



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

## **Christie Elementary**

Principal: **Ryan Steele**

Mission Statement: Be the change. Make a Difference

## Planning Timelines and Meeting Dates

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **July - September 2017**
- Campus teacher data analysis day: **August - September 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): [Click here to enter Meeting 1 date](#)
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): [Click here to enter Meeting 2 date](#)
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): [Click here to enter Meeting 3 date](#)

## 2017-2018 Campus Status Check all that apply

 Title III English Language Learner Campus

 Non-Title I Campus

 Title I School-wide Campus

## Title I Information

Title I Components			
<b>1 (CNA)</b>	Comprehensive Needs Assessment	<b>6 (PI)</b>	Strategies to Increase Parental Involvement
<b>2 (RS)</b>	Reform Strategies	<b>7 (Tran)</b>	Transition
<b>3 (HQ)</b>	Instruction by State Certified Teachers	<b>8 (A)</b>	Teacher Decision-Making Regarding Assessments
<b>4 (PD)</b>	High-Quality Professional Development	<b>9 (M)</b>	Effective and Timely Assistance to Students
<b>5 (R/R)</b>	Strategies to Attract State Certified Teachers	<b>10 (Coord)</b>	Coordination and Integration
Program Funding			
<b>Staffing</b>	<b>\$346,625</b>	Total Funding for 5 Title I Support Teachers	
<b>Parental Engagement</b>	<b>\$500</b>	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
<b>Student and Campus Capacity Building</b>	<b>\$4,500</b>	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

## TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.			
<b>Goal 1</b>	<b>Recruit, support, and retain</b> Teachers and Principals	<b>Goal 3</b>	Connect high school to <b>career</b> and <b>college</b>
<b>Goal 2</b>	Build a <b>foundation</b> of <b>reading</b> and <b>mathematics</b>	<b>Goal 4</b>	<b>Improve</b> low-performing schools

Information regarding the TEA Strategic Plan may be accessed here: [http://tea.texas.gov/About\\_TEA/Welcome\\_and\\_Overview/TEA\\_Strategic\\_Plan/](http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/)

**SBIC Committee**

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Robyn Sivils	Faculty Member	Yes	Yes		
Magali Terry	Faculty Member	Yes	Yes		
Alejandra Chavez	Faculty Member	Yes	Yes		
Morgan Ramsey	Faculty Member	Yes	Yes		
Jenni Gordan	Faculty Member	Yes	Yes		
Hannah Moore	Faculty Member, Special Ed	Yes	Yes		
Ryan Steele/De'Cole Kelly	Principal	No	Yes		
Suzanna Spina	District Professional	Yes	No		
Emily Christensen	Campus Professional, Non-teaching	Yes	Yes		
Andrea Taylor	Support Staff Member	Yes	Yes		
Liz Uecker	Parent-Selected by PTA	No	No		
Nelly Castillo	Parent-Selected by Principal	No	No		
Kaya Jones	Parent	Yes	Yes		
Maima Dabo	Parent	Yes	No		
Melissa Vela	Parent	Yes	No		
Julia Stafford	Parent	Yes	No		
Julie Homer	Community Member	Yes	No		
Colin Roberts	Community Member	Yes	No		
Courtney Kelly	Business Representative	No	No		
Louis Benavides	Business Representative	No			
	Ad Hoc Member <sup>Optional</sup>				

Information regarding the SBIC Committee, membership, terms, etc. (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 Approaches Grade Level Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
<p><b>Health, Fitness and Attendance:</b> 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>	<p><b>10 (Coordination and Integration)</b></p>	<p>All</p>
<p><b>Violence Prevention and Bullying</b></p>	<p>We implemented the SEL program along with Restorative Discipline. All grade levels are performing morning meetings. When a student breaks a rule or a student code of conduct, we use restorative circles to reflect on behavior.</p>	<p>All</p>
<p><b>Parental Involvement:</b> 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>	<p><b>1 (Comprehensive Needs Assessment)</b> <b>6 (Strategies to Increase Parental Involvement, programs such as Watch Dogs, mentoring program, etc.)</b> <b>10 (Coordination and Integration is done by our campus parent liaison, Matty Rodriguez.)</b></p>	<p>All</p>
<p><b>Transition:</b> The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.</p>	<p><b>1 (Comprehensive Needs Assessment)</b> <b>7 (Transition)</b> <b>10 (Coordination and Integration)</b></p>	<p>All</p>
<p><b>State Certified Teachers and Highly Qualified Paraprofessional Staff:</b> The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	<p><b>1 (Comprehensive Needs Assessment)</b> <b>3 (Instruction by State Certified Staff)</b> <b>4 (High-Quality Professional Development)</b> <b>5 (Strategies to Attract State Certified Teachers)</b> <b>10 (Coordination and Integration)</b></p>	<p>All</p>

