



Plano Independent School District Campus Improvement Plan

Christie Elementary

3801 Ranier Road

Plano, TX 75023

2018-2019

Table of Contents

Vision and Mission Statements for District and Campus3

Campus Information.....4

State Goals and Objectives5

Site-Based Improvement Committee Members6

State Compensatory Education Program Information7

Title I Program Information.....8

Comprehensive Needs Assessment Summary10

Critical Action #115

Critical Action #218

Critical Action #321

Critical Action #424

Health, Fitness and Attendance26

Violence Prevention and Bullying.....30

Parent Involvement.....32

Transition34

State Certified Teachers and Highly Qualified Paraprofessionals36

Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

Be the change. Make a Difference

Campus Information

Administration Team

Principal, Sean Flynn

Assistant Principal, Airica Kelly

About Us

Sean Flynn is a first year principal at Christie Elementary. He has been a principal for 12 years and in education 24 years. He comes to Plano ISD from Irving ISD and he is very excited to be a part of Plano ISD. Sean is a graduate of University of North Texas.

Airica Kelly is serving her 5th year as assistant principal at Christie Elementary and 11th year in Plano ISD as assistant principal. Prior to Plano ISD Airica was a teacher and assistant principal in Dallas ISD.

Campus Status

Non-Title I Campus

X Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/31/2018 03:30 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/28/2019 03:30 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/14/2019 03:30 pm

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit, support, and retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Robyn Sivils	Faculty Member	2017-2018	X	X	X
Stephanie Bealka	Faculty Member	2017-2018	X	X	X
Alejandra Chavez	Faculty Member	2017-2018	X	X	X
Jeini Gordon	Faculty Member	2017-2018	X	X	X
Natalie Vidrine	Faculty Member	2017-2018	X	X	X
Emily Carter	Faculty Member, Special Ed	2017-2018	X		
Sean Flynn	Principal	2018-2019			
Suzana Spina	District Professional	2017-2018	X		
Airica Kelly	Campus Professional, Non-teaching	2014-2018	X	X	X
Andrea Taylor	Support Staff Member	2017-2018	X	X	X
Liz Uecker	Parent-Selected by PTA	2017-2018	X	X	X
Rita Cordero	Parent-Selected by Principal	2018-2019			
Samantha Mack	Parent	2018-2019			
Nelly Castillo	Parent	2017-2018			
Yonata Araya	Parent	2018-2019			
Kaya Jones	Parent	2018-2019	X	X	X
Maria Rodriguez	Community Member	2018-2019			
Warren Rubin	Community Member	2018-2019			
Courtney Kelly	Business Representative	2017-2018			
Luis Benavides	Business Representative	2017-2018			
Emily Christensen	Campus Professional, Non-teaching	2017-2018	X	X	

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD's compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state's eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	\$437,727.42	State Compensatory Ed funds allocated for allowable supplemental resources and 7 staff.
------------------	--------------	---

Title I Program Information

Title I - Schoolwide Components

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by state certified qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract state certified high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I, Part A Program Funding

