Lamar Consolidated Independent School District

Thomas Elementary

2022-2023 Campus Improvement Plan
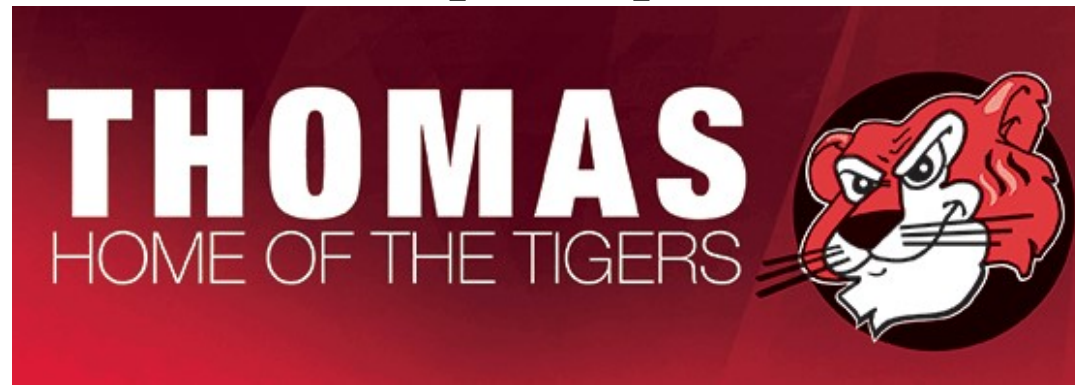
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Comprehensive Needs Assessment

Revised/Approved: September 6, 2022

Demographics

Demographics Summary

Demographics: 29.5% African American, 42.2% Hispanic, 15% white, 0.5% American Indian, 10% Asian. We are 53.93% Economically Disadvantaged, 16.4% of our population receives special education services, and 20.6% of our population are English learners. Our current enrollment is 640.

Middle class - single and 2 parent working households. social emotional needs are high for our students. We are slowly growing and decreasing our title 1 population. Our highest eligibility areas for students in need are SLD in Reading Comprehension and Basic Reading Skills.   MTSS is an area of concern.

Demographics Strengths

90+% of parents believe that Thomas has quality family engagement. 94% of parents also believe that their student is safe at school. Technology use is high.

100% of staff feel like students are well supported and available for communication. Our students feel supported (above 90%) in their academic preparation.

Kindergarten - 41% of students are on or above level on GRA, and 67% of students with two or more races are about grade level GRA.

First grade- 62% of students are on or above grade level on GRA, and 82% of our white students scored on or above grade level GRA.

Second grade- 65% of students are on or above grade level on GRA, and 100% of asian students scored on or above grade level GRA. 75% of white students are on or above grade level GRA.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 44% students in grades K-4 are not reading on grade level. 70% of Economically Disadvantaged students in kindergarten are not reading on grade level; 49% of Economically Disadvantaged students in first grade are not reading on grade level; 41% of Economically Disadvantaged students in second grade are not reading on grade level.
Root Cause: Phonics instruction was not consistently implemented: district assessment data- 31% of first grade students were below grade levels in Phonics. 37% of our second

graders are below grade level in phonics.

Problem Statement 2: 63% of students in first grade and 57% of second grade students did not meet growth projections as measured on MAP. **Root Cause:** 50% of our student population in grades 1-5 are 1 or more grade levels behind in number operations. 53% of our student population in grades 1-5 are 1 or more levels below in algebraic thinking because they were not consistently taught.

Problem Statement 3: Student inability to self regulate. Social skills and problem resolution techniques are needed campus wide. **Root Cause:** Coping mechanisms for emotional responses are needed campus wide. Lack of modeling these skill sets in real time situations.

Problem Statement 4: 53% of our White students were at Meets grade level standard and 83% of our white students are at approaches in ELAR 53% of our White students were at Meets grade level standard and 81% of our white students are at approaches in Math **Root Cause:** The target for white students is 60% in ELAR The target for white student is 59% in Math.

Problem Statement 5: 50% of our Asian students were at Meets grade level and 93% of our Asian student are at approaches in ELAR **Root Cause:** The target for Asian students is 74% in ELAR.

