

# Plano Independent School District

## Centennial Elementary

**2019-2020**

**Accountability Rating: A**

**Distinction Designations:**  
Postsecondary Readiness



**Board Approval Date:** October 1, 2019

# 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

## Demographics

### Demographics Strengths

- Economically Disadvantage rate as of May 2019 for Centennial elementary is 10% compared to the district rate of 33%.
- Attendance rates have been consistent and are above the district and state averages.
- The mobility rate is comparable to the district and lower than the state average.

### Problem Statements Identifying Demographics Needs

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

# Student Academic Achievement

## Student Academic Achievement Strengths

Strengths:

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

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** The percentage of students at the masters level at Centennial is above district level, but below the level of "like" campuses. **Root Cause:** Collaborative teams will address the need to plan for instruction that includes extending student understanding with essential concepts.

**Problem Statement 2:** The most significant gaps in student achievement compared to the district are in the areas of economically disadvantaged and special education students.

**Problem Statement 3:** There is a need for a systematic approach for differentiation to meet the needs of the high and low learners. **Root Cause:** Collaborative teams will plan for these groups and provide targeted instruction, based on formative and summative assessment data, to target these groups of learners.

# School Processes & Programs

## School Processes & Programs Strengths

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

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Strategic placement of staff on vertical teams to ensure effectiveness.

**Problem Statement 2:** Staff have been trained on common formative assessments, but are not regularly using them to drive instruction and intervention.

**Root Cause:** A format for data disaggregation and a schedule for this has not been established and provided for collaborative teams.

# Perceptions

## 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.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Staff don't always understand the purpose behind surveys and would like to know how their input influences decision making.

# Priority Problem Statements

**Problem Statement 1:** The percentage of students at the masters level at Centennial is above district level, but below the level of "like" campuses.

**Root Cause 1:** Collaborative teams will address the need to plan for instruction that includes extending student understanding with essential concepts.

**Problem Statement 1 Areas:** Student Academic Achievement

**Problem Statement 2:** There is a need for a systematic approach for differentiation to meet the needs of the high and low learners.

**Root Cause 2:** Collaborative teams will plan for these groups and provide targeted instruction, based on formative and summative assessment data, to target these groups of learners.

**Problem Statement 2 Areas:** Student Academic Achievement

**Problem Statement 3:** Staff have been trained on common formative assessments, but are not regularly using them to drive instruction and intervention.

**Root Cause 3:** A format for data disaggregation and a schedule for this has not been established and provided for collaborative teams.

**Problem Statement 3 Areas:** School Processes & Programs



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment 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
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Other additional data

# Goals







**Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.**

**Performance Objective 1:** Targeted instruction, interventions and enrichment will be utilized for students at all levels so to ensure that students meet or exceed expected growth as measured by MAP, TELPAS and/or STAAR.

**Evaluation Data Source(s) 1:** STAAR, MAP and TELPAS data.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Due to the COVID19 school closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process using BOY and MOY data in 2020-21 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) Dedicated intervention and extension time built into each grade level schedule.</p>	Principal, Asst. Principal, Leadership team	The master schedule reflects time in every grade level dedicated to intervention and extension so that student's academic needs can be addressed. I/E time is aligned to allow for academic teachers and special education teachers to provide additional support.			
<b>Problem Statements:</b> Student Academic Achievement 1, 3					
<p><b>TEA Priorities</b> Build a foundation of reading and math 2) Use of formative and summative assessment data to drive instruction.</p>	Principal, Asst. Principal, Classroom teachers	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.			
<b>Problem Statements:</b> School Processes & Programs 2					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>3) Grade level teams will use extended planning days throughout the year in order to unpack TEKS, evaluate student data and plan instruction.</p>	Grade level teachers/teams, leadership team, principal/assistant principal	Increased student understanding and learning by providing targeted instruction.			
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>4) Use of the Centennial Instructional model and collaborative team framework to plan for instruction.</p>	Grade level teachers/teams, Principal/Assistant principal	Strategies for effective teaching in every classroom and collaborative team planning will be aligned and consistent.			
<p><b>Comprehensive Support Strategy</b></p> <p>5) Students in all classrooms taking ownership of their data using tools such as data trackers, data binders or data walls that build hope, efficacy and achievement.</p>	Classroom teachers, Principal/Assistant principal	Students will become more aware of their own learning, areas of growth and achievement. This will result in more personalized learning for students.			
= Accomplished     = No Progress     = Discontinue					

**Performance Objective 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> The percentage of students at the masters level at Centennial is above district level, but below the level of "like" campuses. <b>Root Cause 1:</b> Collaborative teams will address the need to plan for instruction that includes extending student understanding with essential concepts.
<b>Problem Statement 3:</b> There is a need for a systematic approach for differentiation to meet the needs of the high and low learners. <b>Root Cause 3:</b> Collaborative teams will plan for these groups and provide targeted instruction, based on formative and summative assessment data, to target these groups of learners.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Staff have been trained on common formative assessments, but are not regularly using them to drive instruction and intervention. <b>Root Cause 2:</b> A format for data disaggregation and a schedule for this has not been established and provided for collaborative teams.

**Goal 1: Learning and Teaching:** All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.







**Performance Objective 2:** Centennial Elementary will develop an aligned system for analyzing, tracking and monitoring student progress through formative and summative data.