Staffing	\$252,880.00	Total Funding for \$252,880 Title I Support Teachers (including tutoring, adult temp staff) and for \$28,000 Paraprofessionals.
Professional and Consulting Services	\$0.00	Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	\$0.00	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	\$0.00	Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
Parental Engagement	\$2,786.00	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Meeting Social and physiological needs of econ. disadvantage kids (Food for kids, Operation School Bell) ELL scores have risen (Math and Reading) Title 1 Funds and Staff Parent Education Parent Support Available	Do teachers truly knowing their at risk students? Not academically meeting needs of African American Students SPED test scores dropped Econ. disadvantage scores dropped Science scores dropped Staff doesn't reflect student ethnicity ratio (not proportionate) Mobility rate	To ensuret all of our students social and physiological needs are met tot the best of our ability. To identify new student needs quickly in order to provide the most help possible. To ensure that our parent liaison and counselors are quick to provide support to our families in need. To strategically place students with teachers based on student and teacher strengths.
Student Achievement	Teaching to low students Identifying Tier III students Increase ability to differentiate	Find time and share resources on given data Use data to drive more individualized instruction (low and high achieving) Consider all data (coGat/MAP/STAAR/TPRI... etc) but still teach to student needs	Many students come to school lacking background knowledge, vocabulary, or perquisite skills needed for their age appropriate grade level. Therefore, provide staff training in order to fully understand and support the needs of at-risk student populations both instructionally and social/emotionally.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
School Culture and Climate	<p>Safe place for staff and students</p> <p>SEL= decrease in referrals</p> <p>Clear expectations set from the beginning for staff and students</p> <p>Collaboration across grade levels and staff= positive school culture (“our kids” NOT “my kids”)</p> <p>Positive communications with parents/families</p>	<p>Vision not clear/consistent across grade levels</p> <p>More serious approach to address repeat offenders</p> <p>Need more continued growth in the relationships between school and community (grow PTA and parent involvement)</p> <p>We need to approach new students/families (transfers) with the same information and support that we give at the beginning of the year</p>	<p>Teachers could use more training in the areas of working successfully with behaviorally challenged students.</p> <p>Creating a community culture that allows parents opportunities to come together and create a unified community.</p> <p>As a non-bussing campus of over 670 students, getting all student to class on time and fed is quite the challenge.</p>
Staff Quality/ Professional Development	<p>Vast experience some REALLY stay</p> <p>Data collection</p> <p>Mentor teacher program is effective for the information meetings</p> <p>Experienced and knowledgeable coaches</p> <p>T-TESS taken seriously= good growth</p> <p>Good conversations</p>	<p>High turnover rate because (Title 1? Support? Years of experience?)</p> <p>Reflection on teacher quality based on data</p> <p>Reflection and thoughtful pairings for mentors/mentees (cross teams?)</p> <p>Coach weakness in teachers, build strengths in others, bringing in the right fit for coaching</p> <p>Find ways to encourage teachers to work on appropriate goals</p> <p>Vertical Alignment K-5</p>	<p>This year there are have been adjustments with a new principal, they have been great, however staff members have new roles, resspnsibilities and expectations. It has been a priority for the staff to adapt to new procedures and protocols. Data tracking and PLC's are a top priority.</p>
Curriculum, Instruction, Assessment	<p>Older Grades have STAAR</p>	<p>Lots of resources that are TEKS related on campus. (We aren't sure if every member is aware of EVERY single TEKS</p>	<p>4th Grade reading and writing scores did not show improvement</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>We do a great job of using data to reteach and make sure the low students are making growth. Many of the assessments, grades, and computer programs that we use closely follow the TEKS.</p> <p>Our campus does a great job of hitting the middle and low kids and meeting their needs for achievement. Once a child has been identified we are really good at giving that student everything they need to succeed. We do a great job maximizing student engagement and creating a positive learning climate.</p> <p>Mainly assessments are coming from the curriculum planner, so they should be the same as any school in Plano.</p>	<p>that their grade level covers. Many people just looking at the curriculum planner, instead of actually looking at TEKS and planning from there.) We want to spend more time doing pre-assessments, so we can meet the needs of all students including high and middle students.</p> <p>More time to reflect on the data to make sure that the curriculum is fitting the students and the TEKS.</p> <p>Our campus needs to work more on the high students, and planning their needs..</p> <p>In K-2, we need more help with intervention and identifying so they don't get to the older grades with 0 support. Many times the k-2 teachers are shot down when a child has disabilities.</p> <p>Our campus needs to work on problem solving, critical thinking skills, and higher order problems.</p> <p>Their is not a lot of time to create our own assessments.</p>	<p>5th grade Science scores did not show improvement.</p> <p>African American, Hispanic and Economically Disadvantaged students continue to be a major focal point for our campus improvement goals.</p> <p>ELL strategies.</p> <p>Focus on curricular planning, and the implementation of IE and differentiated instruction.</p>
Family and Community Involvement	<p>Math Night, Storytime Night, PTA involvement in preparing materials for teachers, Community Involvement through mentorship program;</p>	<p>Even though we have a Parent Liaison and offer parenting classes, our families would benefit from more services. Attendance is low in these classes. We</p>	<p>We have a large need for more involvement from ALL of our community. Meaning, as a diverse campus, we would like to have a</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>Watchdog Dads; PTA lead Fine Arts Reflections Assembly</p> <p>Active PTA membership</p> <p>Our campus makes the effort to translate documents in Spanish and English. Also, we send phone messages in Spanish.</p>	<p>need to encourage our parents to participate in the programs we offer. Our campus communication is not other languages.</p> <p>Effective literacy/computer literacy program for parents (we need to find a way to get buy in/participation from parents)</p>	<p>representation/voice from all our community members.</p>
School Context and Organization	<p>Choosing strength in individual teachers based on strengths in subject areas and pairing teachers accordingly. (4th / 5th grades)</p> <p>Grade level teachers decide assessments for in-class assignments that are reported in student report cards.</p>	<p>Class sizes are large.</p> <p>High teacher turn-over.</p> <p>Inconsistency in small group intervention.</p> <p>Ways to evaluate below-level kids.</p> <p>No say in District assessments and not using the data.</p> <p>No established “working” communities that involve more than the admin. Team.</p> <p>Not sure everyone knows the expectations of the school. This varies among teachers.</p>	
Technology	<p>One to one Chromebooks</p> <p>Apps</p> <p>Interactive programs</p> <p>Microphone in classroom</p> <p>Multiple projection devices</p> <p>ELMO</p>	<p>New and innovation pieces</p> <p>Better monitoring of student searches</p> <p>Smartboards</p> <p>Basic tech training for teachers and students</p> <p>Word processing for students</p>	<p>Consistent use across the campus when it comes to the implementation of technology in the classroom</p> <p>Become more effective with Chromebooks and effective instructional strategies</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>Green screen Youtube Podcasts Excited and open to ideas Availability Using tech in a variety of content areas for both small group, whole group, and individual opportunities Technology support throughout the district by: Instructional technology Helpdesk CTA Other staff on campus Utilizing some tools for assessments (quizzes, some online tests, google classroom, etc.)</p>	<p>Research Lack of understanding implementation of new tech Accountability- follow up “Point” person to offer training and assistance when needed Challenging to navigate curriculum planner State and MAP testing online- lack of teacher and student understanding of the program(s) and how to use the tools on a consistent basis</p>	