Perceptions

Perceptions Summary

MISSION/VISION: To prepare children for their future by providing varied educational opportunities in a way that encourages students to engage in higher level academics and life experiences, so that we create life-long learners who will become the leaders of tomorrow.

MOTTO: Thomas Tigers see us soar, Thomas Tigers hear us roar!

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 44% students in grades K-4 are not reading on grade level. 70% of Economically Disadvantaged students in kindergarten are not reading on grade level; 49% of Economically Disadvantaged students in first grade are not reading on grade level; 41% of Economically Disadvantaged students in second grade are not reading on grade level. **Root Cause:** Phonics instruction was not consistently implemented: district assessment data- 31% of first grade students were below grade levels in Phonics. 37% of our second graders are below grade level in phonics.

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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

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
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Goal 1: By June 2023, 80% of students in grades K-2 will score on grade level or above on their EOY GRA.

Performance Objective 1: We will improve Tier 1 instruction for PK-2 students

High Priority

HB3 Goal

Evaluation Data Sources: GRA, TX-KEA, District Assessments, Running Records, Science of Reading Academies, MAP

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure that all PK-2 ELAR teachers receive adequate ELAR trainings and instructional supports such as: Science of Reading of Academies, Units of Phonics, Units of Writing, Next Step Forward in Guided Reading, Next Step Forward Word Study, Running Records, LLI, Heggerty, etc.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: High quality Tier 1 instruction **Staff Responsible for Monitoring:** Instructional Coach PK-2 ELAR Teachers Administrators **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Each teacher will provide instruction focused on comprehension, vocabulary, fluency, oral reading, phonics, writing and grammar. Teachers will deliver instruction from Units of Study Phonics, Units of Study Writing, and Guiding Reading group lessons as seen in their lesson plans.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: High Quality Tier 1 instruction. Increase in GRA levels, MAP and TX-KEA levels as more students are reading at or above grade level **Staff Responsible for Monitoring:** Instructional Coach PK-2 Reading Teachers Administrators **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Based on small group instruction, teachers will implement common, formative, and summative assessments and desegregate, analyze, and share results in PLCs to focus on growth of all sub pops to analyze patterns and performance to adjust Tier I instruction.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: High quality Tier 1 instruction, deeper conversation and instructional adjustments in PLC's for individualized instruction **Staff Responsible for Monitoring:** Instructional Coach PK-2 ELAR Teachers EB Specialist Special Education teachers Administrators **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: All K through 3rd grade teachers will complete The Science of Reading Academies over the next three years.	**Formative**		
Strategy's Expected Result/Impact: High quality Tier 1 instruction, high quality professional development, high yield instructional strategies **Staff Responsible for Monitoring:** Instructional coach K-3 Teachers Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	**Nov**	**Feb**	**June**

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

Goal 1: Goal 1: By June 2023, 80% of students in grades K-2 will score on grade level or above on their EOY GRA.

Performance Objective 2: Ensure all PK-2 grade ELAR students receive supports for interventions, remediation, or extensions

High Priority

HB3 Goal

Evaluation Data Sources: GRA, District Assessments, TX-KEA, INTERIMS, Running Records, Walk throughs, MTSS Data

Strategy 1 Details	Formative Reviews		
Strategy 1: We will provide tutorials and individualized instruction support and materials for at risk PK-2 students in order to close the COVID-19 gap before, during and after school.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: High quality Tier 1 instruction. increased individual student growth
    Staff Responsible for Monitoring: Instructional Coach
PK-2 ELAR Teachers
Paraprofessionals
Administrators
 	
    Funding Sources: Instructional Materials - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - $3,531, Reading materials - 211 Title I, Part A - $500			

Strategy 2 Details	Formative Reviews		
Strategy 2: Students (in all sub populations) will be provided WIN (Whatever I Need intervention) and GROWl time (scheduled intervention time) during the school day to strengthen their individual skill sets. (MTSS)	**Formative**		
	Nov	**Feb**	**June**
Staff Responsible for Monitoring: Instructional Coach K-2 ELAR Teachers Administrators			

