Plano Independent School District

Christie Elementary

2019-2020

Board Approval Date: October 1, 2019

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

- GT - 10% from K - 2 , 3-5 jumps to 20%
- Economically Disadvantaged enrollment has gone down in the last 2 years.
- Meeting Social and physiological needs of students who are at risk. To ensure all of our students social and of econ. disadvantage students are supported with programs like, Food for kids, Operation School Bell, and several other programs. possible.
- Use Title 1 Funds and Staff to support our Econ. disadvantage students.
- Strategically placing students with a high mobility rate with teachers based on student and teacher
- strengths.
- Economically disadvantage was fairly close to district average or above.

- ELs:

  Bilinguals are performing well compared to district, except for 5th grade.

Student Academic Achievement

Student Academic Achievement Strengths

Strengths

- Closing Achievement gap compared to district (2%), 5th STAAR (1st Admin) Reading and Math

- MAP and STAAR scores are aligned

- 5th 1st Admin, Approaching Math closed Gap (-21/-7), Reading (-23, -10)

Reading 2019 Reading 2018

Approaches: Grade 3: 79%/-6 Approaches: Grade 3: 78%-7

Grade 4: 69%/-13 Grade 4: 72%-9

Grade 5: 79%/-7 Grade 5: 76%-10

Math 2019 Math 2018

Approaches :

Grade 3: 82%/-4 Approaches: Grade 3: 75%-11

Grade 4: 72%/-10 Grade 4: 76%-7

Grade 5: 85%/-5 Grade 5: 82%-7

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Improve STAAR reading in all grades by implementing guided reading and small group reading Tier 1, 2, 3 instruction. **Root Cause**: We will address the needs of reading instruction by implementing guided reading in all grades K-5.

Problem Statement 2: The writing scores for Christie Elementary were the lowest scores for the school. The low scores effected Domain I in the State Accountability for STAAR. **Root Cause**: 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.

Problem Statement 3: Overall, Christie has decreased the gap between our scores and PISD. However, the gap needs to continue to decrease in the percentage of students performing at the Meets and Masters grade level standard for the campus. The current gaps between the campus and district are: Campus 3rd-5th grade STAAR Reading Approaches (3rd-79% (-6) , 4th- 69% (-13) , 5th- 76% (-10)) and STAAR Math (3rd- 75% (-11), 4th- 76% (-7), 5th- 82% (-7)) 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)) **Root Cause**: (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. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the needs of small group instruction for all learners (Tier I, II, III).

School Processes & Programs

School Processes & Programs Strengths

Strengths

- Effective differentiation when forming class lists

- Admin listens to Teacher concerns & Teacher have an active part in decision making process

- Flexibility in common assessments. Teachers had more autonomy in creating formal assessments for ELA/Reading based on student needs

- 65% of staff completed the HRS Survey - results indicate positive feedback

- Admin Walk throughs with feedback (meetings/Notecards)

- PDH

- Data Analysis Meetings

- Data Tracker is very useful - also help with teacher accountability and lets Teachers know what students need. Data Tracker SHOULD drive instruction

- Appears that effort to push higher students has been successful

- Technology is used effectively across all grades optional PD for staff to attend areas they need assistance. Technology is used to engage and obtain interest in topics, supplement the teaching.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 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**: 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.

Problem Statement 2: To continue to provide professional development for all staff based on campus needs. **Root Cause**: Professional Development for

staff to help provide effective instruction in every classroom.

Perceptions

Perceptions Strengths

Strengths

- Staff buy-in for SEL/Restorative Practices

- Employee Relations - "Shout out" Board, Employee Of the Month, Coworker to coworker recognition

- Staff Volunteering for Club Activities

- Referrals have gone down

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 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. **Root Cause**: To hold multiple school curriculum events

Priority Problem Statements

Problem Statement 1: The writing scores for Christie Elementary were the lowest scores for the school. The low scores effected Domain I in the State Accountability for STAAR.

Root Cause 1: 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.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Improve STAAR reading in all grades by implementing guided reading and small group reading Tier 1, 2, 3 instruction.

Root Cause 2: We will address the needs of reading instruction by implementing guided reading in all grades K-5.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: 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 3: 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.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: To continue to provide professional development for all staff based on campus needs.

Root Cause 4: Professional Development for staff to help provide effective instruction in every classroom.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 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.

Root Cause 5: To hold multiple school curriculum events

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: September 16, 2019

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: Christie Elementary will improve its STAAR writing approaches scores from 60% to 65%.