Critical Action #1

Problem Statement	<p>Overall, there has been a decrease in the percentage of students performing at the Approaches and Meets grade level standard for the campus.</p> <p>The current gaps between the campus and district are:</p> <p>Campus 3rd-5th grade STAAR Reading Approaches (3rd-78% (-7) , 4th- 72% (-9) , 5th- 76% (-10)) and STAAR Math (3rd- 75% (-11), 4th- 76% (-7), 5th- 82% (-7))</p> <p>Campus 3rd-5th grade STAAR Reading Meets (3rd- 40% (-16) , 4th- 42% (-18), 5th- 44% (-23)) and STAAR Math (3rd- 49% (-14), 4th-36% (-23), 5th- 47% (-21))</p>
Root Cause and Strategy	<p>(a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity.</p> <p>(b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses.</p> <p>(c) We will address the needs of small group instruction for all learners (Tier I, II, III).</p>
Goal	Increase the percentage of all students performing at the Approaches and Meets grade level standards to decrease the gap between campus and district.
Project Lead	Campus Administrators, Instructional Coaches
Staff, Title I Staff	Grade Level Team Teachers, Title 1/Intervention Team, ESL teachers, Counselors, Social Emotional Teacher
Materials and Resources	District Curriculum, Edugence (PES Growth Roster, STAAR Roster, MAP data) Gradebook

Christie Elementary – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>Root Cause (a) Activities: Effective Planning</p> <p>1. District curriculum and instruction team members will provide staff training on district planning protocols</p> <p>2..Grade level teams, Title I/Intervention Team will meet weekly with the Instructional Coaches to use the district curriculum for planning and instructional practice.</p> <p>a. Weekly Administrative walkthroughs.</p> <p>b. Weekly instructional support by campus Instructional Coaches.</p> <p>3. Extended time will be provided for teams to implement the planning protocols for unit instructional planning.</p> <p>4. Purposeful, data driven, Tier 2 and tier 3 intervention lessons.</p> <p>Weekly Administrative walkthroughs.</p> <p>Weekly instructional support by campus instructional coaches.</p>	Title 1 paraprofessional	6120 - Paraprofessional Salaries (Half/Full-Time)		1. Professional Development meeting (scheduled 2 times a year) additional support provided as needed	1. MLP training Log, agendas, and materials	Increase academic performance by implementing planning and instruction protocols with fidelity.	Some Progress	Some Progress	Significant Progress	<p>Using the planning protocols, lesson plans aligned with the district curriculum, will include daily learning and language targets, and will be implemented effectively by grade level.</p>
				2. Weekly grade level team planning.	2. Weekly lesson plans, walkthrough data					
				3. 2 days throughout the year to have extended planning	3. Minutes from extended planning					
				3. Bi-weekly	4. Edugence documentation					
5. Provide small group intervention by Title 1 tutors.	Title 1 funds		21,016.00	January-May2019	Lesson Plans	Increase academic performance by implementing planning and instruction protocols with fidelity.	Some Progress	Some Progress	Significant Progress	Action Step 5-- 2, 3, 8,9
							Lesson plans and instruction will be aligned with the district curriculum, TEKS, and include daily learning and language targets as modeled by the	Lesson Plans will be aligned with the district curriculum and include daily learning and language targets with consultation from the district's	Using the planning protocols, lesson plans aligned with the district curriculum, will include daily learning and	