Strategy 3 Details	Formative Reviews		
Strategy 3: Each nine weeks SPED case managers/ ESL Lead and teachers will meet with campus administration to review individual student data and progress for Special Education students and EB's to tailor their accommodations as needed to scaffold for success resulting in a 5% decrease in special education failures.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: High quality Tier 1 instruction **Staff Responsible for Monitoring:** SPED Teachers Inclusion Teachers EB Specialist ESL Teachers Literacy Coach Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 1: Goal 1: By June 2023, 80% of students in grades K-2 will score on grade level or above on their EOY GRA.

Performance Objective 3: Ensure all PK-2 ELAR teachers have appropriate materials/ resources to enhance instruction to all students including students identified as at risk.

HB3 Goal

Evaluation Data Sources: Science of Reading Academies, GRA, TX-KEA, District Assessments, Running Records

Strategy 1 Details	Formative Reviews		
Strategy 1: Inventory all PK-2 reading materials and purchase necessary resources to ensure equality in all classrooms	**Formative**		
Strategy's Expected Result/Impact: Equitable resources for all teachers and students.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Instructional Coach PK-2 ELAR Teachers Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Reading materials - 211 Title I, Part A - $18,220, Library Books - 211 Title I, Part A - $4,000, Instructional materials - 199 PIC 25 State Bilingual/ESL - $1,650			

Strategy 2 Details	Formative Reviews		
Strategy 2: Schedule meetings for parents to explain reading resources/materials/ strategies to support partnerships connected to the parent, family, and community engagement plan	**Formative**		
	Nov	**Feb**	**June**
Staff Responsible for Monitoring: Instructional Coach EB Specialist Administrators			

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

Goal 2: Goal 2:

2A: By June 2023, all 3-5 grade students will increase academic performance by 10% in Meets as measured on Reading STAAR.

2B: The percent of 3rd grade students that score meets grade level on STAAR Reading will increase from 65% to 80% by June 2024.

Performance Objective 1: Strategy 1: Improve Tier 1 instruction in every 3-5 grade ELAR classroom.

    High Priority

    HB3 Goal

    Evaluation Data Sources: GRA, District Assessments, Running Records , Science of Reading Academies, MAP, PLCs, STAAR, Walk-throughs, Lesson plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Each teacher will provide instruction focused on comprehension, vocabulary, fluency, oral reading, phonics, writing and grammar. Teachers will deliver instruction from Units of Study Writing, Units of Study Reading and Guided Reading group lessons as seen in their lesson plans.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: High quality Tier 1 instruction
    Staff Responsible for Monitoring: Instructional Coach
3-5 ELAR Teachers
Administrators
 	
    Title I:
2.4
 - TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Based on small group instruction, teacher will implement common, formative, and summative assessments, to desegregate, analyze, and share results in PLC's to focus on growth of all sub pops to analyze patterns and performance to adjust Tier I instruction.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: High quality Tier 1 instruction, instructional adjustments in PLC's to individualize instruction. **Staff Responsible for Monitoring:** Instructional Coach 3-5 ELAR Teachers Administrators **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Ensure that all 3-5 ELAR teachers receive adequate ELAR trainings and instructional support such as: Next Steps to Guided Reading, LLI, Running Records, Literacy Circles, Units of Study Reading, Units of Study Writing etc.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: High quality Tier 1 instruction **Staff Responsible for Monitoring:** Instructional Coach 3-5 ELAR Teachers Administrators **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Staff travel - 211 Title I, Part A - $1,000			

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

Goal 2: Goal 2:

2A: By June 2023, all 3-5 grade students will increase academic performance by 10% in Meets as measured on Reading STAAR.

2B: The percent of 3rd grade students that score meets grade level on STAAR Reading will increase from 65% to 80% by June 2024.

Performance Objective 2: Ensure all 3-5 grade reading/writing students receive supports for interventions, remediation, or extensions.

