

Plano Independent School District

Christie Elementary

2022-2023

Board Approval Date: September 20, 2022

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

- Free and reduced lunch total dropped to 54%. Many families did not complete the F&R forms due to every student receiving free meals. We have stressed the importance of completing the F&R forms for 22-23.
- Enrollment is around 580.
- K-2 are the highest enrollment grades.
- EL- consistent throughout -30-35 %
- Sped is consistent - about 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.
- ELs:

Bilinguals are performing well compared to district. MAS stated the strength with our ELL scores/growth.

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.

Problem Statement 2 (Prioritized): Improve STAAR and MAP reading and math in grades 3-5 (STAAR/MAP) and K-2 (MAP) by implementing HB4545 and HB3 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.

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 and MAP reading and math in grades 3-5 (STAAR/MAP) and K-2 (MAP) by implementing HB4545 and HB3 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

- Grade K-5 participating in Collaborative Team planning with use of PISD Collaborative Team Framework
- CHAMPS
- 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
- Admin Walk throughs with feedback from Christie Campus Instructional Snapshot (HRS 2)
- PDH
- Data Analysis Meetings
- Data Driven Instruction Meeting to analyze data, find common trends, share teaching practices, plan for reteaching and/or intervention.
- 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.

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
- Admin Walk throughs with feedback based on Campus Instructional Snapshot (created collaboratively by all teaching staff)
- PDH
- Data Driven Instruction meeting for grades K-5 to analyze student data and plan for reteaching/intervention/enrichment
- 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.

Problem Statement 2 (Prioritized): Improve STAAR and MAP reading and math in grades 3-5 (STAAR/MAP) and K-2 (MAP) by implementing HB4545 and HB3 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.

Perceptions

Perceptions Summary

- Employee Relations - “Staff spotlight recognitions weekly, Pawsome cards.
- Staff holding afterschool Club Activities
- Strong partnership with Custer Road Church
- Food pantry to assistant parents
- Mentoring for students
- PTA is strong and very involved in creating opportunities to bring in families.
- Staff has a family atmosphere
- PLC processes throughout the school community

Perceptions Strengths

Strengths

- - Employee Relations - “Staff spotlight recognitions weekly, Pawsome cards.
 - Staff holding afterschool Club Activities
 - Strong partnership with Custer Road Church
 - Food pantry to assistant parents
 - Mentoring for students
 - PTA is strong and very involved in creating opportunities to bring in families.
 - Staff has a family atmosphere
 - PLC processes throughout the school community

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

Problem Statement 2 (Prioritized): Improve STAAR and MAP reading and math in grades 3-5 (STAAR/MAP) and K-2 (MAP) by implementing HB4545 and HB3 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.

Priority Problem Statements

Problem Statement 1: Improve STAAR and MAP reading and math in grades 3-5 (STAAR/MAP) and K-2 (MAP) by implementing HB4545 and HB3 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: Demographics - Student Learning - School Processes & Programs - Perceptions

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

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 Reading from 2022 to 2023.

Performance Objective 1: HB3 - The percent of Christie 3rd grade students that score meets grade level or above on STAAR Reading will increase from 54% in 2022 to 55% by June 2023. The Special Education student group performance will increase from 41% in 2022 to 44% in 2023. The English learner student group performance will increase from 41% in 2022 to 43% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 Reading STAAR



Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will consistently use the PISD Collaborative Team Framework, Curriculum and resources to design and implement strong Tier instruction as well as Tiered interventions. Provide K-5 Grade Level Teams Extended Planning days (November, February, April) in order to complete collaborative planning, analyze data, creating professional development plan, and opportunities to observe and discuss effective teaching. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Grade Level Teachers. Title I: 2.4, 2.5, 2.6, 4.1	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will consistently implement social emotional learning that will create a safe and nurturing environment for all students in Social Emotional Welfare. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Grade Level Teachers. Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
			


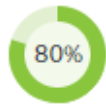





Strategy 3 Details	Formative Reviews		
Strategy 3: Grade levels K-5 will implement Data Driven Instruction meetings in order to analyze math and reading data (Science DDI meetings for 5th grade also included). DDI meetings will focus on analyzing student assessment examples, analyzing the standards results, reteach plan and student expectations, reteach resources, and reassessment results and meeting. Strategy's Expected Result/Impact: Using the DDI protocols effective instruction interventions and reteaching will improve student academic growth. Staff Responsible for Monitoring: Grade Level teachers, instructional support staff, instructional specialist, campus administration.	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Implementation of HB 4545 accelerated instruction for grades 4 and 5 and HB 3 for grades K-3. Title I tutor to provide small group intervention instruction for students in math and reading. Strategy's Expected Result/Impact: Improved student STAAR scores in approaches, meets and masters for grades 4 and 5 for reading and math. Improve MAP scores in grades K-3. Staff Responsible for Monitoring: K-5 grade level teachers, instructional specialists, campus administration. Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Title I Adult Temp - 211 Title I, Part A - \$7,450	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 Reading from 2022 to 2023.