Christie Elementary – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
							district curriculum and instruction team.	curriculum and instruction team.	language targets, and will be implemented effectively by grade level.	
6. Provide Greg Tang Math Training	Greg Tang	6411 – Other Operating (Staff Training - Registration, etc.)	1300.00						On Track to Make Progress Teachers will attend in summer of 2019.	

Critical Action #2

Problem Statement	Overall there are a majority of students in Kindergarten-2nd grade who are in Quintile 4 and 5 (projected STAAR failures). Currently in Math and Reading students in Quintile 4 and 5; Kindergarten 49.5%, 1st Grade 68.5%, 2nd Grade 58%. Overall Kindergarten- 2nd grade we have 58.1% of students in Quintiles 4 and 5.
Root Cause and Strategy	<p>(a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity.</p> <p>(b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses.</p> <p>(c) We will address the needs of small group instruction for all learners (Tier I, II, III).</p>
Goal	Decrease the amount of students in Kindergarten-2nd grade in Quintiles 4 and 5 and close the foundational gaps within those grade levels and moving them into Quintile 3 (meets grade level).
Project Lead	Campus Administrators, Instructional Coaches
Staff, Title I Staff	Grade Level Team Teachers, Title 1/Intervention Team, ESL teachers, Counselors, Social Emotional Teacher
Materials and Resources	District Curriculum, Edugence (PES Growth Roster, STAAR Roster, MAP data)

Christie Elementary – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>Root Cause (a) Activities: Effective Planning</p> <p>1. District curriculum and instruction team members will provide staff training on district planning protocols.</p> <p>2. Grade level teams, Title 1/Intervention Team will meet weekly with Instructional Coaches to use the district curriculum for planning and instruction practice.</p> <ul style="list-style-type: none"> ----Weekly planning meetings to maintain alignment to the curriculum. ---Weekly instruction support by Instructional Coaches (provide feedback to teachers on strategies, planning, instructionals approaches) ---Weekly Walk-throughs by Administration and Instructional Coaches to document implementation to the plans into instructional practice. <p>3. Extended time will be provided for teams to</p>				<p>1. Additional support provided by the district as the need arises</p> <p>2. Weekly planning protocol meetings, weekly support by Instructional Coaches, weekly administrations walk throughs</p> <p>3. Extended team planning times occurring 4 times a year</p>	<p>1. MLP training log, agendas and materials</p> <p>2. Weekly planning protocols meeting notes, feedback provided to teachers from Instructional Coaches, Walk Through Data, documents/ notes student common assessments</p> <p>3. Schedule of extended team plan meeting</p>	<p>1. Increase academic performance by implementing planning and instruction protocols with fidelity.</p>	<p>Some Progress</p> <p>Lesson plans and instruction will be aligned with the district curriculum and include daily learning and language targets as modeled by the district and Instructional Coaches.</p>	<p>Some Progress</p> <p>Lesson plans will be aligned with the district curriculum and include daily learning language targets with consultation from the district Instructional Coaches.</p>	<p>Significant Progress</p> <p>Using the planning protocols lesson plans aligned with the district curriculum, will include daily learning and language targets, and will be implemented effectively by grade level teams.</p>	<p>Action Step 1= 1. 1, 2, 4, 3, 8,</p> <p>Action Step 2= 2. 8, 9, 10</p> <p>Action Step 3= 3. 8, 9, 2, 1</p>