High Priority

HB3 Goal

Evaluation Data Sources: GRA, District Assessments, Running Records, Science of Reading Academies, MAP

Strategy 1 Details	Formative Reviews		
Strategy 1: We will provide tutorials for individualized instruction support and materials for at risk 3-5 students in order to continue to close the gap.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: High quality Tier 1 instruction, growth in individual learning performance. **Staff Responsible for Monitoring:** Instructional Coach 3-5 ELAR Teachers Administrators **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Tutors - 211 Title I, Part A - $17,000, Instructional Materials - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - $3,531, Reading materials - 211 Title I, Part A - $500			

Strategy 2 Details	Formative Reviews		
Strategy 2: Students will be provided WIN (Whatever I Need intervention) and GROWl time (scheduled intervention time) during the school day to strengthen their individual skill sets for each sub pop. (MTSS)	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increased individual growth in learning, high quality Tier 1 instruction **Staff Responsible for Monitoring:** Instructional Coach 3-5 ELAR Teachers Administrators **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide and implement interventions to achieve STAAR meets standards in grades 3-5 reading including the special education and EB students.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: High quality Tier 1 instruction **Staff Responsible for Monitoring:** Instructional Coach EB Specialist SPED Teachers Administrators **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
Strategy 4: Each nine-weeks SPED case managers/ ESL Lead and teachers will meet with campus administration to review individual student data and progress for special education and EB students to tailor their accommodations as needed to scaffold for success resulting in a 5% decrease in special education failures.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: High quality Tier 1 instruction, increased individual student growth, improved MTSS strategies and implementation			
Staff Responsible for Monitoring: SPED Teachers			
EB Specialist			
ESL Teachers			
Instructional Coach			
Administrators			
Title I:			
2.4, 2.5			
- TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college			
- ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
Strategy 5: Hire additional instructional tutors for individualized instruction support for at risk 3-5 students during the instructional day.	Formative		
Strategy's Expected Result/Impact: High quality Tier 1 instruction, increased individual student growth	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Reading Tutor			
Instructional Coach			
Administrators			
Title I:			
2.6			
- TEA Priorities:			
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college			
- ESF Levers:			
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

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

Goal 2: Goal 2:

2A: By June 2023, all 3-5 grade students will increase academic performance by 10% in Meets as measured on Reading STAAR.

2B: The percent of 3rd grade students that score meets grade level on STAAR Reading will increase from 65% to 80% by June 2024.

Performance Objective 3: Ensure all 3-5 ELAR teachers have appropriate materials/ resources to enhance instruction to all students including students identified as At Risk.

High Priority

HB3 Goal

Evaluation Data Sources: GRA, District Assessments, Running Records , Science of Reading Academies, MAP

Strategy 1 Details	Formative Reviews		
Strategy 1: Inventory all 3-5 ELAR materials and purchase necessary resources to ensure equality in all classrooms.	**Formative**		
Strategy's Expected Result/Impact: Teachers are equipped with research-based, relevant materials, equitable personalized instruction and high yield instructional strategies.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Instructional Coach 3-5 ELAR Teachers Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Reading Materials - 211 Title I, Part A - $18,220, Library Books - 211 Title I, Part A - $4,000, Instructional materials - 199 PIC 25 State Bilingual/ESL - $1,650			

Strategy 2 Details	Formative Reviews		
Strategy 2: Schedule meetings for parents to explain reading resources/materials/ strategies to support partnerships connected to the parent, family, and community engagement plan	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: increased relevance of home- school connection **Staff Responsible for Monitoring:** EB Specialist Instructional Coach Administrators **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

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

Goal 3: Goal 3:

3A: By June 2023, all 3-5 grade students will increase academic performance by 15% in Meets as measured on Math STAAR for all sub populations.
3B: The percent of 3rd grade students that score meets grade level on STAAR Math will increase from (54% to 67%) by June 2024.

Performance Objective 1: Campus will improve Tier 1 instruction of math for all students.

