

# **Plano Independent School District**

## **Christie Elementary**

**2021-2022**

**Board Approval Date:** November 3, 2021

# 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 and math in grades 3-5 by implementing HB4545 accelerated instruction, small group intervention, and Tier 1, 2, 3 instruction through collaborative team planning using the PISD collaborative team framework. **Root Cause:** We will address the needs of reading and math instruction by implementing collaborative planning as a whole grade level with reading planning on Mondays and math planning on Tuesdays.

# 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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- 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 and math in grades 3-5 by implementing HB4545 accelerated instruction, small group intervention, and Tier 1, 2, 3 instruction through collaborative team planning using the PISD collaborative team framework.

**Root Cause 1:** We will address the needs of reading and math instruction by implementing collaborative planning as a whole grade level with reading planning on Mondays and math planning on Tuesdays.

**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

## **Accountability Data**

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

## **Student Data: Assessments**

- 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
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

- 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
- 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

#### **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







**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 2022.








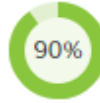





**Performance Objective 1:** HB3 - The percent of Christie 3rd grade students that score meets grade level or above on STAAR Reading will increase from 49% in 2019 to 53% by June 2022. The Special Education student group performance will increase from 38% in 2019 to 43% in 2022. The Economically Disadvantaged student group performance will increase from 42% in 2019 to 51% in 2022.

## HB3 Goal

**Evaluation Data Sources:** 2021-2022 Reading STAAR

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will consistently use the PISD Collaborative Team Framework, Curriculum and resources to design and implement strong Tier instruction as well as Tiered interventions. <b>Strategy's Expected Result/Impact:</b> Using the PISD collaborative team framework, planning protocols, lesson plans aligned with the district curriculum, will include daily learning and language targets, and will be implemented effectively by grade level. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Grade Level Teachers.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will consistently implement social emotional learning that will create a safe and nurturing environment for all students in Social Emotional Welfare. <b>Strategy's Expected Result/Impact:</b> Using SEL resources such as the PISD Second Step curriculum and use of the proactive and positive approach to classroom management such as CHAMPS, morning circle time and Kid Talk in order to meet the SEL needs of all students. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Grade Level Teachers.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
			







Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Grade levels K-5 will implement Data Driven Instruction meetings in order to analyze math and reading data (Science DDI meetings for 5th grade also included). DDI meetings will focus on analyzing student assessment examples, analyzing the standards results, reteach plan and student expectations, reteach resources, and reassessment results and meeting. <b>Strategy's Expected Result/Impact:</b> Using the DDI protocols effective instruction interventions and reteaching will improve student academic growth. <b>Staff Responsible for Monitoring:</b> Grade Level teachers, instructional support staff, instructional specialist, campus administration.	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Implementation of HB 4545 accelerated instruction for grades 4 and 5. <b>Strategy's Expected Result/Impact:</b> Improved student STAAR scores in approaches, meets and masters for grades 4 and 5 for reading and math. <b>Staff Responsible for Monitoring:</b> 4th and 5th grade level teachers, instructional specialists, campus administration.	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Title I tutor to provide small group intervention instruction for students in math and reading. <b>Strategy's Expected Result/Impact:</b> Improved students scores in MAP, Literacy assessments, STAAR. <b>Staff Responsible for Monitoring:</b> Campus Administration.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> Title I adult temp - 211 Title I, Part A - \$9,000	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**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 2022.






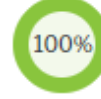

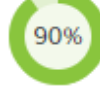


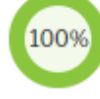





**Performance Objective 2:** The percent of Christie students that score Meets grade level or above on STAAR Reading 3-5 will increase from 51% in 2019 to 55% by June 2022. The Special Education student group performance will increase from 23% in 2019 to 28% in 2022. The English Learner student group performance will increase from 41% in 2019 to 47% in 2022.

