

# Plano Independent School District

## Centennial Elementary

2022-2023



**Board Approval Date:** September 20, 2022

# 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

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# Comprehensive Needs Assessment

Revised/Approved: August 26, 2022

## 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 39%, White 36%, Hispanic 9%, African American 11% and 2 or more races 5%. The 2021 mobility rate for Centennial Elementary was %, similar to the district average and below the state average (and respectively). Attendance rates at Centennial have stayed consistent over the last 3 years. At %99.3, the attendance rate is above the District (96.2%) and State (95.4%) averages. Centennial Elementary's student groups include 16% English Learners, 19% Gifted and Talented, and 10% Special Education.

### Demographics Strengths

- 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.
- Centennial has a diverse student population in a predominate neighborhood school.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The percentage of special education students has doubled in 3 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: 94% Approaches, 54% Masters

4th: 93% Approaches, 61% Masters

5th: 95% Approaches, 56% Masters

**Math:** 3rd: 88% Approaches, 49% Masters

4th: 86% Approaches, 53% Masters

5th: 84% Approaches, 38% Masters

**Science:** 5th: 81% Approaches, 23% Masters

## Student Learning Strengths

- STAAR scores show a strength in reading with high passing percentages 3rd 94%. 4th 93%, 5th 95%.
- MAP scores show expected or more than expected growth in quintiles 4 and 5 in both reading and math.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Quintile 1 in the area of math shows less than expected growth across all grade levels. **Root Cause:** After COVID an emphasis was put on recovering learning loss for students below grade level. As we return to pre-pandemic instructional practices extension and enrichment will be a focus.

# 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.
- Centennial has a low teacher turn over rate
- Centennial's teachers participated in math training over the summer of 2022.

# 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



# 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 and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, 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 leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS 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



Revised/Approved: August 29, 2022






**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 2022 to 2023.

**Performance Objective 1:** HB3 - The percent of Centennial 3rd grade students that score meets grade level or above on STAAR Reading will increase from 74% in 2022 to 75% by June 2023. The SPED student group performance will increase from 42% in 2022 to 45% in 2023. The Eco Dis student group performance will increase from 38% in 2022 to 40% in 2023.

## HB3 Goal

**Evaluation Data Sources:** 2023 STAAR Assessment



Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> The master schedule reflects time in every grade level dedicated to small group / targeted instruction, reading records, MAP scores, walk throughs, lesson plans.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Leadership team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Instructional Staff (classroom and support)</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			






Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> When reviewing lesson plans on a regular basis, questions 3 and 4 will be addressed. This will ensure differentiated instruction for all learners.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teachers/teams, leadership team, principal/assistant principal</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </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/ELA from 2022 to 2023.

**Performance Objective 2:** The percent of Centennial students that score Meets grade level or above on STAAR ELAR 3-5 will increase from 83% in 2022 to 84% by June 2023. The SPED student group performance will increase from 52% in 2022 to 55% in 2023. The Eco Dis student group performance will increase from 54% in 2022 to 56% in 2023.

**Evaluation Data Sources:** 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> The master schedule reflects time in every grade level dedicated to small group / targeted instruction, reading records, MAP scores, walk throughs, lesson plans.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Leadership team</p>	<b>Formative</b>		
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<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional staff (classroom and support)</p>	<b>Formative</b>		
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </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 Centennial 3rd grade students that score meets grade level or above on STAAR Math will increase from 70% in 2022 to 71% by June 2023. The Eco Dis student group performance will increase from 25% in 2022 to 27% in 2023. The African American student group performance will increase from 50% in 2022 to 53% in 2023.

**HB3 Goal**

**Evaluation Data Sources:** 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> In collaboration with Elementary Academic services to determine the type of trainings and/or resources needed for effective Tier 1 instruction. Additionally we will schedule visits with like campuses to observed and collaborate strategies for effective practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in Tier 1 math instruction as evidenced through pedagogy and math instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Leadership Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> The master schedule reflects time in every grade level dedicated to small group / targeted instruction, reading records, MAP scores, walk throughs, lesson plans.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Leadership team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional staff (classroom and support)</p>	<b>Formative</b>		
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Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> When reviewing lesson plans on a regular basis, questions 3 and 4 will be addressed. this will ensure differentiated instruction for all learners.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teachers/teams, leadership team, principal/assistant principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  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 2022 to 2023.