High Priority

HB3 Goal

Evaluation Data Sources: District Assessments, STAAR, MAP, Vertical teams, PLCs, Walkthroughs, lesson plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure that all math teachers receive adequate trainings and instructional support resources such as Guided Math training, Problem Solving, Number Talks, etc.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: High quality Tier 1 instruction, increased individual student growth
     Staff Responsible for Monitoring: Administrators
 Instructional Coach
 	
     Title I:
 2.4
  - **TEA Priorities:**
 Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
  - **ESF Levers:**
 Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
 Funding Sources: Staff travel - 211 Title I, Part A - $1,000			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Each teacher will provide small group instruction focused on fact fluency, academic vocabulary, and problem-solving strategies.	**Formative**		
Strategy's Expected Result/Impact: High quality Tier 1 instruction, increased individual student growth	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Instructional Coach All Math teachers Administrators **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Based on small group instruction, teacher will implement common, formative, and summative assessments to desegregate, analyze, and share results in PLCs to focus on growth of all sub pops to analyze patterns and performance to adjust Tier I instruction.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: High quality Tier 1 instruction, increased individual student growth, MTSS decreased tier 2 and 3			
Staff Responsible for Monitoring: Instructional Coach Math Teachers Administrators **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

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

Goal 3: Goal 3:

3A: By June 2023, all 3-5 grade students will increase academic performance by 15% in Meets as measured on Math STAAR for all sub populations.

3B: The percent of 3rd grade students that score meets grade level on STAAR Math will increase from (54% to 67%) by June 2024.

Performance Objective 2: Ensure all 3-5 grade math students receive supports for interventions, remediation, or extensions.

> **High Priority**

> **HB3 Goal**

> **Evaluation Data Sources:** STAAR, District Assessments, Walkthroughs, lesson plans, Vertical teams, PLC's

Strategy 1 Details	Formative Reviews		
Strategy 1: Hire additional instructional tutors for individualized instruction support for at risk 3-5 students during the instructional day.	**Formative**		
Strategy's Expected Result/Impact: High quality Tier 1 instruction, increased individual student growth	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Math Tutor Instructional Coach Administrators **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Math Tutors - 211 Title I, Part A - $17,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: We will provide tutorials for individualized instruction support for at risk 3-5 students in order to close academic gaps.	**Formative**		
Strategy's Expected Result/Impact: High quality Tier 1 instruction, increased individual student growth	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Instructional Coach Math Teachers Administrators **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Students (in all sub populations) will be provided WIN (Whatever I Need intervention) and GROWl time (scheduled intervention time) during the school day to strengthen their individual skill sets. (MTSS)	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: High quality Tier 1 instruction, increased individual student growth **Staff Responsible for Monitoring:** Instructional Coach Math Teachers Administrators **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Each nine weeks SPED case managers and teachers will meet with campus administration to review individual student data and progress, and alter their intervention as needed to promote success resulting in a 5% decrease in special education failures.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: High quality Tier 1 instruction, increased individual student growth **Staff Responsible for Monitoring:** Instructional Coach Math Teachers Administrators SPED teachers **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Provide and implement intervention strategies to achieve STAAR meets standards in grades 3-5 math including the special education population.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: High quality Tier 1 instruction, increased individual student growth **Staff Responsible for Monitoring:** Instructional Coach Math teachers SPED teachers Administrators **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Goal 3: Goal 3:

3A: By June 2023, all 3-5 grade students will increase academic performance by 15% in Meets as measured on Math STAAR for all sub populations.

3B: The percent of 3rd grade students that score meets grade level on STAAR Math will increase from (54% to 67%) by June 2024.

Performance Objective 3: Ensure all math teachers have appropriate materials/ resources to enhance instruction to all students including students identified as at risk.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, District Assessments, Walkthroughs, lesson plans, Vertical teams, PLC's

Strategy 1 Details	Formative Reviews		
Strategy 1: Inventory all math materials and purchase necessary resources to ensure equality in all classrooms	**Formative**		
Strategy's Expected Result/Impact: High quality Tier 1 instruction, increased individual student growth	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Instructional Coach Math Teachers Administrators			
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
Funding Sources: Math materials - 211 Title I, Part A - $18,220, Instructional Materials - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - $3,531, Instructional materials - 199 PIC 25 State Bilingual/ESL - $1,650			

Strategy 2 Details	Formative Reviews		
Strategy 2: Schedule meetings for parents to explain math resources/materials/ strategies to support partnerships connected to the parent, family, and community engagement plan.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase school- parent connections and relationships **Staff Responsible for Monitoring:** Math Coach ESL Facilitator Administrators Classroom teachers **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 4: Goal 4: By June 2023, the campus climate survey stakeholders (parents and students) will show an increase in strongly agree or agree by 5% in the questions pertaining to support students receive at school.