## Summary of Critical Actions

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

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P<sup>3</sup>A School Wide and Classroom Level diagnostic);
- STAAR/EOC GAP Analyses;
- 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 levels, 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)

#### Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P<sup>3</sup>A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P<sup>3</sup>A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P<sup>3</sup>A Best Practice #14)

## Critical Action 1

**Critical Action 1** - 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)

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

### Strategies for Accomplishing Critical Action 1:

<b>Action Step</b> <ul style="list-style-type: none"> <li>TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
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.	September 2017 – April 2018		<p><b>Formative Notes:</b> 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.</p> <p><b>Summative Notes:</b> All grade levels were provided at least one complete day with uninterrupted planning time, instructional coaches were a part of that planning, It was very effective and it is something that we will provide for next school year.</p>
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.	September 2017 – April 2018		: 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 this taking place formally.
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.	September 2017 – April 2018		<b>Formative Notes:</b> 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.

<b>Action Step</b> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
Secure time for teachers to record using swivl and create learning libraries.	September 2017 – April 2018		Teams and instructional coaches will collaborate and plan to accomplish this task.

### Critical Action 2

**Critical Action:** 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)

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

#### Strategies for Accomplishing Critical Action 2:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<ul style="list-style-type: none"> <li>TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>Title I Component # and Funding Amounts per Action Step</li> </ul> <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>	September 2017 – April 2018		<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: We used the Swivl practice throughout the school year. The campus CTA worked with teachers in helping them understand the use of it. It was a great reflection piece for all teachers New teachers had to record themselves at least 3 times and review it with their instructional coach assigned to them. That was very powerful. Therefore, we found the Swivl to be very effective and will continue to use it in developing teachers in 2018-2019.</p>
Create a bank of lessons digitally for teachers to observe at their convenience categorized by subject, content grade, and time.	September 2017 – April 2018		: As lessons are filmed, Mike Svatek, campus CTA, will create the video bank of lessons



<b>Action Step</b> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
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.	September 2017 – April 2018		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.
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 2017– April 2018		This will take place during debriefing meets as shown above.

### Critical Action 3

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

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

#### Strategies for Accomplishing Critical Action 3:

Action Step <ul style="list-style-type: none"> <li>TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>Title I Component # and Funding Amounts per Action Step</li> </ul>	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
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.	August 2017- June 2018 Weekly planning meetings		Formative Notes: Leadership team will utilize MAP, STAAR, and informal data to identify best practices in classrooms.  Summative Notes: The leadership team including, instructional coaches, principals, and team leaders conducted weekly meetings to review and discuss best practices using several sources of data.
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).	August 2017- June 2018 Weekly planning meetings		Administrators, Instructional Coaches, and Team Leaders will collaboratively work with all staff members starting in August 2017
Invite district curriculum team to work with teams and present to my entire staff during professional development days.	2 <sup>nd</sup> semester		Teachers will utilize skills and strategies presented by the district’s curriculum teach with their learners.

### 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)

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

#### Strategies for Accomplishing Critical Action 4:

Action Step <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
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.	August 2017- June 2018  Weekly team planning meetings		Formative Notes: : Starting in August, teachers will use TELPAS, Tejas Le, MAP, TPRI, STAAR, Plano Lit, and informal observations to identify student needs.  Summative Notes: Instructional Coaches mapped out a plan with each team to review each student’s data and create a plan for that student. This plan was created by reviewing students previous year’s data on all or most of the assessments listed above in the formative notes. Teachers were able to differentiate lessons and create a profile for each student. Throughout the school year the student’s profile was updated as the teacher saw student’s strengths and weaknesses.
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.	August 2017- June 2018		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><b>Action Step</b></p> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<p><b>Implementation Timeline per Action Step</b></p>	<p><b>Implementation Evidence per Action Step</b></p>	<p><b>Formative &amp; Summative Notes per Action Step</b></p>
<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>August 2017- June 2018 Monthly Leadership Meetings</p>		<p>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>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>August 2017- June 2018 Monthly Leadership Meetings</p>		<p>Use planning time/coaching model/team planning to examine the interventions being implemented.</p>