**Performance Objective 2:** The percent of Centennial students that score Meets grade level or above on STAAR Math 3-5 will increase from 71% in 2022 to 72% by June 2023. The SPED student group performance will increase from 39% in 2022 to 42% in 2023. The Eco Dis student group performance will increase from 31% in 2022 to 33% in 2023.

**Evaluation Data Sources:** 2022 STAAR Assessment



Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> The master schedule reflects time in every grade level dedicated to small group / targeted instruction, reading records, MAP scores, walk throughs, lesson plans.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Leadership team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional staff (classroom and support)</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> When reviewing lesson plans on a regular basis, questions 3 and 4 will be addressed. this will ensure differentiated instruction for all learners.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level teachers/teams, leadership team, principal/assistant principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> In collaboration with Elementary Academic services to determine the type of trainings and/or resources needed for effective Tier 1 instruction. Additionally we will schedule visits with like campuses to observed and collaborate strategies for effective practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in Tier 1 math instruction as evidenced through pedagogy and math instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Leadership Team</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 to 2023.

**Performance Objective 1:** The percent of Centennial students that score Meets grade level or above on STAAR Science 5 will increase from 52% in 2022 to 53% by June 2023. The English Learners student group performance will increase from 36% in 2022 to 38% in 2023. The Eco Dis student group performance will increase from 27% in 2022 to 29% in 2023.

**Evaluation Data Sources:** 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> The master schedule reflects time in every grade level dedicated to small group / targeted instruction, reading records, MAP scores, walk throughs, lesson plans.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Leadership team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers use district unit assessments, 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional staff (classroom and support)</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
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<p><b>Strategy 3:</b> 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</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

periods to plan collaboratively using substitute teachers effectively in order to dedicate a bigger block of time for collaborative academic planning. Ensure science talks are in lesson plans daily.

**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



No Progress



Accomplished



Continue/Modify



Discontinue

# Campus Improvement Plan Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
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

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,420.00
<b>+/- Difference</b>					\$1,420.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$450.00
<b>+/- Difference</b>					\$450.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,650.00
<b>+/- Difference</b>					\$1,650.00
<b>Grand Total Budgeted</b>					\$3,520.00
<b>Grand Total Spent</b>					\$0.00
<b>+/- Difference</b>					\$3,520.00

# Addendums

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Centennial

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.

## 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
<b>2022 # of Students</b>	6	6	27	0	30	0	12	8	1	14	57	16	73
<b>2022</b>	67	67	74		80		42	38	100	86	79	56	74
<b>2023</b>	69	69	75		81		45	40	100	88	80	57	75
<b>2024</b>	71	71	75		81		48	42	100	90	80	59	75
<b>2025</b>	73	73	76		82		52	44	100	93	81	61	76
<b>2026</b>	77	77	78		84		58	48	100	97	83	64	78
<b>2027</b>	81	81	79		85		65	52	100	100	84	67	79



# HB3 Campus Goals - All Grades STAAR at Meets Standard

Centennial

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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.

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
<b>2022</b> # of Students	9	7	31	0	18	0	11	7	4	9	45	21	66
<b>2022</b>	67	71	97		89		55	43	100	67	93	76	88
<b>2023</b>	69	73	98		90		58	45	100	69	94	77	89
<b>2024</b>	71	75	98		90		61	47	100	71	94	79	89
<b>2025</b>	73	77	99		91		65	49	100	74	95	81	90
<b>2026</b>	77	81	100		93		71	53	100	78	97	84	92
<b>2027</b>	81	85	100		94		78	57	100	83	98	87	93

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Centennial

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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.

## 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
<b>2022 # of Students</b>	7	9	22	0	27	0	8	11	4	11	49	18	67
<b>2022</b>	86	78	95		89		62	73	100	82	92	83	90
<b>2023</b>	88	80	96		90		65	75	100	84	93	84	91
<b>2024</b>	90	82	96		90		68	77	100	86	93	86	91
<b>2025</b>	92	84	97		91		72	79	100	89	94	88	92
<b>2026</b>	96	88	99		93		78	83	100	93	96	91	94
<b>2027</b>	100	92	100		94		85	87	100	98	97	94	95

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Centennial

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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.

