Plano Independent School District

Centennial Elementary

2021-2022

Board Approval Date: November 3, 2021

Mission Statement

We, Centennial Elementary, with the support of family and community, commit to academic excellence and to the development of life-long learners today, who will become responsible citizens of tomorrow.

Vision

Committed to Excellence
Dedicated to Caring
Powered by Learning
PISD Proud

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Twenty-five languages are spoken at Centennial Elementary which serves Kindergarten through 5th grade students. Centennial, which is part of the Plano West Senior High feeder pattern of Plano ISD, is predominantly a neighborhood school. This diverse campus has many student groups. The student population is broken down by the following demographics: Asian 38%, White 36%, Hispanic 10%, African American 10% and 2 or more races 6%. The 2020 mobility rate for Centennial Elementary was 11.8%, similar to the district average and below the state average (10.7% and 16% respectively). Attendance rates at Centennial have stayed consistent over the last 3 years. At 96.8%, the attendance rate is above the District (96.2%) and State (95.4%) averages. Centennial Elementary's student groups include 17% English Learners, 15% Gifted and Talented, and 11% Special Education. Additionally, the District Free and Reduced Lunch Report for the 2021 fiscal year shows that 9% of the student population at Centennial Elementary is Economically Disadvantaged compared to the district which is 36% Economically Disadvantaged.

Demographics Strengths

- Economically Disadvantaged rate as of May 2021 for Centennial elementary is 9% compared to the district rate of 36%.
- Attendance rates have been consistent and are above the district and state averages.
- The mobility rate is comparable to the district and lower than the state average.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of special education students has doubled in three years. **Root Cause:** New instructional strategies may be needed to meet the needs of all learners.

Student Learning

Student Learning Summary

Centennial 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.

According to the TEA (Texas Education Agency), Centennial Elementary School has a 2019 Campus Accountability overall score of 95 (Letter Grade A). The overall score is based on the school's performance in three different domains: Students Achievement, School Progress, and Closing the Gaps. In the domain of Student Achievement, Centennial's accountability score remained the same at 94 from last year to this year. The Student Achievement domain is based on STAAR performance only (grades 3, 4, and 5) and informs us how much students know and are able to do at the end of the year. The School Progress domain informs how students are performing over time and compares that progress to similar schools. This domain is based upon Academic Growth and Relative Performance and the higher of Growth or Performance is used to determine the School Progress score. Centennial scored a 91 in Academic Growth in 2019 and the same in 2018. In the area of relative performance, Centennial's score was 82 in 2018 and 82 in 2019. The Closing the Gaps domain tells us how well different populations of students on the campus are performing. Centennial scored a 98 in 2019, and a 100 in 2018.

STAAR Data

Reading: 3rd: 87% Approaches, 39% Masters

4th: 88% Approaches, 34% Masters

5th: 90% Approaches, 60% Masters

Math: 3rd: 80% Approaches, 36% Masters

4th: 86% Approaches, 49% Masters

5th: 91% Approaches, 58% Masters

Writing: 4th: 87% Approaches, 19% Masters

Science: 5th: 82% Approaches, 27% Masters

Student Learning Strengths

- Accountability rating was a 95 and letter grade A for the 18-19 school year
- Academic growth was a score of 91
- Results for different populations of students on the campus was a 98
- Distinction earned in the area of Postsecondary Readiness

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to re-establish the systematic approach for differentiation to meet the needs of ALL learners that was created in the spring of 2020 before lockdown. **Root Cause:** Due to COVID restrictions and the changes in learning environments, planning for specific groups of students in collaborative teams was challenging because the learning had to meet specific protocols.

Problem Statement 2: During COVID, collaborative teams had limitations with resources for high achieving students. During the planning process, teams tended to focus more on the struggling learners. **Root Cause:** Although the model is to address the needs of all students, there was a tendency to pull and meet with struggling learners more often than high performers.