### Critical Action Addressing Missed State Safeguards

**Critical Actions to Address Missed State Safeguards:**

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P<sup>3</sup>A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P<sup>3</sup>A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P<sup>3</sup>A Best Practice #14)

<b>Project Lead:</b>		Ryan Steele, De’Cole Kelly						
<b>Staff, Title I Staff:</b>		Classroom Teachers, Instructional Support, SPED teachers, ESL teachers						
<b>Materials and Resources:</b>		District Curriculum, Edugence, STAAR Dashboard						
<b>Targeted Area:</b>	<input type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input checked="" type="checkbox"/> 3 <sup>rd</sup> grade	<input checked="" type="checkbox"/> 4 <sup>th</sup> grade	<input checked="" type="checkbox"/> 5 <sup>th</sup> grade	<input checked="" type="checkbox"/> Other: Reading, Science, and Writing

**Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:**

Action Step <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p><b>SW #17 - Proactively develop intervention plans for students performing below grade level</b></p> <p>For proposed Action Steps see <b>Utilize all resources available: Edugence, MAP, STAAR, and informal assessments to differentiate instruction for all learners with a specific emphasis on students who are performing below grade level.</b></p> <p>Instructional Specialist, ESL specialist, as well as classroom teachers will directly target instruction for the 59% of students who were unsuccessful on STAAR Reading by using small group instruction and targeted intervention. The Special Education team will use push in and pull out intervention strategies to target the 54% of students who were unsuccessful on STAAR Reading and 48% on Writing.</p> <p>School-wide we are emphasizing Science Instruction K-5. We are taking a strong approach to this, because we have found that 5<sup>th</sup> grade teachers have to be so responsible for introducing new science strategies and TEKS that were not taught in the lower grade levels. Teachers are using ELL strategies such as sentence stems, pre-teach vocabulary strategies, and implementing writing during science. We strongly believe this will help improve the 52 and 53% that needs improvement.</p>	August 2017-June 2018		<p>Formative Notes:</p> <ol style="list-style-type: none"> <li>1. Utilize MAP, STAAR, Cogat to evaluate current student performance.</li> <li>2. Use Instructional Coaches during planning to focus on level of instruction to meet student’s needs.</li> <li>3. Use instructional coaches to build teacher capacity.</li> <li>4. Science specialist access to all grade levels to look at assessments.</li> </ol> <p>Summative Notes:</p> <ol style="list-style-type: none"> <li>1. Teachers and Instructional Coaches used MAP, STAAR, Cogat results to create lesson plans and increase student performance throughout the school year.</li> <li>2. Instructional Coaches created and utilized Tier III instruction to meet student’s needs and created small groups based upon student needs. As a result, we saw a major increase in student MAP and STAAR results.</li> <li>3. Instructional Coaches attended teacher planning hour once per week and each</li> </ol>

<b>Action Step</b> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
			instructional coach was assigned a grade level to work with. This really built teacher capacity.
<b>SW #17 - Provide proactive support for students performing below grade level: Teachers will provide Tier II intervention within the classroom and instructional specialist will target small group Tier III instruction for learners needing additional support. Students are identified for Tier III using STAAR data, MAP, and Edugence.</b>	August 2017-June 2018		Utilize MAP, STAAR, IRI's, TELPAS, Cogat, to identify Tier II and Tier III. Instructional coaches to plan differentiated instruction.
<b>SW #17 - Provide academic support aligned with the district curriculum: This support will be provided by classroom teachers, instructional specialist, SPED teachers, and ESL teachers. Modified instruction will be provided as needed and</b>	August 2017-June 2018		Planning meetings to focus on best practices and utilize district curriculum resources.
<b>SW #17 - Evaluate the effectiveness of student interventions: Administrators, instructional coaches and classroom teachers will continuously monitor and assess practices that are effective and those that aren't. Principals will attend planning meetings and perform frequent classroom visits.</b>	August 2017-June 2018		<b>Use informal and formal assessments to evaluate student performance and growth.</b>
<b>CL #13 - Provide tutorials that target specific objectives: Teachers will provide tutorials based upon student need and parent request. Instructional Coaches will also provide Tier III small group targeted instruction.</b>	September 2017-May 2018		<b>Teachers will provide tutorials as needed before, during, or after school on a teacher by teacher basis.</b>
<b>CL #13 - Train and use peer tutors to support student</b>			
<b>CL #14 - Seek support from team members to assist students performing below grade level: SPED teachers will provide push-in and pull-out teaching strategies. SEL teacher will offer support to struggling students and ESL teachers will provide strategies for teachers and support for students.</b>	August 2017-June 2018		<b>Instructional Coaches, SEL, ESL teachers will utilize MAP, STAAR, teacher feedback to identify and support targeted student needs.</b>
<b>CL #14 - Seek support from multiple staff members: Counselors, SEL teacher, Mentoring program, and all instructional coaches.</b>	August 2017-June 2018		<b>Instructional Coaches, SEL, ESL teachers will utilize MAP, STAAR, teacher feedback to identify and support targeted student needs.</b>
<b>CL #14 - Seek support from parents: Parent Trainings, Blogs, Coffee with Mr. Steele sessions, PTA parent training programs, etc.</b>	August 2017-June 2018		<b>Look at ways to increase parental support during the school day, seek parent feedback in community meetings such as: Coffees, PTA meetings; etc.</b>