Christie Elementary – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
implement the planning protocols for unit instructional planning Vertical Alignment Planning										
Action Step 4-Provide small group intervention by Title 1 tutors.		6117 – Professional Salaries (Adult Temp)	21,016.00	January-May 2019	Lesson Plans	Increase academic performance by implementing planning and instruction protocols with fidelity.	Lesson plans and instruction will be aligned with the district curriculum, TEKS, and include daily learning and language targets as modeled by the district curriculum and instruction team.	Lesson Plans will be aligned with the district curriculum and include daily learning and language targets with consultation from the district's curriculum and instruction team.	Significant Progress Using the planning protocols, lesson plans aligned with the district curriculum, will include daily learning and language targets, and will be implemented effectively by grade level.	Action Step 4-- 2, 3, 89
Action Step 5-- Math and Literacy Night for all students K-5, Parent Academy Summer Academic Maintenance Program		61.6399 – Parent Engagement (Supplies)	2,786.00	October 18, 2018 & February 7, 2019 May 21, 2019	Vertical Planning for Math and Reading. Also, evening event sign-in sheets	Increase academic performance by implementing planning and instruction protocols with fidelity and parent involvement.	Math and Reading evening event planning	Math and Reading evening event planning	On Track to Make Progress Evening event and parent and student participation.	Action Step 5-- 2, 6, 9
		61.6399 – Parent Engagement (Supplies)	1,000.00							

Critical Action #3

Problem Statement	<p>Overall, there has been a decrease in the percentage of ESL students performing at the Approaches and Meets grade level standard for the campus.</p> <p>The current gaps between the campus and district are:</p> <p>Campus 3rd-5th grade STAAR Reading Approaches (3rd-56% (-7) , 4th- 55% (-6) , 5th- 45% (-15)) and STAAR Math (3rd- 33% (-40) , 4th- 55% (-21) , 5th- 64% (-15))</p> <p>Campus 3rd-5th grade STAAR Reading Meets (3rd- 11% (-14) , 4th- 27% (-2), 5th- 18% (-8)) and STAAR Math (3rd- 22% (-18), 4th-0% (-41), 5th- 27% (-17))</p>
Root Cause and Strategy	<p>(a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity.</p> <p>(b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses.</p> <p>(c) We will address the needs of small group instruction for all learners (Tier I, II, III).</p>
Goal	<p>Increase the percentage of ESL students performing at the Approaches and Meets grade level standards to decrease the gap between campus and district.</p>
Project Lead	<p>Campus Administrators, Instructional Coaches</p>
Staff, Title I Staff	<p>Grade Level Team Teaches, Title 1/Intervention Team, ESL teachers, Counselors, Social Emotional Teacher</p>
Materials and Resources	<p>District Curriculum, Edugence (PES Growth Roster, STAAR Roster, MAP data) Gradebook</p>

Christie Elementary – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>Root Cause (a) Activities: Effective Planning</p> <p>TEA Strategic Priority: Goal Title I Component: Funding:</p> <p>District curriculum and instruction team members will provide staff training on district planning protocols.</p> <p>Weekly Walk Throughs by Administration and Instructional Coaches to document implementation of the plans into instructional practice</p> <p>Root Cause (b) Activities: Data Analysis</p> <p>Provide training for teachers, ESL teachers, special education staff, and interventionists on the purpose and use of formative and summative assessments</p> <p>2. Teachers will establish proficiency criteria for student learning outcomes (SLO) in order to create and administer formative and summative assessments</p> <p>3. Teachers will analyze assessment data and use it to plan for instruction</p>				<p>Professional Development training (throughout the year) additional support</p> <p>Training on PLDs, ELPS, language objectives, ELL strategies</p> <p>Classroom Observations on Language Objectives,</p> <p>Weekly Lessons Plans - Adding ELL strategies and language objectives, stems</p>	<p>District and Region 10 Trainings</p> <p>ELD training for 3-5th grade new teachers</p> <p>Classroom Observations on Language Objectives,</p> <p>Weekly Lessons Plans - Adding ELL strategies and language objectives, stem</p>	<p>Teachers will implement ELD instruction with fidelity</p> <p>Increase TELPAS & Academic performance</p> <p>(MAP Reading, MAP language</p>	<p>Some Progress Teachers assessing the students using ELD</p> <p>Small groups lesson will include ELL strategies appropriate for ESL students (based on their PLDs)</p>	<p>Some Progress Try out the ELD kits</p>	<p>Some Progress Using strategies from ELD across curriculum This was a slow progression, but we made some progress and will continue next school year.</p>	<p>Action Step 1=1,2,8,9</p> <p>Action Step 2=1,2,3,8</p> <p>Action Step 3=1,2,8,9</p> <p>Action Step 4=7,9,10,1,2,4</p>

