Plano Independent School District

Christie Elementary

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: October 20, 2020

Mission Statement

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

Vision

Be the change. Make a difference.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- ED has gone down in the last 2 years.
- Enrollment has decreased.
- 5th is the last big grade level that we have
- EL- consistent throughout -30-35 %, except 5th which is 18% and Kinder which is 12%
- Sped is consistent - about 20%, except 1st which 9%
- GT - 10% from K - 2 , 3-5 jumps to 20%

- We hosted several night events to get parents involved with their student.

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.

Problem Statements Identifying Demographics 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.

Student Learning

Student Learning Summary

Christie Elementary Goals Including HB3 Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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.

School Processes & Programs

School Processes & Programs Summary

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.
- Weaknesses
    - Master Schedule
    - No flexibility in district testing
    - We'd like 100% to take the HRS survey
    - New teacher/mentor program - more support/check-ins needed
    - Having all students (1st-5th grade) logging in on their own (younger grades using google classroom, etc.)
    - People willing to learn and adopt (technology)
    - Teachers may rely on technology to teach instead of a supplemental resource

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
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- 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 (Prioritized): 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.

Perceptions

Perceptions Summary

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
- Areas of Growth
    - Staff buy-in for CHAMPS
    - Parent Involvement afterschool/ events
    - Neighborhood perception about Christie (due to management of Tier 3 Behavior)
    - Staff Training for Tier 3 Behavior
    - Building positive relationships (student to student)
    - Ideas:
        - Welcoming Neighborhood Event (Picnic, BB, Ninja W.Course, Bounce House)
        - Ways of Communication with Parents (Remind 101, SeeSaw)
        - School FB page for information ran by School vs. PTA (translations)
        - More mentors and role models

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: 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.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 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 2: 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 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: October 6, 2020

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 1: HB3 - The percent of Christie 3rd grade students that score meets grade level or above on STAAR Reading will increase from 49% in 2019 to 51% by June 2021. The Special Education student group performance will increase from 38% in 2019 to 41% in 2021. The Economically Disadvantaged student group performance will increase from 42% in 2019 to 47% in 2021.

HB3 Goal

Evaluation Data Sources: 2020-2021 Reading STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: District curriculum and instruction team members will provide staff training on district planning protocols **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coaches			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1 **Problem Statements:** Student Learning 1 - School Processes & Programs 1			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Use Think Up Reading to provide rigorous curriculum that promotes student confidence. **Funding Sources:** Think Up Reading - 211 Title I, Part A - $3,000	0%	45%	80%

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
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.
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**: 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 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 2: The percent of Christie students that score Meets grade level or above on STAAR Reading 3-5 will increase from 51% in 2019 to 53% by June 2021. The Special Education student group performance will increase from 23% in 2019 to 26% in 2021. The English Learner student group performance will increase from 41% in 2019 to 45% in 2021.

Evaluation Data Sources: 2020-2021 Reading STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: 1) All grades K-5 will implement Guided Reading for all students by using the Jan Richardson model. 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1 **Problem Statements:** Student Learning 1 - School Processes & Programs 1	40%	85%	95%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Use Think Up Math to provide rigorous curriculum that promotes student confidence. **Funding Sources:** - 211 Title I, Part A - $3,000	0%	45%	80%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
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.

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**: 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 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 3: The percent of Christie students that score Meets grade level or above on STAAR Writing 4 will increase from 34% in 2019 to 36% by June 2021. The Special Education student group performance will increase from 10% in 2019 to 12% in 2021. The English Learner student group performance will increase from 21% in 2019 to 24% in 2021.

Evaluation Data Sources: 2020-2021 Writing STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** Increase academic performance by implementing planning and instruction protocols with fidelity. **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1 - School Processes & Programs 1	35%	70%	75%

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
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.

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**: 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 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

Performance Objective 1: HB3 - The percent of Christie 3rd grade students that score meets grade level or above on STAAR Math will increase from 45% in 2019 to 46% by June 2021. The Hispanic student group performance will increase from 36% in 2019 to 40% in 2021. The Economic Disadvantaged student group performance will increase from 40% in 2019 to 44% in 2021.

HB3 Goal

Evaluation Data Sources: 2020-2021 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: 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. Purposeful, data driven, Tier 2 and tier 3 intervention lessons. **Strategy's Expected Result/Impact:** Increase academic performance by implementing planning and instruction protocols with fidelity. **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	0%	80%	90%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Virtual Math Night **Funding Sources:** Dice and Cards - 211 Title I, Part A - $700	0%	5%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

Performance Objective 2: The percent of Christie students that score Meets grade level or above on STAAR Math 3-5 will increase from 54% in 2019 to 55% by June 2021. The Special Education student group performance will increase from 23% in 2019 to 26% in 2021. The Hispanic student group performance will increase from 48% in 2019 to 52% in 2021.