School Processes & Programs

School Processes & Programs Summary

It is the goal of Centennial Elementary to support the learning of all its students through effective instruction in every classroom. In the 2018-2019 school year, Centennial staff embraced the High Reliability Schools (HRS) Level 1 Protocol for collaborative team planning setting the stage for instructional conversations aimed at increasing student achievement. Centennial's (Plano ISD's) curriculum is designed to infuse literacy throughout the day. The schedule is set with allotted times throughout the school day for guided reading, writing workshop, Words Their Way, learning centers, as well as a literacy content block. In addition, our K-5 classes utilize units that assist our teachers in planning literacy instruction that integrates reading and writing skills across content areas. The Master Schedule has helped to provide good collaboration amongst teams and building staff. I/E (intervention and extension) from 8-8:30 daily is embedded into the master schedule and provides more accountability across grade levels. Peer-to-peer, administrative and team planning Walkthroughs provide helpful feedback to staff. The turn around time of the walk through feedback is quick and effective. Vertical teams worked well in meeting consistently and focusing on vertical alignment. Centennial Elementary employs high-quality, talented staff. Centennial is fortunate to have a dedicated staff with a low turnover rate.

School Processes & Programs Strengths

- Staff use social emotional learning, morning meetings and restorative practices to manage classroom behaviors.
- Staff enjoyed the opportunity to participate in peer-to-peer walkthroughs and receive feedback from administrators as well as colleagues.
- Vertical teams play a vital role in sharing information across grade levels.
- Collaborative teams meet regularly and utilize extended planning days.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Staff have been trained on common formative assessments, but during the 19-20 school year were not regularly using them to drive instruction and intervention due to COVID limitations. **Root Cause:** Common formative assessments were not a focus during COVID due to protocols that needed to be followed and managing safety guidelines.

Perceptions

Perceptions Summary

Centennial Elementary exhibits a culture of inclusivity where staff build relationships with all students, staff members and parents. Staff members work collaboratively and demonstrate respect for each other. Campus and staff survey data supports that Centennial is a Professional Learning Community with flourishing collaborative teams in place. Overall, staff and administrators agree that Centennial has a positive school climate based on HRS (High Reliability Schools) survey data. The school has a collaborative,safe and orderly environment. Students seem to like school as evidenced by Centennial's 97.3% attendance rate. At Centennial, partnerships with parents and the community are valued and cherished. The school has a very active PTA that supports the school, teachers, and students in many ways. In the 2018-2019 school year, the PTA paid for student field trips for all grade levels, supported many after-school programs and coordinated special events such as the Color Run, Multicultural Night and Texas Day. They provided key instructional resources for teachers to support effective teaching in every classroom. The PTA has supported teacher appreciation events to honor Centennial's teachers and thank them for their hard work. The Watch D.O.G. Program continues to grow every year where dads come and spend a day at Centennial, follow a schedule which includes meeting with student groups in every grade level. They also spend lunch, recess and specials with their own student. In 2018-2019 there were 126 Watch D.O.G.s who served at Centennial. This program has received very positive feedback from teachers, students and the dads who participated.

Perceptions Strengths

- Teachers and administrators feel that Centennial has a collaborative and safe environment.
- Centennial has a very strong and supportive PTA.
- The Watch D.O.G. program has an overall positive impact on the school environment.
- Staff feel that the campus has a collaborative environment.

Priority Problem Statements

Problem Statement 1: There is a need to re-establish the systematic approach for differentiation to meet the needs of ALL learners that was created in the spring of 2020 before lockdown.

Root Cause 1: Due to COVID restrictions and the changes in learning environments, planning for specific groups of students in collaborative teams was challenging because the learning had to meet specific protocols.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Staff have been trained on common formative assessments, but during the 19-20 school year were not regularly using them to drive instruction and intervention due to COVID limitations.

Root Cause 2: Common formative assessments were not a focus during COVID due to protocols that needed to be followed and managing safety guidelines.

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

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

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- 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/ELA from 2019 to 2022.