Christie Elementary – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
4. School-Wide PLC:analyzing data; formulating and analyzing instructional practices										

Critical Action #4

Problem Statement	There has been a need for conflict resolution and addressing the social emotional needs of students. This affects the academic success as they are struggling with basic hierarchy of social emotional needs.
Root Cause and Strategy	(a) We will address the social emotional needs of students through weekly/monthly Kid Talks within each grade level team with support from the Social Emotional Teacher to build capacity within each teachers classroom. (b) We will address the social emotional needs of students through daily morning circles to teach strategies that meets their daily social and emotional needs. (c) We will address the social emotional needs of students in grades 3-5 through Restorative Circles to build understanding with their peers.
Goal	Create a safe and nurturing environment for all students in Social Emotional Welfare. Create a well rounded student that is able to be academically, socially, and emotionally successful.
Project Lead	Campus Administration, Social Emotional Teacher
Staff, Title I Staff	Grade Level Teachers, Counselors
Materials and Resources	Restorative Circles, Settle your Glitter

Christie Elementary – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
1.Root Cause (a) Activities: Kid Talks to build capacity within each teacher 2.Root Cause (b) Activities: Morning Circles 3.Root Cause (c) Activities: Restorative Circles/Practices 4. Provide SEL training for teachers, provided by The Momentus Institute	SEL	6411 – Other Operating (Staff Training - Registration, etc.)	2500.00	As needed (throughout the year) additional support Training on SEL strategies, common SEL language throughout the campus, SEL teacher visits classrooms during morning circles Classroom Observations Morning Circles Restorative circles as needed	Staff Meetings, CMITS Visit the Momentus Institute Classroom Observations Weekly SEL Lessons Plans - Adding SEL strategies in all areas and parts of the day, Specials, lunch, recess; etc	Teachers will implement SEL strategies with fidelity Increase kindness and improve discipline reports Improve students test scores by having them spend less time in the principal's office	Significant Progress Students and Staff implementing SEL strategies Small groups of restorative circles will take effect in place of discipline referrals	Significant Progress Trying new SEL strategies each 9 weeks	Significant Progress Continue using SEL practices throughout the school year. The SEL teacher on our campus worked collaboratively with all staff and school administrators. We saw an increase in positive behavior. I strongly believe this is due to SEL strategies being practiced on our campus daily.	Action Step 1=10,6,7 Action Step 2=10,6,7 Action Step 3=10,6,7

Health, Fitness and Attendance

The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (Required Action Steps per SB 892; Education Code 11.253(d); BQ LEGAL)

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	Initial meeting August 29 with Coach O'Brian September 11, 2018 December 11, 2018 February 12, 2019 April 23, 2019 A monthly fitness calendar 21- day record your snack challenge EZ scan program to track running miles	In-progress	Complete
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Initial start date August 20, 2018	In-progress	Complete
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	August 13, 2018	on-going progress	Complete
K-8	Create a Coordinated School Health bulletin board inside the school	P.E. Teacher/ Staff	Coordinated School Health Curriculum	August 20, 2018	on-going progress	Complete

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
	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.	Campus Wellness Captain/Principal	Campus Wellness Plan	September 13, 2018- Wellness Orientation April 18- Wellness Fair Weekly Blog for parents that includes health tips, weekly activities, and need to know information.	on-going progress	Complete

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	August 20, 2018	Progress Reports	Report Cards
4th & 7th	Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	October 19, 2018	Progress Reports	Reports Cards

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving	Principal	Sample daily lesson plans may be provide	Provided Weekly in Google Classroom	Lesson Plans	Complete

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
	moderate to vigorous physical activity (MVPA) 50% of the physical education class period.		by P.E./Fitness Teacher			
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	unknown (my campus hasn't received them yet, supposed to be purchased with bond money)	on-going progress	Complete
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	August 20, 2018	on-going progress	Complete
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	August 13, 2018	on-going progress	Complete
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	August 13, 2018	on-going progress	Complete

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Starting August 13, 2018, conduct bi-weekly meetings with my social-worker to discuss truancy. Meet with my secretary, Vanessa Gutierrez for weekly attendance	on-going progress	Complete

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
				reports and send out letters as needed to students with chronic tardies and absences.		