**Evaluation Data Sources:** 2021-2022 Reading STAAR

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will consistently use the PISD Collaborative Team Framework, Curriculum and resources to design and implement strong Tier instruction as well as Tiered interventions. <b>Strategy's Expected Result/Impact:</b> Using the PISD collaborative team framework, planning protocols, lesson plans aligned with the district curriculum, will include daily learning and language targets, and will be implemented effectively by grade level. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Grade Level Teachers.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1	Formative		
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Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will consistently implement social emotional learning that will create a safe and nurturing environment for all students in Social Emotional Welfare. <b>Strategy's Expected Result/Impact:</b> Using SEL resources such as the PISD Second Step curriculum and use of the proactive and positive approach to classroom management such as CHAMPS, morning circle time and Kid Talk in order to meet the SEL needs of all students. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Grade Level Teachers.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative		
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Strategy 3 Details	Formative Reviews		
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Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Implementation of HB 4545 accelerated instruction for grades 4 and 5. <b>Strategy's Expected Result/Impact:</b> Improved student STAAR scores in approaches, meets and masters for grades 4 and 5 for reading and math. <b>Staff Responsible for Monitoring:</b> 4th and 5th grade level teachers, instructional specialists, campus administration.	Formative		
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Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Title I tutor to provide small group intervention instruction for students in math and reading. <b>Strategy's Expected Result/Impact:</b> Improved students scores in MAP, Literacy assessments, STAAR. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy <b>Funding Sources:</b> Title I Adult Temp - 211 Title I, Part A - \$9,000	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Christie will have a literacy night on December 2, 2021 to promote literacy and to enhance our parent engagement policy for Title I requirements. <b>Strategy's Expected Result/Impact:</b> Promote literacy with the students and families. To involved parents and families with school educational evening events. <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Specialist, Classroom Teachers.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture <b>Funding Sources:</b> - 211 Title I, Part A - \$2,265	Formative		
	Nov	Feb	June
			
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**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 2022.








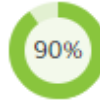





**Performance Objective 1:** HB3 - The percent of Christie 3rd grade students that score meets grade level or above on STAAR Math will increase from 45% in 2019 to 47% by June 2022. The Hispanic student group performance will increase from 36% in 2019 to 43% in 2022. The Economic Disadvantaged student group performance will increase from 40% in 2019 to 47% in 2022.

**HB3 Goal**

**Evaluation Data Sources:** 2021-2022 Math STAAR

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will consistently use the PISD Collaborative Team Framework, Curriculum and resources to design and implement strong Tier instruction as well as Tiered interventions. <b>Strategy's Expected Result/Impact:</b> Using the PISD collaborative team framework, planning protocols, lesson plans aligned with the district curriculum, will include daily learning and language targets, and will be implemented effectively by grade level. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Grade Level Teachers.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1 <b>Funding Sources:</b> Math Manipulatives [Coins] - 211 Title I, Part A - \$200, Think Up Math - 211 Title I, Part A - \$1,800	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will consistently implement social emotional learning that will create a safe and nurturing environment for all students in Social Emotional Welfare. <b>Strategy's Expected Result/Impact:</b> Using SEL resources such as the PISD Second Step curriculum and use of the proactive and positive approach to classroom management such as CHAMPS, morning circle time and Kid Talk in order to meet the SEL needs of all students. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Grade Level Teachers.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
			










Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Grade levels K-5 will implement Data Driven Instruction meetings in order to analyze math and reading data (Science DDI meetings for 5th grade also included). DDI meetings will focus on analyzing student assessment examples, analyzing the standards results, reteach plan and student expectations, reteach resources, and reassessment results and meeting. <b>Strategy's Expected Result/Impact:</b> Using the DDI protocols effective instruction interventions and reteaching will improve student academic growth. <b>Staff Responsible for Monitoring:</b> Grade Level teachers, instructional support staff, instructional specialist, campus administration.	Formative		
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<b>Strategy 4:</b> Implementation of HB 4545 accelerated instruction for grades 4 and 5. <b>Strategy's Expected Result/Impact:</b> Improved student STAAR scores in approaches, meets and masters for grades 4 and 5 for reading and math. <b>Staff Responsible for Monitoring:</b> 4th and 5th grade level teachers, instructional specialists, campus administration.	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Title I tutor to provide small group intervention instruction for students in math and reading. <b>Strategy's Expected Result/Impact:</b> Improved students scores in MAP, Literacy assessments, STAAR. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy <b>Funding Sources:</b> Title I adult Temp - 211 Title I, Part A - \$9,000	Formative		
	Nov	Feb	June
			
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**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 2022.