Performance Objective 1: HB3 - The percent of Centennial 3rd grade students that score meets grade level or above on STAAR Reading will increase from 78% in 2019 to 82% by June 2022. The SPED student group performance will increase from 56% in 2019 to 61% in 2022. The Eco Dis student group performance will increase from 38% in 2019 to 47% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: During Intervention and Extension, targeted groups are held daily in K-5 classrooms to allow students the ability to progress from their beginning of year instructional level. Teachers will identify foundational skill gaps and set individual student goals through the RTI process using the Edugence system. Allow for academic teachers and special education teachers to provide additional support in order to meet the needs of all students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: The master schedule reflects time in every grade level dedicated to small group / targeted instruction, reading records, MAP scores, walk throughs, lesson plans. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Leadership team		60%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers use formative and summative assessment data to drive instruction and formally discuss this data at regularly scheduled data meetings. Students in classrooms take ownership of their data using tools such as data trackers, data binders or data walls that build hope, efficacy and achievement. Students who have not met expected progress or growth the previous year will be identified, targeted and monitored by all staff through the Champion Program.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will use results of common formative assessments, district and unit assessments to drive targeted instruction. Teachers, administrators and instructional specialists will meet regularly to discuss and analyze data at regularly scheduled data meetings. the Champion list will be strategically developed and monitored for optimum results. These students will meet or exceed growth as measured by STAAR, MAP and/or TELPAS. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Instructional Staff (clasroom and support)		50%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Through the use of the Centennial Instructional Model and Collaborative Team Framework grade level teams will spend 3 planning periods a week (Monday, Tuesday and Wednesday) to collaboratively plan instruction to unpack the TEKS and continuously evaluate student data in order to answer PLC questions 3 and 4. On a regular basis grade level teams will be provided extended planning periods to plan collaboratively using substitute teachers effectively in order to dedicate a bigger block of time for collaborative academic planning. **Strategy's Expected Result/Impact:** When reviewing lesson plans on a regular basis, questions 3 and 4 will be addressed. This will ensure differentiated instruction for all learners. **Staff Responsible for Monitoring:** Grade level teachers/teams, leadership team, principal/assistant principal	Formative		
	Nov	Feb	June
		40%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Strategies learned from the Reading Academy will be applied in planning, instruction and learning. All teachers will participate in a monthly book study "Shifting the Balance" to continue to develop and apply research based literacy strategies in the classroom. **Strategy's Expected Result/Impact:** Book study results in the use of key reading strategies incorporated in lesson plans, whole group and small group instruction. Improved reading levels through reading records and MAP scores. **Staff Responsible for Monitoring:** Leadership Team	Formative		
	Nov	Feb	June
		45%	90%

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

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/ELA from 2019 to 2022.

Performance Objective 2: The percent of Centennial students that score Meets grade level or above on STAAR ELAR 3-5 will increase from 78% in 2019 to 82% by June 2022. The African American student group performance will increase from 26% in 2019 to 33% in 2022. The Eco Dis student group performance will increase from 33% in 2019 to 42% in 2022.

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: During Intervention and Extension, targeted groups are held daily in K-5 classrooms to allow students the ability to progress from their beginning of year instructional level. Teachers will identify foundational skill gaps and set individual student goals through the RTI process using the Edugence system. Allow for academic teachers and special education teachers to provide additional support in order to meet the needs of all students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: The master schedule reflects time in every grade level dedicated to small group / targeted instruction, reading records, MAP scores, walk throughs, lesson plans. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Leadership team		60%	90%

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers use formative and summative assessment data to drive instruction and formally discuss this data at regularly scheduled data meetings. Students in classrooms take ownership of their data using tools such as data trackers, data binders or data walls that build hope, efficacy and achievement. Students who have not met expected progress or growth the previous year will be identified, targeted and monitored by all staff through the Champion Program.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will use results of common formative assessments, district and unit assessments to drive targeted instruction. Teachers, administrators and instructional specialists will meet regularly to discuss and analyze data at regularly scheduled data meetings. the Champion list will be strategically developed and monitored for optimum results. These students will meet or exceed growth as measured by STAAR, MAP and/or TELPAS. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional staff (classroom and support)		60%	90%