Performance Objective 2: The percent of Christie students that score Meets grade level or above on STAAR Reading 3-5 will increase from 52% in 2022 to 53% by June 2023. The Special Education student group performance will increase from 33% in 2022 to 36% in 2023. The English Learner student group performance will increase from 43% in 2022 to 45% in 2023.

Evaluation Data Sources: 2023 Reading STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will consistently use the PISD Collaborative Team Framework, Curriculum and resources to design and implement strong Tier instruction as well as Tiered interventions. Provide K-5 Grade Level Teams Extended Planning days (November, February, April) in order to complete collaborative planning, analyze data, creating professional development plan, and opportunities to observe and discuss effective teaching.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Grade Level Teachers.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will consistently implement social emotional learning that will create a safe and nurturing environment for all students in Social Emotional Welfare.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Grade Level Teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			



Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Using the DDI protocols effective instruction interventions and reteaching will improve student academic growth. Staff Responsible for Monitoring: Grade Level teachers, instructional support staff, instructional specialist, campus administration. Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Implementation of HB 4545 accelerated instruction for grades 4 and 5 and HB 3 for grades K-3. Title I tutor to provide small group intervention instruction for students in math and reading. Strategy's Expected Result/Impact: Improved student STAAR scores in approaches, meets and masters for grades 4 and 5 for reading and math. Improve MAP scores in grades K-3. Staff Responsible for Monitoring: K-5 grade level teachers, instructional specialists, campus administration. Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Title I - 211 Title I, Part A - \$7,450	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Christie will have a literacy night on March 16, 2023 to promote literacy and to enhance our parent engagement policy for Title I requirements. Strategy's Expected Result/Impact: Promote literacy with the students and families. To involved parents and families with school educational evening events. Staff Responsible for Monitoring: Campus Administration, Instructional Specialist, Classroom Teachers. Title I: 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 Title I, Part A - \$2,683	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







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 2022 to 2023.

Performance Objective 1: HB3 - The percent of Christie 3rd grade students that score meets grade level or above on STAAR Math will increase from 37% in 2022 to 38% by June 2023. The Special Education student group performance will increase from 23% in 2022 to 26% in 2023. The Economic Disadvantaged student group performance will increase from 30% in 2022 to 32% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 Math STAAR



Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will consistently use the PISD Collaborative Team Framework, Curriculum and resources to design and implement strong Tier instruction as well as Tiered interventions. Provide K-5 Grade Level Teams Extended Planning days (November, February, April) in order to complete collaborative planning, analyze data, creating professional development plan, and opportunities to observe and discuss effective teaching.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Grade Level Teachers.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>Funding Sources: Math Manipulatives [Coins] - 211 Title I, Part A - \$200, Think Up Math - 211 Title I, Part A - \$1,800</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will consistently implement social emotional learning that will create a safe and nurturing environment for all students in Social Emotional Welfare.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Grade Level Teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			










Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Using the DDI protocols effective instruction interventions and reteaching will improve student academic growth. Staff Responsible for Monitoring: Grade Level teachers, instructional support staff, instructional specialist, campus administration.	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Implementation of HB 4545 accelerated instruction for grades 4 and 5. Title I tutor to provide small group intervention instruction for students in math and reading. Strategy's Expected Result/Impact: Improved student STAAR scores in approaches, meets and masters for grades 4 and 5 for reading and math and MAP scores K-5 Staff Responsible for Monitoring: Grade level teachers, instructional specialists, campus administration.	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 2022 to 2023.

Performance Objective 2: The percent of Christie students that score Meets grade level or above on STAAR Math 3-5 will increase from 32% in 2022 to 33% by June 2023. The Special Education student group performance will increase from 25% in 2022 to 28% in 2023. The Economically Disadvantaged student group performance will increase from 24% in 2022 to 26% in 2023.