Violence Prevention and Bullying

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	August 7, 2018	in progress	HRS survey/complete
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	August 13, 2018	in progress	complete
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	August 8, 2018	in progress	complete

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	August 8, 2018	in progress	complete
Review referral process.	Principal or designee	Campus referral plan	August 8, 2018	in progress	complete

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	August 8, 2018	in progress	complete
Implement campus referral plan.	Principal or designee	Campus Referral Plan	August 8, 2018	in progress	complete

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	August 13, 2018-May 24, 2019	in progress	complete

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	August 14, 2018-May 24, 2019	in progress	complete
Monitor high risk areas.	All staff	Schedule (if necessary)			complete

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	August 8, 2018	on-going progress	complete

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	SEL teacher, counselors, principals, teachers	August 13, 2018-May 24, 2019	on-going progress	complete
Employ discipline interventions.	Designated staff	SEL teacher, counselors, principals, teachers	August 13, 2018-May 24, 2019	on-going progress	complete
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	SEL teacher, counselors, principals, teachers	August 13, 2018-May 24, 2019	on-going progress	complete
Conference with parents/students.	Teachers or other staff	SEL teacher, counselors, principals, teachers	August 13, 2018-May 24, 2019	on-going progress	complete

Parent Involvement

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	School Secretaries- Vanessa Gutierrez and Sheela Suresh Parent Liaison- Matty Rodriguez	Office staff, Principal and Assistant Principal	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.	on-going progress	complete
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Parent Liaison- Matty Rodriguez	Matty Rodriguez	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.	on-going progress	complete
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Mike Svateck-CTA	Mike Svateck-CTA, Kim Lewis-librarian	The campus CTA and Learning Commons librarian, Kim Lewis, were in charge of updates to the school website.	on-going progress	complete
Communicate information through eNews and through hard copies when internet access is not available.	Mike Svateck-CTA	Mike Svateck-CTA, Sean Flynn	Communicated information as needed via Enews phone tree	on-going progress	complete

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Funding source: State and Local			and hard copies when needed.		
Utilize social media to keep parents and community informed. Funding source: State and Local	Sean Flynn-Principal Mike Svateck-CTA	Sean Flynn-Principal Mike Svateck-CTA Teachers	Administrators, teachers and other staff communicate via social media, twitter, blogs, Facebook, Snapchat; etc.	on-going progress	complete
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Laura Jones-PTA President	Sean Flynn-Principal	A meeting with the PTA president and the principal was held as needed.	on-going progress	complete
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Matty Rodriguez-Parent Liaison Kimberly Stewart-Brooks-Counselor Susan Purcell-Counselor	Matty Rodriguez-Parent Liaison Kimberly Stewart-Brooks-Counselor Susan Purcell-Counselor Title 1 Funds-\$1,000.00	PTA will partner-up with school counseling staff and provided several parenting programs throughout the school year. Watch-Dog Parent Pizza Night, this event will be held to try and get dads involved with our school.	on-going progress	complete

Transition

The campus will assist students in making a successful transition between elementary school to middle school.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local	Susan Purcell and Kimberly Stewart-Brooks	Both of the counselors will provide this service.	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.	on-going progress	complete
Elementary staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) Title I Components: 7 Funding source: State and Local	Kimberly Stewart-Brooks and Heather Roberts	Pre-K-2 counselor and Pre-K Team Leader	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.	on-going progress	complete
Elementary Title I Campuses – Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. Participants will go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep. Title I Components: 7	Kimberly Stewart-Brooks, Heather Roberts, Kara Yarbrough	Pre-K-2 counselor, Pre-K Team Leader, and Kindergarten Team Leader	These workshops will be offered by Suzana Spina and the Early Childhood Department	in-progress	complete

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Funding source: State and Local					
Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. Title I Components: 7 Funding source: State and Local	Margarita Buenrostro and Heather Roberts	Pre-K Teachers	Will take place second semester.	on-going progress	complete

State Certified Teachers and Highly Qualified Paraprofessionals

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators	Handled by the Human Resource department as well as by the principal	These dates are mandated by the district as well as campus level professional development that will take place all year	in- progress	on-going progress