## 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. (Required Action Steps per 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)
<b>COORDINATED SCHOOL HEALTH:</b>				
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	<p>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.</p> <p><b>Summative Notes: The campus continued with its wellness challenge with grades K-5. There was a monthly calendar that went home with all students that challenged students and their families to lead a healthy lifestyle at home. Students received an incentive for participation. Also, Coach Reed created the Christie Run Club, it was a huge success. Our campus was one of about 9 Plano ISD schools selected as a Healthy Zone school and our own, Coach O'Brian was honored and invited the local banquet hosted downtown Dallas. We were very proud of her efforts and have even greater plans for 2018-2019 school year.</b></p>
K-8	Include at least one Parent on Campus Wellness Team.	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.	Principal	Coordinated School Health Curriculum	All classroom teachers followed the IC curriculum and conducted lessons in class.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	P.E. teachers had charts in the gym and cafeteria tracking veggie points, fun runs, healthy school awards, and fitness gram test. P.E. teachers also posted on Blogs. There will also be a monthly fitness calendar sent home each month with all students.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of	Campus Wellness Captain/Principal	Campus Wellness Plan	

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	marquee, newsletter, web page, and/or myPISD.			Parents were notified of our wellness activities via Enews, flyers, phone tree messages, blogs, and the marquee. <i>It turned out to be a great night in 2016-2017 and we hope an even bigger night in 2017-2018.</i>
<b>FITNESS:</b>				
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	All students in grades 3-5 participated in the Fitnessgram assessment.
4 <sup>th</sup> & 7 <sup>th</sup>	Ensure all data for 3 <sup>rd</sup> - 8 <sup>th</sup> grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	All students who performed the fitness gram assessment will receive the results in their student report.
<b>PHYSICAL ACTIVITY REQUIREMENTS:</b>				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provided 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.	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.	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	P.E. teachers followed a daily schedule to ensure these goals were met.
K-5	Ensure students are receiving daily unstructured play during recess.	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.	Principal	Resources available upon request	All teachers use brain breaks throughout the day <b>with the use of technology.</b>
<b>ATTENDANCE:</b>				



Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Phone calls, letters, and conferences were provided by the assistant principal. The assistant principal monitored attendance reports weekly.

## 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. (Required Action Steps per 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)
<b>Staff</b>	<b>PREVENTION:</b>			
	Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Formative Notes: All areas were safe for staff and students prior to school starting. All staff members were required to watch the safe schools' videos by September 8, 2017  Summative Notes: <b>Ongoing dialogue with staff members</b>
	Monitor high risk areas.	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.	Principal	Code of Conduct, District Handbook Campus Handbook	An overall review of the handbook was conducted on August 18, 2017.
<b>Staff</b>	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	The school counselor, Susan Purcell, conducted this training August 17, 2017.
	Review referral process.	Principal or designee	Campus referral plan	An overall campus reviews was conducted on August 11, 2017.
<b>Staff</b>	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	A plan was provided in the staff handbook prior to school starting and each teacher received a review of the new campus discipline plan.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	A list of strategies were reviewed and placed in the student success binder.

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	A list of strategies were reviewed and placed in the student success binder.

