



## PLANO INDEPENDENT SCHOOL DISTRICT

### School Based Improvement Committee Campus Improvement Plan 2010-2011

Elementary School Christie Elementary

Title I School-Wide

Committee Members Name	Role	Year 1st Participated on SBIC
Linda Higbee	Faculty Member	2010-2011
Christina Valencia	Faculty Member	2009-2010
Natalie Unmuth	Faculty Member	2010-2011
LaSonjah Ribak	Faculty Member	2009-2010
Kristin Ransom	Faculty Member	2010-2011
Vicki Supulveda-Rodriguez	Faculty Member	2009-2010
Kaya Jones	Faculty Member	2009-2010
Lorraine Shimizu	Principal	2009-2010
James Thomas	District Professional	2009-2010
Becky Crouch	Campus Professional, Non-teaching	2010-2011
Sheela Suresh	Support Staff Member	2009-2010
Betsy Jacunski	Parent-Selected by PTA/O	2010-2011
Basema Alami	Parent-Selected by Principal	2009-2010
Tanya Gorman	Parent	2009-2010
Jennie Weiss	Parent	2009-2010
Sheila Foster	Parent	2010-2011
Jennifer Dollard	Parent	2009-2010
Kip Jameson	Community Member	2009-2010
Carolyn Thomas	Community Member	2009-2010
Tom Wilson	Business Representative	2010-2011
Dr. Shawn Kelly	Business Representative	2009-2010
Karen Lantz	Ad Hoc (optional)	2009-2010

#### Meeting Dates 2010-2011

Meeting # 1 (Set goals - target date November 1 )	<u>1-Nov-10</u>
Meeting # 2 (Review goals - target date March 11)	<u>10-Mar-11</u>
Meeting # 3 (Evaluate goals - target date June 10)	<u>23-May-11</u>

Campus Improvement Plan due date: November 5, 2010

## Title One Campuses

## Verification of Required Components

This Campus is  School Wide Title I

The following required components have been addressed in this SBIC plan.

### Title One School Wide Components

1	Conduct a comprehensive needs assessment of the entire school in order to develop and implement a successful campus plan and program	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2	Implement school wide reform strategies that are scientifically research based	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3	Provide instruction by highly qualified teachers	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4	Provide high quality and on-going professional development	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5	Provide strategies to attract high quality highly qualified teachers to high need schools	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6	Utilize strategies to increase parental involvement	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7	Assist preschool children in the transition from early childhood programs to local elementary school programs	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8	Include teachers in decisions regarding the use of academic assessments	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9	Ensure that students who experience difficulty mastering the proficient or advanced achievement standards on state academic assessments are provided with effective, timely, additional assistance	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10	Coordinate and integrate federal, state, and local services and programs	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**2010-2011 CIP Goals  
Document A**