Strategy 3 Details	Formative Reviews		
Strategy 3: Through the use of the Centennial Instructional Model and Collaborative Team Framework grade level teams will spend 3 planning periods a week (Monday, Tuesday and Wednesday) to collaboratively plan instruction to unpack the TEKS and continuously evaluate student data in order to answer PLC questions 3 and 4. On a regular basis grade level teams will be provided extended planning periods to plan collaboratively using substitute teachers effectively in order to dedicate a bigger block of time for collaborative academic planning.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: When reviewing lesson plans on a regular basis, questions 3 and 4 will be addressed. this will ensure differentiated instruction for all learners. **Staff Responsible for Monitoring:** Grade level teachers/teams, leadership team, principal/assistant principal **TEA Priorities:** Build a foundation of reading and math		60%	90%

Strategy 4 Details	Formative Reviews		
Strategy 4: Strategies learned from the Reading Academy will be applied in planning, instruction and learning. All teachers will participate in a monthly book study "Shifting the Balance" to continue to develop and apply research based literacy strategies in the classroom.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Book study results in the use of key reading strategies incorporated in lesson plans, whole group and small group instruction. Improved reading levels through reading records and MAP scores. **Staff Responsible for Monitoring:** Grade level teachers/teams, leadership team, principal/assistant principal		60%	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 2022.

Performance Objective 1: HB3 - The percent of Centennial 3rd grade students that score meets grade level or above on STAAR Math will increase from 77% in 2019 to 79% by June 2022. The Eco Dis student group performance will increase from 38% in 2019 to 45% in 2022. The African American student group performance will increase from 13% in 2019 to 20% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: During Intervention and Extension, targeted groups are held daily in K-5 classrooms to allow students the ability to progress from their beginning of year instructional level. Teachers will identify foundational skill gaps and set individual student goals through the RTI process using the Edugence system. Allow for academic teachers and special education teachers to provide additional support in order to meet the needs of all students.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: The master schedule reflects time in every grade level dedicated to small group / targeted instruction, reading records, MAP scores, walk throughs, lesson plans.		60%	85%
Staff Responsible for Monitoring: Principal, Asst. Principal, Leadership team			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers use formative and summative assessment data to drive instruction and formally discuss this data at regularly scheduled data meetings. Students in classrooms take ownership of their data using tools such as data trackers, data binders or data walls that build hope, efficacy and achievement. Students who have not met expected progress or growth the previous year will be identified, targeted and monitored by all staff through the Champion Program.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers will use results of common formative assessments, district and unit assessments to drive targeted instruction. Teachers, administrators and instructional specialists will meet regularly to discuss and analyze data at regularly scheduled data meetings. the Champion list will be strategically developed and monitored for optimum results. These students will meet or exceed growth as measured by STAAR, MAP and/or TELPAS.		60%	85%
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional staff (classroom and support)			

Strategy 3 Details	Formative Reviews		
Strategy 3: Through the use of the Centennial Instructional Model and Collaborative Team Framework grade level teams will spend 3 planning periods a week (Monday, Tuesday and Wednesday) to collaboratively plan instruction to unpack the TEKS and continuously evaluate student data in order to answer PLC questions 3 and 4. On a regular basis grade level teams will be provided extended planning periods to plan collaboratively using substitute teachers effectively in order to dedicate a bigger block of time for collaborative academic planning. **Strategy's Expected Result/Impact:** When reviewing lesson plans on a regular basis, questions 3 and 4 will be addressed. this will ensure differentiated instruction for all learners. **Staff Responsible for Monitoring:** Grade level teachers/teams, leadership team, principal/assistant principal	Formative		
	Nov	**Feb**	**June**
		60%	85%

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 2022.

Performance Objective 2: The percent of Centennial students that score Meets grade level or above on STAAR Math 3-5 will increase from 82% in 2019 to 84% by June 2022. The African American student group performance will increase from 16% in 2019 to 23% in 2022. The Eco Dis student group performance will increase from 52% in 2019 to 59% in 2022.