Evaluation Data Sources: 2023 Math STAAR



Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will consistently use the PISD Collaborative Team Framework, Curriculum and resources to design and implement strong Tier instruction as well as Tiered interventions. Provide K-5 Grade Level Teams Extended Planning days (November, February, April) in order to complete collaborative planning, analyze data, creating professional development plan, and opportunities to observe and discuss effective teaching.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Grade Level Teachers.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will consistently implement social emotional learning that will create a safe and nurturing environment for all students in Social Emotional Welfare.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Specialist, Grade Level Teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			






Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Using the DDI protocols effective instruction interventions and reteaching will improve student academic growth. Staff Responsible for Monitoring: Grade Level teachers, instructional support staff, instructional specialist, campus administration.	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Implementation of HB 4545 accelerated instruction for grades 4 and 5. Title I tutor to provide small group intervention instruction for students in math and reading. Strategy's Expected Result/Impact: Improved student STAAR scores in approaches, meets and masters for grades 4 and 5 for reading and math and MAP scores K-5. Staff Responsible for Monitoring: Grade level teachers, instructional specialists, campus administration.	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Christie Elementary will have a math night on October 20, 2022 to promote learning in the content area of math and to enhance our parent engagement policy for Title I requirements. Strategy's Expected Result/Impact: Promote learning in the area of math with the students and families. To involve parents and families with school educational evening events. Staff Responsible for Monitoring: Campus Administration, Instructional Specialists, Classroom Teachers. Title I: 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 Title I, Part A - \$639.14	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 2022 to 2023.

Performance Objective 1: The percent of Christie students that score Meets grade level or above on STAAR Science 5 will increase from 24% in 2022 to 25% by June 2023. The English Learner student group performance will increase from 18% in 2022 to 20% in 2023. The Special Education student group performance will increase from 22% in 2022 to 25% in 2023.

Evaluation Data Sources: 2023 Science STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will consistently use the PISD Collaborative Team Framework, Curriculum and resources to design and implement strong Tier instruction as well as Tiered interventions. Provide 5th Grade Team Extended Planning days (November, February, April) in order to complete collaborative planning, analyze data, creating professional development plan, and opportunities to observe and discuss effective teaching.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Grade Level Teachers.</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>Funding Sources: STEAM at-home activities - 211 Title I, Part A - \$400</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will consistently implement social emotional learning that will create a safe and nurturing environment for all students in Social Emotional Welfare.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Specialist, Grade Level Teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Using the DDI protocols effective instruction interventions and reteaching will improve student academic growth. Staff Responsible for Monitoring: Grade Level teachers, instructional support staff, instructional specialist, campus administration.	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					\$5,940.00
+/- Difference					\$5,940.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,200.00
+/- Difference					\$1,200.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Title I Adult Temp		\$7,450.00
1	2	4	Title I		\$7,450.00
1	2	5			\$2,683.00
2	1	1	Math Manipulatives [Coins]		\$200.00
2	1	1	Think Up Math		\$1,800.00
2	2	5			\$639.14
3	1	1	STEAM at-home activities		\$400.00
Sub-Total					\$20,622.14
Budgeted Fund Source Amount					\$269,450.00
+/- Difference					\$248,827.86
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,620.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					+/- Difference
					\$4,620.00
					Grand Total Budgeted
					\$281,210.00
					Grand Total Spent
					\$20,622.14
					+/- Difference
					\$260,587.86

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Christie

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	9	44	18	0	7	0	22	44	4	34	66	15	81
2022	78	41	61		71		41	45	25	41	52	67	54
2023	80	43	62		72		44	47	26	43	53	68	55
2024	82	45	62		72		47	49	26	45	53	70	55
2025	84	47	63		73		51	51	27	48	54	72	56
2026	88	51	65		75		57	55	29	52	56	75	58
2027	92	55	66		76		64	59	30	57	57	78	59

HB3 Campus Goals - All Grades STAAR at Meets Standard

Christie

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading												Grade 4	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	12	35	22	0	4	0	12	35	3	27	61	13	74
2022	42	57	73		25		33	49	67	56	62	38	58
2023	44	59	74		26		36	51	68	58	63	39	59
2024	46	61	74		26		39	53	68	60	63	41	59
2025	48	63	75		27		43	55	69	63	64	43	60
2026	52	67	77		29		49	59	71	67	66	46	62
2027	56	71	78		30		56	63	72	72	67	49	63