Campus:		Christie Elementary						
Item/Subgroup	Number of Students	Goal	Plan Page Reference on Doc. C	District Goal	Campus Target Measure	Summative Measure	Improvement Measure	
						Due by June 20, 2011	Due by June 20, 2011	
<b>Reading: Grades 3, 4, 5</b>								
All Students	408	The student proficiency rate will meet the target measure.	5	90%	88%			
African American	72	The student proficiency rate will meet the target measure.	5	90%	85%			
Hispanic	145	The student proficiency rate will meet the target measure.	5	90%	88%			
White	191	The student proficiency rate will meet the target measure.	5	90%	92%			
Econ Disadv	388	The student proficiency rate will meet the target measure.	5	90%	85%			
<b>Writing: Grade 4</b>								
All Students	144	The student proficiency rate will meet the target measure.	6	90%	90%			
African American	27	The student proficiency rate will meet the target measure.	6	90%	90%			
Hispanic	44	The student proficiency rate will meet the target measure.	6	90%	90%			
White	73	The student proficiency rate will meet the target measure.	6	90%	90%			
Econ Disadv	82	The student proficiency rate will meet the target measure.	6	90%	90%			
<b>Mathematics: Grades 3, 4, 5</b>								
All Students	408	The student proficiency rate will meet the target measure.	7	90%	89%			
African American	72	The student proficiency rate will meet the target measure.	7	85%	82%			
Hispanic	145	The student proficiency rate will meet the target measure.	7	87%	90%			
White	191	The student proficiency rate will meet the target measure.	7	90%	93%			
Econ Disadv	388	The student proficiency rate will meet the target measure.	7	86%	90%			
<b>Science: Grade 5</b>								
All Students	127	The student proficiency rate will meet the target measure.	8	90%	89%			
African American	24	The student proficiency rate will meet the target measure.	8	86%	82%			
Hispanic	47	The student proficiency rate will meet the target measure.	8	86%	90%			
White	56	The student proficiency rate will meet the target measure.	8	90%	96%			
Econ Disadv	75	The student proficiency rate will meet the target measure.	8	85%	85%			
<b>Social Studies</b>								
All Students		The student proficiency rate will meet the target measure.						
African American		The student proficiency rate will meet the target measure.						
Hispanic		The student proficiency rate will meet the target measure.						
White		The student proficiency rate will meet the target measure.						
Econ Disadv		The student proficiency rate will meet the target measure.						
<b>Health, Fitness and Attendance: Grades K-5</b>								
All Students	794	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.	9			<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes	
<b>Bullying and Violence Prevention: Grades K-5</b>								
All Students	794	The violent incidents will meet the target measure. Measure: Implement PBS to reduce office referrals	10		5% fewer referrals than 09-10			
<b>Parental Involvement: Grades K-5</b>								
All Students	794	The campus will provide for a program to encourage parental involvement.	11			<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes	
All Students	794	The campus will provide strategies to increase parental involvement. Measure: Provide evening events for Parent Involvement	12		100%			
<b>Highly Qualified: Grades K-5</b>								
All Students	794	The HQ rate will meet the target measure.	13	100%	100%			
<b>Transition: Grade K</b>								
All Students	128	The transition from early childhood to elementary school is supported by the campus and the district.	14			<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> Yes	

**2010-2011 CIP PES Goals  
Document B**

Campus:		Christie Elementary					
Item/Subgroup	Number of Students	Goal	Plan Page Reference on Doc. C	District Target Measure	Campus Target Measure	Summative Measure Due by June 20, 2011	Improvement Measure Due by June 20, 2011
<b>Reading</b>							
Grade K	129	The team PES score will show growth in student achievement.	15	> 0	>0		
Grade 1	119	The team PES score will show growth in student achievement.	15	> 0	>0		
Grade 2	138	The team PES score will show growth in student achievement.	15	> 0	>0		
Grade 3	136	The team PES score will show growth in student achievement.	15	> 0	>0		
Grade 4	145	The team PES score will show growth in student achievement.	15	> 0	>0		
Grade 5	129	The team PES score will show growth in student achievement.	15	> 0	>0		
<b>Mathematics</b>							
Grade K	129	The team PES score will show growth in student achievement.	16	> 0	>0		
Grade 1	119	The team PES score will show growth in student achievement.	16	> 0	>0		
Grade 2	138	The team PES score will show growth in student achievement.	16	> 0	>0		
Grade 3	136	The team PES score will show growth in student achievement.	16	> 0	>0		
Grade 4	145	The team PES score will show growth in student achievement.	16	> 0	>0		
Grade 5	129	The team PES score will show growth in student achievement.	16	> 0	>0		
<b>Science</b>							
Grade 3	136	The team PES score will show growth in student achievement.	17	> 0	>0		
Grade 4	145	The team PES score will show growth in student achievement.	17	> 0	>0		
Grade 5	129	The team PES score will show growth in student achievement.	17	> 0	>0		











