachers. They modeled lessons and used the swivl to do so. We found that this was really impactful, not only for new teachers, but all teachers.</p>
<p>Examine any school-level interventions to make certain that they are tightly aligned with the academic objectives of the districts written curriculum that are being addressed in the classrooms. It is imperative that all support is tightly aligned with the specific academic objectives students need to master.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<p>Monthly Leadership Meetings, lesson plans, and team planning</p>	<p>Meeting Notes, lesson plans, and data review</p>	<p>Formative Notes: Use planning time/coaching model/team planning to examine the interventions being implemented.</p> <p>Summative Notes: Teams met twice per week during planning hour to plan, examine interventions, to discuss progress and the effectiveness of lessons for all learners. Once a week the instructional coaches were included in these planning hours.</p>

Critical Action 5

Critical Action: Model and promote substantive collaboration to foster a learning community. (CA 9)

Project Lead:	Ryan Steele, De’Cole Kelly							
Staff, Title I Staff:	Classroom Teachers, Instructional Support							
Materials and Resources:	Team Planning – Time							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 5:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
School leaders will attend as many teacher team meetings across grades or departments in our school as possible. All leaders should be involved to the greatest degree possible in these meetings. While establishing a regular attendance pattern is important, it is only the first step in your involvement.	Monthly leadership meetings Weekly team planning meetings	Each grade level’s meeting notes and planning notes	Formative Notes: Team Leaders, Instructional Coaches, and school administrators will attend these meetings as much as possible – with goals being 100 percent attendance by team leaders and coaches, and as many as possible for administrators. Summative Notes: Team Leaders and Instructional Coaches, were able to attend these meetings. Administrators were able to attend several meetings, however, due to the demand of the schedule, administrators were not able to attend all.
Begin to provide opportunities for teachers to visit one another’s classrooms.	Monthly starting in October	Each grade level’s meeting notes and planning notes	Formative Notes: Time/Support will need to be provided to ensure teachers are given the opportunity for peer observation and professional development. Summative Notes: We were able to bring in substitutes for teachers to be able to perform peer observations for professional development.
Ensure that the time has been allocated for teachers to meet collaboratively. Identify the specific behaviors that you expect to see in collaborative team meetings (e.g., full involvement of all team members, openness in discussing what is and is not working, questioning techniques), and share these expectations with all team members.	Monthly leadership meetings Weekly team planning meetings	Each grade level’s meeting notes, planning notes and master schedules	Formative Notes: Block schedule was created to provide teams with 140 minutes of uninterrupted time for planning. Expectations were shared at the start of the year for the behaviors expected in these meetings. Meetings are monitored and attended by school leadership.

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			Summative Notes: The implementation of block scheduling proved to be very successful

Health, Fitness and Attendance

Critical Action:

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. (SB 892; Education Code 11.253(d); BQ LEGAL)

Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	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. (Required - Form Provided)	Principal	Campus Wellness Plan	Formative Notes: The campus wellness team hosted a wellness fair. The P.E. coaches did a veggie challenge with staff and students All students grades 3-5 performed a fitness gram assessment. Summative Notes: The campus had a campus wellness team that hosted a wellness fair. The P.E. coaches did a veggie challenge with staff and students. All students grades 3-5 performed a fitness gram assessment.
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	A campus health and wellness fair was held in the spring semester.
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. (Required)	Principal	Coordinated School Health Curriculum	All classrooms teachers followed the IC curriculum and conducted the lessons in class.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. (Required)	P.E. Teacher/ Staff	Coordinated School Health Curriculum	This was in the cafeteria. The P.E. coaches and the cafeteria manager collaborated to create the board.
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	Parents were notified of our wellness activities via Enews, flyers, phone tree messages, blogs, and marquee. It turned out to be a great night.
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	All students in grades 3-5 performed the fitness gram assessment.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd -8 th grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through myPISD. (Required)	P.E. Teacher	Fitnessgram Student Report	All students who performed the fitness gram assessment received the results in their student report.
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. (Required - Form Provided)	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	P.E. teachers followed a daily schedule to ensure these goals were met.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	P.E. teachers used the pedometers and heart rate monitors throughout the school year in fitness classes for all grade levels.
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. (Required - Form Provided)	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Power walkthroughs provided evidence that all P.E. classes were engaged in physical activity each day.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	Each grade level receives thirty minutes of unstructured recess monitored by teachers.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	All teachers use brain breaks throughout the day with the use of technology.
ATTENDANCE: Forms are available on inside.pisd				
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (Required)	Principal	Pinnacle, Attendance Sheet	The assistant principal and her clerk sent home letters, made phone call, face-to-face conferences, and took some families to truancy court.

Violence Prevention and Bullying

Critical Action:

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. (HB 283)

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas. (Required)	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Formative Notes: Summative Notes: All areas were safe for staff and students prior to school starting.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	A duty schedule was assigned on the first day of school to ensure the safety of all students.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	An overall review of the handbook was conducted on August 19, 2016.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	The counselor performed these trainings in August.
	Review referral process. (Required)	Principal or designee	Campus referral plan	Implemented by the assistant principal and was a very successful plan. Next year, we will add more restorative discipline practices.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	We provided social emotional support for all students. However, particular students needed more support from our social/emotional teacher. This was a part of our campus discipline plan.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Implemented by the assistant principal and was a very successful plan. Next year, we will add more restorative discipline practices.