**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 56% by June 2022. The Special Education student group performance will increase from 23% in 2019 to 28% in 2022. The Hispanic student group performance will increase from 48% in 2019 to 55% in 2022.

**Evaluation Data Sources:** 2021-2022 Math STAAR

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will consistently use the PISD Collaborative Team Framework, Curriculum and resources to design and implement strong Tier instruction as well as Tiered interventions. <b>Strategy's Expected Result/Impact:</b> Using the PISD collaborative team framework, planning protocols, lesson plans aligned with the district curriculum, will include daily learning and language targets, and will be implemented effectively by grade level. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Grade Level Teachers.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.1	Formative		
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Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will consistently implement social emotional learning that will create a safe and nurturing environment for all students in Social Emotional Welfare. <b>Strategy's Expected Result/Impact:</b> Using SEL resources such as the PISD Second Step curriculum and use of the proactive and positive approach to classroom management such as CHAMPS, morning circle time and Kid Talk in order to meet the SEL needs of all students. <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Specialist, Grade Level Teachers.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Grade levels K-5 will implement Data Driven Instruction meetings in order to analyze math and reading data (Science DDI meetings for 5th grade also included). DDI meetings will focus on analyzing student assessment examples, analyzing the standards results, reteach plan and student expectations, reteach resources, and reassessment results and meeting. <b>Strategy's Expected Result/Impact:</b> Using the DDI protocols effective instruction interventions and reteaching will improve student academic growth. <b>Staff Responsible for Monitoring:</b> Grade Level teachers, instructional support staff, instructional specialist, campus administration.	Formative		
	Nov	Feb	June
			







Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Implementation of HB 4545 accelerated instruction for grades 4 and 5. <b>Strategy's Expected Result/Impact:</b> Improved student STAAR scores in approaches, meets and masters for grades 4 and 5 for reading and math. <b>Staff Responsible for Monitoring:</b> 4th and 5th grade level teachers, instructional specialists, campus administration.	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Title I tutor to provide small group intervention instruction for students in math and reading. <b>Strategy's Expected Result/Impact:</b> Improved students scores in MAP, Literacy assessments, STAAR. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Funding Sources:</b> Title I adult temp - 211 Title I, Part A - \$9,000	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Christie Elementary will have a math night on February 3, 2022 to promote learning in the content are of math and to enhance our parent engagement policy for Title I requirements. <b>Strategy's Expected Result/Impact:</b> Promote learning in the area of math with the students and families. To involve parents and families with school educational evening events. <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Specialists, Classroom Teachers.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6, 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 211 Title I, Part A - \$2,265	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			








**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 2022.

**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 56% by June 2022. The Hispanic student group performance will increase from 41% in 2019 to 47% in 2022. The Special Education student group performance will increase from 40% in 2019 to 44% in 2022.

**Evaluation Data Sources:** 2021-2022 Science STAAR, STEAM at-home activities with virtual lessons.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will consistently use the PISD Collaborative Team Framework, Curriculum and resources to design and implement strong Tier instruction as well as Tiered interventions. <b>Strategy's Expected Result/Impact:</b> Using the PISD collaborative team framework, planning protocols, lesson plans aligned with the district curriculum, will include daily learning and language targets, and will be implemented effectively by grade level. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Grade Level Teachers.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6, 3.2 <b>Funding Sources:</b> STEAM at-home activities - 211 Title I, Part A - \$400	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will consistently implement social emotional learning that will create a safe and nurturing environment for all students in Social Emotional Welfare. <b>Strategy's Expected Result/Impact:</b> Using SEL resources such as the PISD Second Step curriculum and use of the proactive and positive approach to classroom management such as CHAMPS, morning circle time and Kid Talk in order to meet the SEL needs of all students. <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Specialist, Grade Level Teachers.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Grade levels K-5 will implement Data Driven Instruction meetings in order to analyze math and reading data (Science DDI meetings for 5th grade also included). DDI meetings will focus on analyzing student assessment examples, analyzing the standards results, reteach plan and student expectations, reteach resources, and reassessment results and meeting.</p> <p><b>Strategy's Expected Result/Impact:</b> Using the DDI protocols effective instruction interventions and reteaching will improve student academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level teachers, instructional support staff, instructional specialist, campus administration.</p>	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