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: During Intervention and Extension, targeted groups are held daily in K-5 classrooms to allow students the ability to progress from their beginning of year instructional level. Teachers will identify foundational skill gaps and set individual student goals through the RTI process using the Edugence system. Allow for academic teachers and special education teachers to provide additional support in order to meet the needs of all students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: The master schedule reflects time in every grade level dedicated to small group / targeted instruction, reading records, MAP scores, walk throughs, lesson plans. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Leadership team **TEA Priorities:** Build a foundation of reading and math		60%	90%

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers use formative and summative assessment data to drive instruction and formally discuss this data at regularly scheduled data meetings. Students in classrooms take ownership of their data using tools such as data trackers, data binders or data walls that build hope, efficacy and achievement. Students who have not met expected progress or growth the previous year will be identified, targeted and monitored by all staff through the Champion Program.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will use results of common formative assessments, district and unit assessments to drive targeted instruction. Teachers, administrators and instructional specialists will meet regularly to discuss and analyze data at regularly scheduled data meetings. the Champion list will be strategically developed and monitored for optimum results. These students will meet or exceed growth as measured by STAAR, MAP and/or TELPAS. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional staff (classroom and support) **TEA Priorities:** Build a foundation of reading and math		60%	90%

Strategy 3 Details	Formative Reviews		
Strategy 3: Through the use of the Centennial Instructional Model and Collaborative Team Framework grade level teams will spend 3 planning periods a week (Monday, Tuesday and Wednesday) to collaboratively plan instruction to unpack the TEKS and continuously evaluate student data in order to answer PLC questions 3 and 4. On a regular basis grade level teams will be provided extended planning periods to plan collaboratively using substitute teachers effectively in order to dedicate a bigger block of time for collaborative academic planning.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: When reviewing lesson plans on a regular basis, questions 3 and 4 will be addressed. this will ensure differentiated instruction for all learners. **Staff Responsible for Monitoring:** Grade level teachers/teams, leadership team, principal/assistant principal **TEA Priorities:** Build a foundation of reading and math		60%	100%

0% No Progress   100% 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 2022.

Performance Objective 1: The percent of Centennial students that score Meets grade level or above on STAAR Science 5 will increase from 66% in 2019 to 69% by June 2022. The SPED student group performance will increase from 29% in 2019 to 33% in 2022. The Eco Dis student group performance will increase from 31% in 2019 to 38% in 2022.

    Evaluation Data Sources: 2022 STAAR Assessment

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: During Intervention and Extension, targeted groups are held daily in K-5 classrooms to allow students the ability to progress from their beginning of year instructional level. Teachers will identify foundational skill gaps and set individual student goals through the RTI process using the Edugence system. Allow for academic teachers and special education teachers to provide additional support in order to meet the needs of all students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: The master schedule reflects time in every grade level dedicated to small group / targeted instruction, reading records, MAP scores, walk throughs, lesson plans. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Leadership team		60%	95%

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers use formative and summative assessment data to drive instruction and formally discuss this data at regularly scheduled data meetings. Students in classrooms take ownership of their data using tools such as data trackers, data binders or data walls that build hope, efficacy and achievement. Students who have not met expected progress or growth the previous year will be identified, targeted and monitored by all staff through the Champion Program.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Science MAP scores, teachers will use results of common formative assessments, district and unit assessments to drive targeted instruction. Teachers, administrators and instructional specialists will meet regularly to discuss and analyze data at regularly scheduled data meetings. The Champion list will be strategically developed and monitored for optimum results. These students will meet or exceed growth as measured by STAAR, MAP and/or TELPAS. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional staff (classroom and support)		60%	95%

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Through the use of the Centennial Instructional Model and Collaborative Team Framework grade level teams will spend 3 planning periods a week (Monday, Tuesday and Wednesday) to collaboratively plan instruction to unpack the TEKS and continuously evaluate student data in order to answer PLC questions 3 and 4. On a regular basis grade level teams will be provided extended planning periods to plan collaboratively using substitute teachers effectively in order to dedicate a bigger block of time for collaborative academic planning.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: When reviewing lesson plans on a regular basis, questions 3 and 4 will be addressed. This will ensure differentiated instruction for all learners. **Staff Responsible for Monitoring:** Grade level teachers/teams, leadership team, principal/assistant principal		55%	95%
0% No Progress 100% Accomplished Continue/Modify ✕ Discontinue			