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	We provided social emotional support for all students. However, particular students needed more support from our social/emotional teacher. This was a part of our campus discipline plan. This worked along with our campus referral system that we had in place.

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	We recognized students with outstanding citizenship in monthly assemblies. We also, had four students to earn citizen-of-the year. They were honored in a big ceremony by the Rotary Club of Plano. Our campus expectations are posted throughout the campus.
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	All areas were safe for staff and students prior to school starting.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	The school counselor, Susan Purcell, conducted this training August 18, 2016.
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	Instructional Coaches, classroom teachers	There was a school-wide system in place that was implemented throughout the campus that focused on our Christie Cub beliefs.
	Employ discipline interventions: (Required)	Designated staff	Assistant principal will oversee these steps	There are discipline interventions in place for each grade level.
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Assistant principal will oversee these steps	Other interventions and strategies were used on an as needed basis per student based upon their situation. These decisions were made by the administrative team on our campus.

	Conference with parents/students. (Required)	Teachers or other staff	Assistant principal will oversee these steps	All parents were contacted via phone or email A face-to-face conference took place if needed or requested by a parent.
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Parent Involvement

Critical Action:

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.

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Office staff, Principal and Assistant Principal	Completed by 9/23, will follow up as needed when new students arrive	Formative Notes: During registration all parents will be informed of mandatory parental portal information. Also, at all parent information night events. Summative Notes: School nurse and secretaries ensured that all students registered through Parent Portal at the start of the school year. Phone messages , letters, and Enews were sent out to all students.
Identify parents without computer/internet access to offer hard copies of school information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Matty Rodriguez	Parent Liaison identifies students as needed. Begin August 2016 and end May 2017	The parent liaison works with parents who need computer access. A mobile computer lab comes to our campus once a month and parents have access to the computers .
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Mike Svatek	Weekly website evaluation will take place	This was performed weekly by the CTA, Mike Svatek.
Communicate information through eNews. Funding source: state & local	Principal and Assistant Principal	As needed for events/at least every month beginning August 2016	Communicated information as needed via Enews and phone tree.
Utilize social media to keep parents and community informed. Funding source: state & local	Principal and Assistant Principal	As needed each day throughout the school year	This was done weekly through blogs and daily if needed through other social media outlets.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Principal and PTA President	Starting August 2016 – Each Thursday at 8:35	A meeting with the PTA president and the principal was held every Thursday.

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: state & local	Beginning August 2016 through June 2017, Designated Staff	Monthly meeting will take place	Meetings took place monthly with the principal and PTA president. The PTA offered programs for all students to participate with a variety of academic areas.

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action:

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

Project Lead:	Plano ISD HR Employee Recruitment & Retention Department
Staff, Title I Staff:	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
Materials and Resources:	Operating Fund, HR Budget, Campus/Curriculum Budget

Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	Formative Notes: Human Resource Department will lead this charge. Summative Notes: Handled by the Human Resource department as well as by the principal.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Title I Component 5 Funding source: State and Local	Monthly Bilingual Stipends, July 2016 to June 2017	This has been an on-going process with recommendations from the multi-lingual department and also searching in TEAMS for highly qualified candidates.
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	Invited by the Human Resource recruitment and retention department.
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local	July 2016 to June 2017	Staff development was provided to all teachers throughout the school year. Some teachers were also provided additional training such as Harry Wong, Empowering Writers, Momentus and many more.
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. Title I Component 5 Funding source: State and Local	July 2016 to June 2017	The principal utilized TEAMS and Human Resource personal to ensure all teachers were highly qualified before recommending them for a position.

Transition***Title I –School-wide Elementary Campuses Only*****Critical Action Step:**

The Transition from early childhood to elementary school is supported by the district and campus.

Project Lead:	Julie McGlamery
Staff, Title I Staff:	Pre-K and Kindergarten staff
Materials and Resources:	

Strategies for Accomplishing Transition Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Pre-K staff work collaboratively with Kindergarten staff throughout the school year.	As needed, minimum biannually starting August 2016 ending June 2017	Formative Notes: Two new Pre-K classes have been added to our campus this year. Summative Notes: The principal, Pre-K-2 counselor and assistant principal attended several meetings conducted by Suzana Spina to discuss current challenges, practices and ideas with other Pre-K principals and counselors.
Parent orientations are held to explain the kindergarten program to parents.	Two meetings set up each year at end of previous and start of new year – Starting August 2016 ending June 2017	These meetings were held in August 2016, March 2017, and May 2017.
Transition books are used with students and families to provide pictorial support during transition. Components: 5, 6, 7 and 9 Funding Sources: Title I, State and Local	End of year May 2017	This is handled by the kindergarten team leader; parent liaison and the secretary.
Have preschool teachers provide the future kindergarten teacher with children’s portfolios or a written record of their learning during preschool.	End of year May 2017	The kindergarten team leaders met with the pre-k teachers at Pearson and at Christie to align instruction and plans. The principal, counselor and a team from Pearson met several times to plan for pre-k.
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. All participants go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep.	End of year May 2017	The meeting took place in May. Our math instructional specialist provided RAM kits, discussed the importance of them and how to use them. The principal spoke with all of the families.

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
NEW - Arrange for new preschool teachers to visit each Kindergarten classrooms.	End of year May 2017	The Pre-K teachers on our campus aren't new. However, we did have our Pre-K teachers meet with Kindergarten teachers and visit their classrooms.