**Evaluation Data Source(s) 2:** Meeting notes/agendas, PDH, CFAs, data trackers, data room, Edugence/RTI.

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Continued focus on this objective with particular emphasis on the new HB3 Goals for math and reading with meets standards for targeted student groups. Plans will include Centennial's participation in the new Reading Academy which will connect with the HB3 Reading Goal.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) Professional Development will be provided to all staff regarding data analysis throughout the year.	Principal, Assistant principal, staff	Staff will have a greater understanding of student's area(s) of growth, therefore, being able to target instruction and achieve maximum student growth.			
	<b>Problem Statements:</b> Student Academic Achievement 1, 3 - School Processes & Programs 2				
2) Regularly scheduled data meetings will be held with collaborative teams to analyze student progress, interventions, enrichment and implementation of common formative assessments.	Principal, Assistant Principal, Instructional staff	Increased student achievement and understanding.			
	<b>Problem Statements:</b> Student Academic Achievement 1, 3 - School Processes & Programs 2				
3) Vertical teams will meet monthly to align content.	Principal, Asst. Principal, Grade level teachers	Increase student understanding by identifying possible gaps in understanding from previous grade levels.			
	<b>Problem Statements:</b> Student Academic Achievement 1, 3 - School Processes & Programs 2				
4) Collaborative teams will set SMART goals to address student achievement in areas of reading or math quintile 1 or 5 students or in the area of science.	Grade level teachers, principal, asst. principal	Students in these areas will meet or exceed growth due to greater accountability and monitoring.			
	<b>Problem Statements:</b> Student Academic Achievement 1, 3				
5) Students who have not met expected progress or growth the previous year will be identified, targeted and monitored by all staff.	Principal, Asst. Principal,	Students who previously did not meet growth expectation will meet or exceed growth as measured by STAAR, MAP and/or TELPAS.			
	<b>Problem Statements:</b> Student Academic Achievement 1, 3				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
6) 6. Teachers will identify foundational skill gaps and set individual student goals through the RTI process using the Edugence system.	Principal, Asst. Principal, Grade level teachers	Students who have foundational skill gaps will be brought up to grade level by meeting or exceeding expected growth in STAAR, MAP and/or TELPAS.			
 = Accomplished  = No Progress  = Discontinue					

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> The percentage of students at the masters level at Centennial is above district level, but below the level of "like" campuses. <b>Root Cause 1:</b> Collaborative teams will address the need to plan for instruction that includes extending student understanding with essential concepts.
<b>Problem Statement 3:</b> There is a need for a systematic approach for differentiation to meet the needs of the high and low learners. <b>Root Cause 3:</b> Collaborative teams will plan for these groups and provide targeted instruction, based on formative and summative assessment data, to target these groups of learners.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Staff have been trained on common formative assessments, but are not regularly using them to drive instruction and intervention. <b>Root Cause 2:</b> A format for data disaggregation and a schedule for this has not been established and provided for collaborative teams.

**Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.**

**Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.**



**Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.**

**Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.**

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Sara Stewart	Principal
Classroom Teacher	Ashley Immel	Kinder Teacher
Classroom Teacher	Brittany Jenkins	2nd Grade Teacher
Classroom Teacher	Jennifer Collins	1st Grade Teacher
Classroom Teacher	Jessica Boyle	3rd Grade Teacher
Classroom Teacher	Brittany Smith	4th Grade Teacher
Classroom Teacher	Miya Switser	5th Grade Teacher
Community Representative	Missy Walker	PTA President
Administrator	Molly Pond	Assistant Principal
District-level Professional	Ginger Teaff	Elementary Math Coordinator
Classroom Teacher	Jennifer Kay	PE Teacher
Non-classroom Professional	Sarah Vartabedian	Instructional Specialist
Parent	Afshin Ahangar	Parent - selected by principal
Non-classroom Professional	Alison Leven	School Counselor
Community Representative	Betty Bonnet	Community Member
Community Representative	Ruchi Bhati	Special Education Teacher
Business Representative	William Barlow	Senior Sales Producer
Parent	Abeezar Shipchlander	Parent
Parent	Anya Resiter	Parent
Parent	Tina Morefield	Parent
Parent	Olivia Salinas	Parent
Business Representative	Charles Norman	Sales Manager

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent	Hiba Rahim	Parent
Non-classroom Professional	Chrystal Litman	ESL Teacher
Parent	Jennifer Holman	Parent

# Addendums

**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.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p><b>1. 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> <li>• Employ discipline interventions</li> <li>• Use other intervention strategies as necessary/appropriate</li> <li>• Conference with parents/students</li> </ul>	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p><b>2. Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>• K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>• K-8 Include at least one Parent on Campus Wellness Team.</li> <li>• K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.</li> <li>• K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>• K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>• 4<sup>th</sup> and 7<sup>th</sup> Ensure all data for 3<sup>rd</sup> - 8<sup>th</sup> 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 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.</li> <li>• K-8 Measure MVPA and physical activity time 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> </ul>	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> <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>			
<p><b>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas.</li> <li>• Funding source: State and Local</li> </ul>	ESSA	Principal	
<p><b>4. Parent Involvement</b></p> <ul style="list-style-type: none"> <li>• Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local</li> <li>• Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local</li> <li>• Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>• Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>• Utilize social media to keep parents and 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>		Principal	