**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)
<b>All Students</b>	<b>PREVENTION:</b>			
	Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	All areas were safe for staff and students prior to school starting. All staff members were required to watch the safe school's videos by September 8, 2017
	Monitor high risk areas.	All staff	Schedule (if necessary)	Staff members were assigned to their duty assignment on the first day of school through the last day of school.
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts.	All teachers	Referral Plan	Directions are in the staff handbook. A review of the process was presented during staff development prior to school starting. Also, a copy of the referral process was sent home with each student on the first day of school.
<b>All Students</b>	<b>INTERVENTION:</b>			
	(Please complete cells below)			
	Apply classroom interventions.	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 as well as restorative discipline and social emotional learning.
	Employ discipline interventions.	Designated staff	Assistant principal will oversee these steps	There are discipline interventions in place school-wide. The new plan started the 2016-2017 school year and in 2017-2017 we added to the plan. We now have restorative practices and social emotional learning along with the plan from 2016-2017. Each teacher has a green student success binder outlining the plan.

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Use other intervention strategies as necessary/appropriate.	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.	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.

## 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 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 other electronic information. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>	Office staff, Principal and Assistant Principal	Completed by 9/22, will follow up as needed when new students arrive	Formative 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.  Summative Notes: We were able to get over 90% of our parents registered. This is a very challenging task with our school community. So, we are very proud of this moment.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>	Matty Rodriguez	Parent Liaison identifies students as needed. Begin August 2017 and end May 2018	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. <b>Funding source: State and Local</b>	Mike Svatek	Weekly website evaluation will take place	The campus CTA and Learning Commons director, Jess Malloy, were in charge of updates to the school website.
Communicate information through eNews and through hard copies when internet access is not available. <b>Funding source: State and Local</b>	Principal and Assistant Principal	As needed for events/at least every month beginning August 2017	Communicated information as needed via Enews and phone tree.
Utilize social media to keep parents and community informed. <b>Funding source: State and Local</b>	Principal and Assistant Principal	As needed each day throughout the school year	Administrators, teachers and other staff communicate via social media, twitter, blogs, Facebook, Snapchat; etc.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. <b>Funding source: State and Local</b>	Principal and PTA President	Starting August 2017 – Held as needed.	A meeting with the PTA president and the principal was held as needed.

Action Step	Staff/Resources	Implementation Timeline 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...) <b>Funding source: State and Local</b>	Beginning August 2017 through June 2018, Designated Staff	Monthly meeting will take place	PTA partnered-up with school counseling staff and provided several parenting programs throughout the school year.

## Transition

**Critical Action Step:** The campus will assist students in making a successful transition between early childhood schools to elementary schools and the transition between elementary to middle school.

### Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Elementary counselors deliver guidance lessons that support and promote the learning process. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Both of the counselors will provide this service.		Formative Notes: The assistant principal of Christie will attend on-going meetings with the Suzana Spina and a team of other Pre-K administrators to discuss Pre-K ideas and strategies. Summative Notes: The assistant principal and principal attended all meetings held by Suzana Spina. These meetings were very resourceful.
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. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Susan Purcell, 3-5 counselor will provide this for all grade levels		The counselor, Susan Purcell, will offer several parenting classes throughout the school year. The Title 1, Parent Liaison, will also offer several parent training classes as well.
Kindergarten staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	This will take place during vertical team planning time		This will be on-going all school year.
<b>Elementary campuses with full day Pre-K Classes –</b> Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Kindergarten Team Leader will collaborate with Pre-K team leader to provide this opportunity.	April 2018	Will take place second semester.

## 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.

<b>Project Lead:</b>	Plano ISD HR Employee Recruitment & Retention Department
<b>Staff, Title I Staff:</b>	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
<b>Materials and Resources:</b>	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. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2017 to May 2018	Formative Notes: Handled by the Human Resource department as well as by the principal  Summative Notes: We attended the Plano ISD Job Fair on April 21, 2018. It was a huge success and we were able to meet the needs of our campus.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	Monthly Bilingual Stipends, July 2017 to June 2018	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. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2017 to May 2018	PISD Human Resource department made college campus visits to different campuses and job fairs.
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. <b>Title I Component 4 and 5</b> <b>Funding source: State and Local</b>	July 2017 to June 2018	Staff development was provided to all teachers throughout the school year. Some teachers were also provided additional training such as SEL, Restorative Discipline, Margret Kilgo, Greg Tang, 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. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	July 2017 to June 2018	The principal utilized TEAMS and Human Resource personal to ensure all teachers were highly qualified before recommending them for a position