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Sara Stewart	School Principal
Administrator	Molly Pond	Assistant Principal
Non-classroom Professional	Jenn Kay	PE Teacher
Classroom Teacher	Jenn Collins	1st Grade Teacher
Community Representative	Betty Bonnett	Community Representative
Business Representative	Carlos Caamal	Business Representative
Business Representative	Mike Fuller	Business Representative
Classroom Teacher	Matt Miller	4th Grade Teacher
Non-classroom Professional	Alison Oestricher	School Counselor
School Resource Officer	Allison McCann	School Resource Officer
Non-classroom Professional	Cody McGregor	Instructional Specialist
Paraprofessional	Dorrian Holmes	Campus Paraprofessional
District-level Professional	Rachel Beachy	District Literacy Specialist
Non-classroom Professional	Katy White	PACE Teacher
Parent	Abeezar Shipchandler	Parent
Parent	Lipsa Shah	Parent
Parent	Reagan Glover	Parent
Parent	Chandra Pingali	Parent
Parent	Dhaval Barot	Parent
Parent	Hiba Rahim	Parent
Parent	Antonio Glenn	Parent
Parent	Michelle Massaro	PTA President

Campus Funding Summary

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Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

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	26	67	86		86		56	57	33	100	76	83	70	78
2020	28	69	86		86		57	58	35	100	78	83	71	79
2021	30	72	87		87		59	60	38	100	80	84	73	80
2022	33	75	88		88		60	62	42	100	82	85	75	82
2023	37	80	89		89		63	64	47	100	86	86	78	84
2024	42	85	90		90		66	67	53	100	90	87	82	86

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	16	67	88		93		89	63	52	60	85	86	75	82
2020	18	69	88		93		90	64	54	61	86	86	76	83
2021	20	71	89		94		91	66	56	62	87	87	77	83
2022	23	74	89		94		92	68	59	64	89	87	79	84
2023	27	78	90		95		93	70	63	66	91	88	81	86
2024	32	83	91		96		95	73	68	69	94	89	84	87

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		10	37		42			16	8		23	69	30	99
2019	25	60	86		86			56	38		70	81	70	78
2020	27	62	86		86			57	40		72	81	71	79
2021	29	65	87		87			59	43		74	82	73	80
2022	32	68	88		88			61	47		76	83	75	82
2023	36	73	89		89			63	52		80	84	78	84
2024	41	78	90		90			66	58		84	85	82	86

District Goals for Grade 3 STAAR

	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
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

Centennial

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		10	37		42			16	8		23	69	30	99
2019	13	50	84		90			63	38		74	81	67	77
2020	15	52	84		90			64	40		75	81	68	78
2021	17	54	85		91			66	42		76	82	69	78
2022	20	57	85		91			68	45		78	82	71	79
2023	24	61	86		92			70	49		80	83	73	81
2024	29	66	87		93			73	54		83	84	76	82

District Goals for Grade 3 STAAR

	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
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

Centennial - 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 70% in 2019 to 72% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
71% 2019 Baseline: 70%	72%	74%	76%	78%

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	67	54	71	*	74	*	*	57	33	*	60	72	67	70
2020	68	56	71	*	74	*	*	58	35	*	61	72	68	71
2021	71	58	72	*	75	*	*	59	38	*	63	73	70	72
2022	74	62	72	*	75	*	*	61	42	*	66	73	72	74
2023	78	66	73	*	76	*	*	64	47	*	69	74	75	76
2024	83	72	75	*	78	*	*	67	53	*	74	76	78	78
2019-2021	4	4	1	*	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

Centennial - 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 66% in 2019 to 68% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
67% 2019 Baseline: 66%	68%	69%	70%	71%

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	0	56	78	*	70	*	67	29	31	*	56	72	57	66
2020	1	57	78	*	70	*	67	30	32	*	57	72	58	67
2021	4	60	78	*	70	*	68	31	35	*	58	72	59	68
2022	7	62	79	*	71	*	69	33	38	*	59	73	61	69
2023	11	66	79	*	71	*	71	36	42	*	61	73	63	70
2024	16	71	80	*	72	*	73	39	47	*	64	74	66	71
2019-2021	4	4	0	*	0	*	1	2	4	*	2	0	2	2

	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	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		