HB3 Campus Goals - All Grades STAAR at Meets Standard

Christie

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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Reading

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	14	42	18	0	2	0	18	49	8	28	55	25	80
2022	29	38	67		50		22	43	50	32	44	48	45
2023	31	40	68		51		25	45	51	34	45	49	46
2024	33	42	68		51		28	47	51	36	45	51	46
2025	35	44	69		52		32	49	52	39	46	53	47
2026	39	48	71		54		38	53	54	43	48	56	49
2027	43	52	72		55		45	57	55	48	49	59	50

HB3 Campus Goals - All Grades STAAR at Meets Standard

Christie

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	35	121	58	0	13	0	52	128	15	89	182	53	235
2022	46	45	67		54		33	45	47	43	53	51	52
2023	48	47	68		55		36	47	48	45	54	52	53
2024	50	49	68		55		39	49	48	47	54	54	53
2025	52	51	69		56		43	51	49	50	55	56	54
2026	56	55	71		58		49	55	51	54	57	59	56
2027	60	59	72		59		56	59	52	59	58	62	57

HB3 Campus Goals - All Grades STAAR at Meets Standard

Christie

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	9	44	18	0	7	0	22	44	4	34	66	15	81
2022	11	32	39		71		23	30	50	38	39	27	37
2023	14	34	40		72		26	32	51	40	40	29	38
2024	17	37	42		74		29	35	53	42	42	31	40
2025	20	41	44		76		33	39	55	45	44	34	42
2026	26	45	46		78		38	43	57	49	46	38	44
2027	32	51	49		81		45	49	60	54	49	43	47

HB3 Campus Goals - All Grades STAAR at Meets Standard

Christie

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	12	35	22	0	4	0	12	35	3	27	61	13	74
2022	17	29	45		25		25	14	100	26	31	38	32
2023	20	31	46		26		28	16	100	28	32	40	33
2024	23	34	48		28		31	19	100	30	34	42	35
2025	26	38	50		30		35	23	100	33	36	45	37
2026	32	42	52		32		40	27	100	37	38	49	39
2027	38	48	55		35		47	33	100	42	41	54	42

HB3 Campus Goals - All Grades STAAR at Meets Standard

Christie

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	14	42	18	0	2	0	18	49	8	28	55	25	80
2022	7	24	39		50		28	27	25	25	33	16	28
2023	10	26	40		51		31	29	26	27	34	18	29
2024	13	29	42		53		34	32	28	29	36	20	31
2025	16	33	44		55		38	36	30	32	38	23	33
2026	22	37	46		57		43	40	32	36	40	27	35
2027	28	43	49		60		50	46	35	41	43	32	38

HB3 Campus Goals - All Grades STAAR at Meets Standard

Christie

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	35	121	58	0	13	0	52	128	15	89	182	53	235
2022	11	28	41		54		25	24	47	30	35	25	32
2023	14	30	42		55		28	26	48	32	36	27	33
2024	17	33	44		57		31	29	50	34	38	29	35
2025	20	37	46		59		35	33	52	37	40	32	37
2026	26	41	48		61		40	37	54	41	42	36	39
2027	32	47	51		64		47	43	57	46	45	41	42

HB3 Campus Goals - All Grades STAAR at Meets Standard

Christie

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 5

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	14	42	18	0	2	0	18	49	8	28	55	25	80
2022	14	19	33		50		22	20	12	18	25	20	24
2023	17	21	34		51		25	22	13	20	26	22	25
2024	20	24	36		53		28	25	15	22	28	24	27
2025	23	28	38		55		32	29	17	25	30	27	29
2026	29	33	40		57		37	34	20	29	32	31	31
2027	35	39	43		60		44	40	24	34	35	35	34

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
Principal, Executive Director for Student & Family Services	Bullying Staff Prevention <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations Staff Education <ul style="list-style-type: none"> Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking Review referral process Staff Intervention <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies Student Prevention <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas Student Education <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line Student Intervention <ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students 		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. Campus Wellness Plan • 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. <p>Fitness</p> <ul style="list-style-type: none"> • 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. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • 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. 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. • 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. <p>Attendance</p> <ul style="list-style-type: none"> • K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal, Human Resources	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • 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, Executive Director for Student and Family Services	<p>Parent Involvement</p> <ul style="list-style-type: none"> • 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 		

	<ul style="list-style-type: none">• 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		
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