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

Applicable Group	Action Step	Focus Area	Title One Required Component	Responsible	Staff / Resources	Timeline	Progress Notes
<b>Staff</b>	<b>PREVENTION:</b>						
	Identify high risk areas. <b>(Required)</b>	School Context & Organization	Implement school wide reform strategies that are scientifically research based	Principal/Admin.Intern/ Asst. Prin.	Staff feedback/survey	Aug., '10-June '11	
	Monitor high risk areas. <b>(Required)</b>	School Context & Organization	Implement school wide reform strategies that are scientifically research based	Principal Designee	Staff assignments/schedul	Aug., '10-June '11	
	Follow Campus Rules/Expectations. <b>(Required)</b>	School Context & Organization	Implement school wide reform strategies that are scientifically research based	Principal	Code of Conduct, District Handbook, Campus Handbook	Aug., '10-June '11	
<b>Staff</b>	<b>EDUCATION:</b>						
	Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b>	Staff Development	Provide high quality and on-going professional development	Principal or designee	Handouts/powerpoint	Aug., '10-June '11	
	Review referral process. <b>(Required)</b>	Staff Development	Provide high quality and on-going professional development	Principal or designee	Campus referral plan	Aug., '10-Sept. '10	
<b>Staff</b>	<b>INTERVENTION:</b>						
	Establish recommended intervention strategies for classroom/campus. <b>(Required)</b>	School Context & Organization	Implement school wide reform strategies that are scientifically research based	Principal or designee (campus discipline staff)	Discipline Management Plan	Aug., '10-Sept. '10	
	Implement campus referral plan. <b>(Required)</b>	School Context & Organization	Implement school wide reform strategies that are scientifically research based	Principal or designee	Campus Referral Plan	Aug., '10	
	Utilize Discipline Management strategies. <b>(Required)</b>	School Context & Organization	Implement school wide reform strategies that are scientifically research based	same as above	Discipline Management Plan	Aug., '10-June '11	
<b>All Students</b>	<b>PREVENTION:</b>						
	State clear student expectations/campus rules/citizenship. <b>(Required)</b>	School Context & Organization	Implement school wide reform strategies that are scientifically research based	Principal or designee	Code of Conduct/Student-Parent Handbook	Aug., '10-June '11	
	Monitor high risk areas. <b>(Required)</b>	School Context & Organization	Implement school wide reform strategies that are scientifically research based	All staff	Schedule (if necessary)	Aug., '10-June '11	
<b>All Students</b>	<b>EDUCATION:</b>						
	Explain referral process/contacts. <b>(Required)</b>	School Context & Organization	Implement school wide reform strategies that are scientifically research based	All Staff	Discipline Plan	Aug 10- June 11	
<b>All Students</b>	<b>INTERVENTION:</b>						
	Apply classroom interventions. <b>(Required)</b>	School Context & Organization	Implement school wide reform strategies that are scientifically research based	All teachers	Discipline Plan	Aug., '10-June '11	
	Employ discipline interventions. <b>(Required)</b>	School Context & Organization	Implement school wide reform strategies that are scientifically research based	Designated staff	Discipline Plan	Aug., '10-June '11	
	Use other intervention strategies as necessary/appropriate <b>(Required)</b>	School Context & Organization	Implement school wide reform strategies that are scientifically research based	Administrative staff or counselors	Discipline Plan	Aug., '10-June '11	
	Conference with parents/students. <b>(Required)</b>	Family & Community Involvement	Implement school wide reform strategies that are scientifically research based	Teachers or other staff	Discipline Plan	Aug., '10-June '11	





Goal: The proficiency rate for HIGHLY QUALIFIED will meet the target measure.