Performance Objective 1: Increase mental and emotional health supports and resources to improve social and emotional well being among students and staff.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Discipline referrals, classroom notes, Standard Response Protocol (SRP) counselor group attendance, Capturing Kids Hearts training, K-12 survey, lessons from Character Building day by day, wellness survey, PBIS

Strategy 1 Details	Formative Reviews		
Strategy 1: We provide a safe comfortable learning environment and a place for students to foster their social and emotional learning with a peace corner in each room (red bean bag). We also provide a place for our staff to decompress during times of stress. The staff has access to a peace corner (a classroom to foster their social and emotional health in this high stress job).	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Students who are better able to self regulate their emotions, teachers are better able to self regulate their emotions as well.
    Staff Responsible for Monitoring: Administrators
Counselor
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
  - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Daily Character Counts lessons and affirmations on announcements for all students and staff.	**Formative**		
Strategy's Expected Result/Impact: Students who are better able to self regulate their emotions, teachers are better able to self regulate their emotions as well.	**Nov**	**Feb**	**June**

Staff Responsible for Monitoring: Counselor
Administrators
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
  - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Character Counts guidance lessons provided monthly to all students with identified students.	**Formative**		
Strategy's Expected Result/Impact: Students who are better able to self regulate their emotions.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Counselor **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
Strategy 4: Social Emotional Lessons provided weekly to all students. Each Monday teachers will read and discuss a social story from Building Character.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students who are better able to self regulate their emotions. **Staff Responsible for Monitoring:** Counselor Classroom teachers			

Strategy 5 Details	Formative Reviews		
Strategy 5: We will purchase necessary resources to ensure equality in all classrooms. For example: flexible seating, peace corner (bean bags), stress balls, etc.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students who are better able to self regulate their emotions. **Staff Responsible for Monitoring:** Administrators Core team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 6 Details	Formative Reviews		
Strategy 6: We will provide individual and/or group counseling to any students in need and provide information to their parents.	**Formative**		
Strategy's Expected Result/Impact: Students who are better able to self regulate their emotions and manage their social interactions.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Counselor HGI Counselor Family Support Specialist **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 4: Goal 4: By June 2023, the campus climate survey stakeholders (parents and students) will show an increase in strongly agree or agree by 5% in the questions pertaining to support students receive at school.

Performance Objective 2: Provide a safe, inclusive, effective school culture for all.

High Priority

HB3 Goal

Evaluation Data Sources: Discipline referrals, classroom notes, Standard Response Protocol (SRP), counselor group attendance, Capturing Kids Hearts training, K-12 survey, lessons from character building day by day, wellness survey, No Place for Hate activities, PBIS, and Character Counts.

Strategy 1 Details	Formative Reviews		
Strategy 1: We will Implement PBIS schoolwide.	**Formative**		
Strategy's Expected Result/Impact: Students who are better able to self regulate their emotions. Students will have less classroom behavior notes and office referrals.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrators Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Behavior Incentives - 211 Title I, Part A - $2,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: We will hold schoolwide behavior matrix assemblies.	**Formative**		
Strategy's Expected Result/Impact: Students who are better able to self regulate their emotions. Students will have less classroom behavior notes and office referrals.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrators Counselor Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
Strategy 3: Each grade will have a token economy.	**Formative**		
Strategy's Expected Result/Impact: Students who are better able to self regulate their emotions. Students will have less classroom behavior notes and office referrals.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
Strategy 4: We will train and practice our Standard Response Protocol	**Formative**		
Strategy's Expected Result/Impact: Students and Staff are better prepared to respond to both drills and actual emergencies	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrators All Staff **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
Strategy 5: We will participate in Red Ribbon Week and Character Counts Week	**Formative**		
Strategy's Expected Result/Impact: Students will be better prepared to make appropriate decisions in situations that may be uncomfortable.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Counselor **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Each classroom and our faculty will participate in creating a Social Contract (Capturing Kids Hearts)	**Formative**		
Strategy's Expected Result/Impact: Teachers will build better relationships one on one with students, and thus result in lower discipline referral rates.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrators Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: English Learners, their families, and community- based organizations will be invited to participate in a variety of engagement activities.	**Formative**		
Strategy's Expected Result/Impact: Increased school- parent connections	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: EB Specialist Administrators **Title I:** 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: We will participate in No Place for Hate activities	**Formative**		
Strategy's Expected Result/Impact: Students will maintain better social interactions and tolerance for all	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Counselor **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum			