Evaluation Data Sources: 2020-2021 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: 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. Purposeful, data driven, Tier 2 and tier 3 intervention lessons. **Strategy's Expected Result/Impact:** Increase academic performance by implementing planning and instruction protocols with fidelity. **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

Performance Objective 1: The percent of Christie students that score Meets grade level or above on STAAR Science 5 will increase from 53% in 2019 to 55% by June 2021. The Hispanic student group performance will increase from 41% in 2019 to 45% in 2021. The Special Education student group performance will increase from 40% in 2019 to 42% in 2021.

Evaluation Data Sources: 2020-2021 Science STAAR, STEAM at-home activities with virtual lessons.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Purposeful, data driven, Tier 2 and tier 3 intervention lessons. 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. **Strategy's Expected Result/Impact:** Increase academic performance by implementing planning and instruction protocols with fidelity. **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.2 **Funding Sources:** STEAM at-home activities - 211 Title I, Part A - $400	5%	75%	95%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Use Think Up Science to provide rigorous curriculum that promotes student confidence. **Funding Sources:** Think Up Science - 211 Title I, Part A - $1,500	0%	40%	75%

0% No Progress 100% Accomplished Continue/Modify Discontinue

2020-21 SBIC

Committee Role	Name	Position
Administrator	Airica Kelly	Assistant Principal
Administrator	Sean Flynn	Principal
Classroom Teacher	Kara Yarbrough	Kindergarten Team Leader
Classroom Teacher	Christina Henderson	5th grade Team Leader
Classroom Teacher	Colleen Mier	Special Education Teacher
District-level Professional	Sarah Robinson	Early Childhood/Parent Specialist
Classroom Teacher	Brittany Dean	1st grade teacher
Classroom Teacher	Jennifer Horbovetz	2nd grade teacher
Parent	Esae White	PTA President
Classroom Teacher	Deborah DeLuca	4th gr teacher
Classroom Teacher	Courtney Sanders	3rd grade teacher
Paraprofessional	Katherine Torres	Bilingual Paraprofessional
Community Representative	David Rangel	Business Partner

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Christie

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2024 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	40	43	68		50		45	23	42	64	41	50	52	51
2020	42	45	68		50		46	24	44	65	43	50	53	52
2021	44	48	69		51		48	26	47	67	45	51	55	53
2022	47	51	70		52		49	28	51	69	47	52	57	55
2023	51	56	71		53		52	30	56	72	51	53	60	57
2024	56	61	72		54		55	33	62	76	55	54	64	59

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	34	48	69		70		55	23	46	82	54	56	47	54
2020	36	50	69		70		56	24	48	83	55	56	48	55
2021	38	52	70		71		57	26	50	84	56	57	49	55
2022	41	55	70		71		58	28	53	86	58	57	51	56
2023	45	59	71		72		59	30	57	88	60	58	53	58
2024	50	64	72		73		61	33	62	91	63	59	56	59

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Christie

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2024 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	6	50	21					13	52		30	69	14	83
2019	33	44	71					38	42		43	48	57	49
2020	35	46	71					39	44		45	48	58	50
2021	37	49	72					41	47		47	49	60	51
2022	40	52	73					43	51		49	50	62	53
2023	44	57	74					45	56		53	51	65	55
2024	49	62	75					48	62		57	52	69	57

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Christie

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2024 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	6	50	21					13	52		30	69	14	83
2019	50	36	67					46	40		40	46	36	45
2020	52	38	67					47	42		41	46	37	46
2021	54	40	68					49	44		42	47	38	46
2022	57	43	68					51	47		44	47	40	47
2023	61	47	69					53	51		46	48	42	49
2024	66	52	70					56	56		49	49	45	50

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

Christie - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 34% in 2019 to 36% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
35% 2019 Baseline: 34%	36%	38%	40%	42%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	27	28	47	*	*	*	*	10	24	*	21	36	29	34
2020	28	30	47	*	*	*	*	11	26	*	22	36	30	35
2021	31	32	48	*	*	*	*	12	29	*	24	37	32	36
2022	34	36	48	*	*	*	*	14	33	*	27	37	34	38
2023	38	40	49	*	*	*	*	17	38	*	30	38	37	40
2024	43	46	51	*	*	*	*	20	44	*	35	40	40	42
2019-2021	4	4	1	*	*	*	*	2	5	*	3	1	3	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Christie - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 53% in 2019 to 55% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
54% 2019 Baseline: 53%	55%	56%	57%	58%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	39	41	70	*	*	*	*	40	44	60	45	52	56	53
2020	40	42	70	*	*	*	*	41	45	61	46	52	57	54
2021	43	45	70	*	*	*	*	42	48	62	47	52	58	55
2022	46	47	71	*	*	*	*	44	51	64	48	53	60	56
2023	50	51	71	*	*	*	*	47	55	66	50	53	62	57
2024	55	56	72	*	*	*	*	50	60	69	53	54	65	58
2019-2021	4	4	0	*	*	*	*	2	4	2	2	0	2	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	**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	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students		
Principal	**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 Campuses Only: 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	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	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. ● 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.		
Principal	**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	**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		