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Action Step	Focus Area	Title One Required Component	Responsible	Staff / Resources	Timeline	Progress Notes
This campus reflects 100% HOT & P.	Staff Development	Provide instruction by highly qualified teachers	HR/Principal	Detailed in HQT-CIP, if applicable	Aug 2010 - June 2011	
PISD routinely reviews and modifies the recruiting schedule	Staff Development	Provide strategies to attract high quality highly qualified teachers to high need schools	HR/Principal	HR Budget	Aug 2010 - June 2011	
PISD routinely reviews and modifies the diversity and affirmative action programs.	Staff Development	Provide strategies to attract high quality highly qualified teachers to high need schools	HR/Principal	HR Budget	Aug 2010 - June 2011	
An electronic applicant database is a tool administrators use to identify highly qualified candidates.	Staff Development	Provide strategies to attract high quality highly qualified teachers to high need schools	HR/Principal	HR Budget	Aug 2010 - June 2011	
Recruiting trips are a tool administrators use to identify highly qualified candidates.	Staff Development	Provide strategies to attract high quality highly qualified teachers to high need schools	HR/Principal	HR Budget	Aug 2010 - June 2011	
Participation in the PISD Recruitment Open House is a tool administrators use to identify highly qualified candidates.	Staff Development	Provide strategies to attract high quality highly qualified teachers to high need schools	HR/Principal	HR Budget	Spring 2011	
To attract and retain highly qualified applicants at high needs campuses, PISD offers salary stipends.	Staff Development	Provide strategies to attract high quality highly qualified teachers to high need schools	HR/Principal	HR Budget	Aug 2010 - June 2011	
To attract and retain highly qualified applicants at high needs campuses, PISD offers student teachers.	Staff Development	Provide strategies to attract high quality highly qualified teachers to high need schools	HR/Principal	HR Budget	Aug 2010 - June 2011	
To attract and retain highly qualified applicants at high needs campuses, PISD offers smaller student-teacher ratios.	Staff Development	Provide strategies to attract high quality highly qualified teachers to high need schools	HR/Principal	HR Budget	Aug 2010 - June 2011	
To attract and retain highly qualified applicants at high needs campuses, PISD offers teacher performance pay.	Staff Development	Provide strategies to attract high quality highly qualified teachers to high need schools	HR/Principal	HR Budget	Aug 2010 - June 2011	
Masters program options are another support structure available to Principals to ensure a diverse and high quality teaching staff.	Staff Development	Provide high quality and on-going professional development	HR/Principal	HR Budget	Aug 2010 - June 2011	
Local, ongoing, high quality professional development is another support structure available to Principals to ensure a diverse and high quality teaching staff.	Staff Development	Provide high quality and on-going professional development	HR/Principal	HR Budget	Aug 2010 - June 2011	
New teacher mentor programs are another support structure available to Principals to ensure a diverse and high quality teaching staff.	Staff Development	Provide instruction by highly qualified teachers	HR/Principal	HR Budget	Aug 2010 - June 2011	
Administrative support through curriculum and technology is another support structures available to Principals to ensure a diverse and high quality teaching staff.	Staff Development	Provide instruction by highly qualified teachers	HR/Principal	HR Budget	Aug 2010 - June 2011	

Goal: The TRANSITION from early childhood to elementary school is supported by the district and campus.

Action Step	Focus Area	Title One Required Component	Responsible	Staff / Resources	Timeline	Progress Notes
By teaching the required Pre-K curriculum that is aligned with elementary curriculum, academic success is facilitated.	Family & Community Involvement	Assist preschool children in the transition from early childhood programs to local elementary	Pre-K staff	PreK Curriculum	Aug 2010 - June 2011	
School readiness skills are taught and reinforced in Pre-K.	Family & Community Involvement	Assist preschool children in the transition from early childhood programs to local elementary	Pre-K staff	none	Aug 2010 - June 2011	
Pre-K staff work collaboratively with Kindergarten staff throughout the kindergarten year.	Family & Community Involvement	Assist preschool children in the transition from early childhood programs to local elementary	Pre-K & Kindergarten staff	none	Aug 2010 - June 2011	
Parent orientations are held to explain the kindergarten program to parents.	Family & Community Involvement	Assist preschool children in the transition from early childhood programs to local elementary	Pre-K & Kindergarten staff	none	Spring 2011	
Transition books are used with students and families to provide pictorial support during transition.	Family & Community Involvement	Assist preschool children in the transition from early childhood programs to local elementary	Pre-K & Kindergarten staff	Transition Books	Fall 2010	