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

State Compensatory

Budget for Thomas Elementary

Total SCE Funds: $10,593.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

We purchase resources in reading and math with our state comp ed funds. We also hire tutors and pay teachers to tutor our students before/after school.

Personnel for Thomas Elementary

Name	Position	FTE
Anna Rodriguez	PreK Aide	1

Campus Leadership Team

Committee Role	Name	Position
Administrator	Vicki Stevenson	Principal
Administrator	Tracy Mills	AP
Non-classroom Professional	Stephanie Guthman	Counselor
Classroom Teacher	Dayna Black	Kindergarten Teacher
Non-classroom Professional	Julie Conrad	Instructional Coach
Non-classroom Professional	Taylor Tucker	Instructional Coach
Non-classroom Professional	JoEllen Michalec	Librarian

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Vicki Stevenson	Principal
Administrator	Tracy Mills	Assistant Principal
Non-classroom Professional	Julie Conrad	Instructional Coach
Non-classroom Professional	Taylor Tucker	Instructional Coach
Non-classroom Professional	Stephanie Guthman	Counselor
Classroom Teacher	Dayna Black	Classroom Teacher
Non-classroom Professional	Headiyeh Matthews	EB Specialist
District-level Professional	Dana Maresh	District Math Lead
Business Representative	Shannon Hansen	Business representative
Classroom Teacher	Jeanna Valenta	Classroom Teacher
Classroom Teacher	Ruth Stokes	Classroom Teacher
Classroom Teacher	Nicole Bertrand	Classroom Teacher
Classroom Teacher	Lauren Wiese	Classroom Teacher
Classroom Teacher	Annalissa Cummings	Classroom Teacher
Classroom Teacher	Nichole Pearson	Classroom Teacher
Classroom Teacher	Bethany Holub	Classroom Teacher

Campus Funding Summary

			211 Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Reading materials		$500.00
1	3	1	Reading materials		$18,220.00
1	3	1	Library Books		$4,000.00
2	1	3	Staff travel		$1,000.00
2	2	1	Tutors		$17,000.00
2	2	1	Reading materials		$500.00
2	3	1	Reading Materials		$18,220.00
2	3	1	Library Books		$4,000.00
3	1	1	Staff travel		$1,000.00
3	2	1	Math Tutors		$17,000.00
3	3	1	Math materials		$18,220.00
4	2	1	Behavior Incentives		$2,000.00
				Sub-Total	$101,660.00
				Budgeted Fund Source Amount	$101,660.00
				+/- Difference	$0.00
			199 PIX 30 State SCE Title I-A, Schoolwide Activit		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Instructional Materials		$3,531.00
2	2	1	Instructional Materials		$3,531.00
3	3	1	Instructional Materials		$3,531.00
				Sub-Total	$10,593.00
				Budgeted Fund Source Amount	$10,593.00
				+/- Difference	$0.00
			199 PIC 25 State Bilingual/ESL		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Instructional materials		$1,650.00
2	3	1	Instructional materials		$1,650.00

199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	Instructional materials		$1,650.00
				Sub-Total	$4,950.00
				Budgeted Fund Source Amount	$4,950.00
				+/- Difference	$0.00
				Grand Total Budgeted	$117,203.00
				Grand Total Spent	$117,203.00
				+/- Difference	$0.00