> **Evaluation Data Source(s) 1:** District Curriculum, Data in Edugence, Common Assessments, MAP Data, STAAR Data
>
> **Summative Evaluation 1:** Significant progress made toward meeting Performance Objective
>
> **Next Year's Recommendation 1:** Due to COVID 19 school closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process using BOY and MOY data in 2020-21 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) District curriculum and instruction team members will provide staff training on district planning protocols	2.4, 2.5, 2.6	Campus Administrators, Instructional Coaches, Grade Level Team Teachers, Title 1/Intervention Team, ESL teachers	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.	60%	80%	80%
	Problem Statements: Student Academic Achievement 2					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Feb**	**June**
2) Grade level teams, will meet weekly with the Instructional Coaches to use the district curriculum for planning and instructional practice. a. Weekly Administrative walkthroughs. b. Weekly instructional support by campus Instructional Coaches.	2.4, 2.5, 2.6	Campus Administrators, Instructional Coaches, Grade Level Team Teachers, Title 1/Intervention Team, ESL teachers	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.	45%	90%	90%
Problem Statements: Student Academic Achievement 2						
3) Extended planning days will be provided for teams to implement the planning protocols for unit instructional planning, review data and plan for small group instruction.	2.4, 2.5, 2.6	Campus Administrators, Instructional Coaches, Grade Level Team Teachers, Title 1/Intervention Team, ESL teachers	Increase academic performance by implementing planning and instruction protocols with fidelity.	10%	90%	90%
Problem Statements: Student Academic Achievement 2						
Comprehensive Support Strategy **Targeted Support Strategy** **Additional Targeted Support Strategy** **RDA** 4) Purposeful, data driven, Tier 2 and tier 3 intervention lessons.	2.4, 2.5, 2.6	Campus Administrators, Instructional Coaches, Grade Level Team Teachers, Title 1/Intervention Team, ESL teachers	Increase academic performance by implementing planning and instruction protocols with fidelity.	45%	85%	85%
Problem Statements: Student Academic Achievement 2						
5) Christie will implement Data Driven Instuction meetings starting in November to help with analyzing data and planning for interention and reteaching strategies.				25%	90%	90%
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 2: The writing scores for Christie Elementary were the lowest scores for the school. The low scores effected Domain I in the State Accountability for STAAR. **Root Cause 2**: 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.

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 2: Christie will improve it's reading STAAR scores 3% in approaches (80% to 83%), meets (51% to 54%) and masters (24% to 27%).

Evaluation Data Source(s) 2: STAAR data, MAP data, Common Assessments

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Due to COVID 19 school closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process using BOY and MOY data in 2020-21 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) All grades K-5 will implement Guided Reading for all students by using the Jan Richardson model.	2.4, 2.5, 2.6	Campus Administrators, Instructional Coaches, Grade Level Team Teachers, Title 1/Intervention Team	Student academic growth in the area of reading. Scores will be evident in common assessments, MAP and district literacy assessments.	50%	85%	85%
Problem Statements: Student Academic Achievement 1						
2) Grade level teams, will meet weekly with the Instructional Coaches to use the district curriculum for planning and instructional practice. a. Weekly Administrative walkthroughs. b. Weekly instructional support by campus Instructional Coaches.	2.4, 2.5, 2.6	Campus Administrators, Instructional Coaches, Grade Level Team Teachers, Title 1/Intervention Team	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.	45%	90%	90%
Problem Statements: Student Academic Achievement 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
3) Extended planning days will be provided for teams to implement the planning protocols for unit instructional planning, review data and plan for small group instruction.	2.4, 2.5, 2.6	Campus Administrators, Instructional Coaches, Grade Level Team Teachers, Title 1/Intervention Team, ESL Teachers	Increase academic performance by implementing planning and instruction protocols with fidelity.	20%	90%	90%
Problem Statements: Student Academic Achievement 1						
4) Purposeful, data driven, Tier 2 and tier 3 intervention lessons.	2.4, 2.5, 2.6	Campus Administrators, Instructional Coaches, Grade Level Team Teachers, Title 1/Intervention Team	Increase academic performance by implementing planning and instruction protocols with fidelity.	50%	85%	85%
Problem Statements: Student Academic Achievement 1						
5) 5) Teacher and Admin training to attend Lead4Ward Conference - Be Bold Take The Risk iThink Conference Dec 4 and Dec 5. Stepping up and stepping out with ideas to make learning more engaging, more challenging, and more successful for all kids	2.4, 2.5, 2.6	Campus Administrators	Increase academic performance by implementing planning and instruction protocols with fidelity.	75%	90%	90%
Problem Statements: Student Academic Achievement 1						
Funding Sources: 211 Title I, Part A - 4000.00						
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Improve STAAR reading in all grades by implementing guided reading and small group reading Tier 1, 2, 3 instruction. **Root Cause 1**: We will address the needs of reading instruction by implementing guided reading in all grades K-5.