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
<b>2022</b> # of Students	22	22	80	0	75	0	31	26	9	34	151	55	206
<b>2022</b>	73	73	89		85		52	54	100	79	87	73	83
<b>2023</b>	75	75	90		86		55	56	100	81	88	74	84
<b>2024</b>	77	77	90		86		58	58	100	83	88	76	84
<b>2025</b>	79	79	91		87		62	60	100	86	89	78	85
<b>2026</b>	83	83	93		89		68	64	100	90	91	81	87
<b>2027</b>	87	87	94		90		75	68	100	95	92	84	88

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Centennial

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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 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
<b>2022 # of Students</b>	6	6	27	0	30	0	12	8	1	14	57	16	73
<b>2022</b>	50	67	63		83		33	25	100	79	74	56	70
<b>2023</b>	53	69	64		84		36	27	100	81	75	58	71
<b>2024</b>	56	72	66		86		39	30	100	83	77	60	73
<b>2025</b>	59	76	68		88		43	34	100	86	79	63	75
<b>2026</b>	65	80	70		90		48	38	100	90	81	67	77
<b>2027</b>	71	86	73		93		55	44	100	95	84	72	80

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Centennial

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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 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
<b>2022</b> # of Students	9	7	31	0	18	0	11	7	4	9	45	21	66
<b>2022</b>	56	43	87		83		55	29	100	67	84	62	77
<b>2023</b>	59	45	88		84		58	31	100	69	85	64	78
<b>2024</b>	62	48	90		86		61	34	100	71	87	66	80
<b>2025</b>	65	52	92		88		65	38	100	74	89	69	82
<b>2026</b>	71	56	94		90		70	42	100	78	91	73	84
<b>2027</b>	77	62	97		93		77	48	100	83	94	78	87

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Centennial

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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
<b>2022 # of Students</b>	7	9	22	0	27	0	8	11	4	11	49	18	67
<b>2022</b>	43	44	77		74		25	36	100	82	69	61	67
<b>2023</b>	46	46	78		75		28	38	100	84	70	63	68
<b>2024</b>	49	49	80		77		31	41	100	86	72	65	70
<b>2025</b>	52	53	82		79		35	45	100	89	74	68	72
<b>2026</b>	58	57	84		81		40	49	100	93	76	72	74
<b>2027</b>	64	63	87		84		47	55	100	98	79	77	77

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Centennial

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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											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
<b>2022 # of Students</b>	22	22	80	0	75	0	31	26	9	34	151	55	206
<b>2022</b>	50	50	76		80		39	31	100	76	75	60	71
<b>2023</b>	53	52	77		81		42	33	100	78	76	62	72
<b>2024</b>	56	55	79		83		45	36	100	80	78	64	74
<b>2025</b>	59	59	81		85		49	40	100	83	80	67	76
<b>2026</b>	65	63	83		87		54	44	100	87	82	71	78
<b>2027</b>	71	69	86		90		61	50	100	92	85	76	81

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Centennial

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## 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
<b>2022 # of Students</b>	7	9	22	0	27	0	8	11	4	11	49	18	67
<b>2022</b>	0	22	64		63		25	27	50	36	49	61	52
<b>2023</b>	3	24	65		64		28	29	51	38	50	63	53
<b>2024</b>	6	27	67		66		31	32	53	40	52	65	55
<b>2025</b>	9	31	69		68		35	36	55	43	54	68	57
<b>2026</b>	15	36	71		70		40	41	58	47	56	72	59
<b>2027</b>	21	42	74		73		47	47	62	52	59	76	62



## 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	<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>		
<p>Principal, District Coordinator K-12 Health and Physical Education, District Health Services</p>	<p><b>Coordinated Health Program</b> <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. <a href="#">Campus Wellness Plan</a></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> </ul>	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

	<ul style="list-style-type: none"> <li>● K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.</li> <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, Human Resources	<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, Executive Director for Student and Family Services	<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> </ul>		

	<ul style="list-style-type: none"><li>● Utilize social media to keep parents and community informed. Funding source: State and Local</li><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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