# S.B.I.C.

Committee Role	Name	Position
Administrator	Airica Kelly	Assistant Principal
Administrator	Sean Flynn	Principal
Classroom Teacher	Brittany Dean	1st grade teacher
Classroom Teacher	Jennifer Horbovetz	3rd grade teacher
Classroom Teacher	Megan Allen	5th grade teacher
Parent	J.D. Busch	Parent
Business Representative	Catrina Porter	Realtor
District-level Professional	Nehal Elramly	Special Ed Diagnostician
Non-classroom Professional	Madison Boger	Counselor
Paraprofessional	Manuela Lustosa	paraprofessional



# Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,002.00
+/- Difference					\$7,002.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,080.00
+/- Difference					\$1,080.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Title I adult temp		\$9,000.00
1	2	5	Title I Adult Temp		\$9,000.00
1	2	6			\$2,265.00
2	1	1	Math Manipulatives [Coins]		\$200.00
2	1	1	Think Up Math		\$1,800.00
2	1	5	Title I adult Temp		\$9,000.00
2	2	5	Title I adult temp		\$9,000.00
2	2	6			\$2,265.00
3	1	1	STEAM at-home activities		\$400.00
Sub-Total					\$42,930.00
Budgeted Fund Source Amount					\$233,265.00
+/- Difference					\$190,335.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,900.00
+/- Difference					\$7,900.00
Grand Total Budgeted					\$249,247.00
Grand Total Spent					\$42,930.00
+/- Difference					\$206,317.00

# 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
<b>2019 # of Students</b>	6	50	21					13	52		30	69	14	83
<b>2019</b>	33	44	71					38	42		43	48	57	49
<b>2020</b>	35	46	71					39	44		45	48	58	50
<b>2021</b>	37	49	72					41	47		47	49	60	51
<b>2022</b>	40	52	73					43	51		49	50	62	53
<b>2023</b>	44	57	74					45	56		53	51	65	55
<b>2024</b>	49	62	75					48	62		57	52	69	57

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	44	40	70	43	77	-	57	37	37	53	48	63	53	60
<b>District 2024 Goal</b>	60	58	74	60	81	68	67	47	57	65	62	67	65	68
<b>District Increase 2019 to 2021</b>	4	4	1	4	1	2	3	3	5	3	4	1	3	2
<b>District Increase 2019 to 2024</b>	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
<b>2019 # of Students</b>	6	50	21					13	52		30	69	14	83
<b>2019</b>	50	36	67					46	40		40	46	36	45
<b>2020</b>	52	38	67					47	42		41	46	37	46
<b>2021</b>	54	40	68					49	44		42	47	38	46
<b>2022</b>	57	43	68					51	47		44	47	40	47
<b>2023</b>	61	47	69					53	51		46	48	42	49
<b>2024</b>	66	52	70					56	56		49	49	45	50

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	43	44	72	71	85	-	63	40	43	57	58	67	57	65
<b>District 2024 Goal</b>	59	60	75	74	88	70	69	50	59	66	67	70	66	70
<b>District Increase 2019 to 2021</b>	4	4	1	1	1	2	2	3	4	2	2	1	2	2
<b>District Increase 2019 to 2024</b>	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	<p><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul>	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal	<p><b>Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● 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.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● K-8 Measure MVPA and physical activity time</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>● Utilize social media to keep parents and</li> </ul>		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none"><li>● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li><li>● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li><li>● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li></ul>		
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