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.
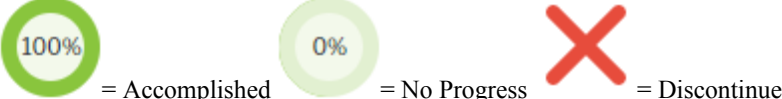
Performance Objective 1: Create a safe and nurturing environment for all students in Social Emotional Welfare. Create a well rounded student that is able to be academically, socially, and emotionally successful.

Evaluation Data Source(s) 1: SEL morning meetings, classroom referrals, office referrals

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Kid Talks to build capacity within each teacher	2.4, 2.5, 2.6	Campus Administrators, Grade Level Teachers, Counselors, SEL Teacher	To show evidence of student progress and strategies used. Kid Talk documentation, CMIT documentation	70%	100%	100%
Problem Statements: School Processes & Programs 1						
2) Classroom SEL Morning Circles	2.4, 2.5, 2.6	Campus Administrators, Grade Level Teachers, Counselors, SEL Teacher	Significant Progress Continue using SEL practices throughout the school year. The SEL teacher on our campus worked collaboratively with all staff and school administrators	75%	100%	100%
Problem Statements: School Processes & Programs 1						
3) Implementation of Champs - A proactive and positive approach to classroom management. Pre-K to 5th grade	2.4, 2.5, 2.6	Campus Administrators, Grade Level Teachers, Counselors, SEL Teacher	Incentive plan to acknowledge students successfully meeting school Champs expectations. Observations in common areas and classrooms showing implementation of Champs.	90%	100%	100%
Problem Statements: School Processes & Programs 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
	100% = Accomplished	0% = No Progress	✕ = Discontinue			

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: 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 1**: 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.

Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

Performance Objective 1: Christie administrators will continue review resumes, utilize TEAMS, and seek the assistance of HR to hire and retain highly effective teachers for each classroom. We will also continue to develop new and veteran teachers by providing research based professional development to all staff.

> **Evaluation Data Source(s) 1:** Human Resources and school administrators
>
> **Summative Evaluation 1:** Met Performance Objective
>
> **Next Year's Recommendation 1:** This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) 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.	2.4, 2.5, 2.6	Campus Administrators	To continue to develop new and returning teachers by providing professional development based on campus needs	75%	80%	80%
Problem Statements: School Processes & Programs 2						
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: To continue to provide professional development for all staff based on campus needs. **Root Cause 2**: Professional Development for staff to help provide effective instruction in every classroom.

Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Performance Objective 1: 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.

Evaluation Data Source(s) 1: Curriculum nights (math/science and literacy night), STEM night, grade level performances and PTA evening events. Provide parent liaison training.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools	3.1, 3.2		To improve family to support from home and to get parents invested in their child's education.	55%	90%	90%
1) Christie will offer multiple programs throughout the year that will bring families to share academic activities with their student.	**Funding Sources**: 211 Title I, Part A - 1800.00					
	100% = Accomplished		0% = No Progress		✗ = Discontinue	

Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

Academic Excellence Improvement Council

Committee Role	Name	Position
Administrator	Sean Flynn	Principal
Administrator	Airica Kelly	Assistant Principal
Classroom Teacher	Kara Yarbrough	Classroom Teacher
Classroom Teacher	Christina Henderson	Classroom Teacher
Classroom Teacher	Jennifer Horbovetz	Classroom Teacher
Classroom Teacher	Vickie Rodriguez-Sepulveda	Classroom Teacher
Classroom Teacher	Emily Shirey	Classroom Teacher
Non-classroom Professional	Kimberly Stewart Brooks	Counselor
Parent	Sara Boyle	Parent
Parent	Esae White	Parent
Paraprofessional	Andrea Taylor	Paraprofessional
Community Representative	Warren Rubin	Community Representative
District-level Professional	Sarah Robinson	District Level Professional
Parent	Byron Mack	Parent
Parent	Elizabeth Uecker	Parent
Business Representative	Stephanie Mills	Business Representative
Community Representative	Robert Webster	Community Representative
Business Representative	Karen Almon	Business Representative
Parent	Kaya Jones	Parent
Parent	Angela O'Brian	Parent

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** **Staff Prevention** • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations **Staff Education** • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process **Staff Intervention** • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies **Student Prevention** • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas **Student Education** • Explain referral process/contacts • Anonymous Tip Line **Student Intervention** • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students	TEC 11.252(a)(3)(E)	Principal	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
2. Coordinated Health Program **Coordinated School Health** • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	TEC 11.253(d) Board Policy FFA(Local)	Principal	The school will follow Board Policies: FFA and EHAA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** • K-8 Monitor attendance of students and follow up on prominent and chronic absences.			
3. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** • Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. • Funding source: State and Local	ESSA	Principal	
4. **Parent Involvement** • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local • Utilize social media to keep parents and community informed. Funding source: State and Local • PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local • Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local • Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		Principal	

Plano ISD - ARPE

August 30, 2019