

Spring Independent School District
Thompson Elementary
2019-2020 Campus Improvement Plan



Mission Statement

Thompson Elementary is committed to the development of the WHOLE child with combined community efforts while teaching positive values and providing quality academics.

Vision

TES is a school of choice for high quality academics with innovative and specialized programs that meet the needs of all students in a positive learning environment.

Core Beliefs

Scholars are the CORE of ALL decisions at Thompson.

We exercise Excellence without Excuse.

We exemplify leadership on a foundation of trust.

Our Communication is Purposeful and Intentional.

We Embody dignity and respect by embracing diversity.

No matter the Race, Gender, or Ability all children, when given the opportunity, support, and encouragement can and will Learn and Succeed!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We currently serve a total of 687 students. 306 African-American Students, 252 Hispanic/Latino Students, 82 Asian Students, 35 White Students, 7 American Indian or Alaskan, 2 native Hawaiian or other pacific islander, and 2 students with two or more races.

The campus serves 257 Limited English Proficient speaking Students, 148 Bilingual Students, 112 students classified with ESL, 58 total students served under the umbrella of Special Education.

As for Teaching and Professional Staff: Thompson ES has 2 Administrators, 1 student support specialist, 1 librarian, 1 math coach, 1 literacy coach, 1 ELA Interventionist, 1 ELAR Instructional Specialist, 34 General Education Teachers, 8 Total bilingual Teachers, 13 Paraprofessionals, and 4 Custodial Staff Members, with 10 Total Cafeteria or Child Nutrition Servers.

Overall satisfaction with Thompson ES school quality is above 90%.

92% of Parents surveyed feel that student support has increased at Thompson ES in the 18-19 school years.

87% of Staff feel that student support has increased at Thompson ES in the 18-19 school years.

Parents are pleased with student discipline and enforcement. 97% of parents felt that their students were treated fairly regardless of race, religion, or ethnicity.

90% of parents feels that campus teachers and students respect one another.

Both Parents and Teachers rate School Leadership above 80% in all areas.

Parents feel that there is more academic support and interventions offered at Thompson ES.

Parents feel that more support is provided for academics and career planning at Thompson ES.

Demographics Strengths

Parent satisfaction increased during the 2018-2019 years.

Parent and Family engagement increased from 84% to 90% in the 2018-20019 school year.

96% of Parents felt that they were informed about school sponsored activities on a regular basis they either Strongly-Agreed or Agreed.

96% of Parents felt that they were encouraged to attend school-sponsored activities either they Strong-Agreed, or Agreed.

95% of Parents felt that the school encouraged families and parents to volunteer.

94% of Parents stated that they felt that the schools uses family input to improve instruction.

51% of Parents feel that Thompson is a school of excellence. 46% feels that Thompson is a good school for their students.

32% of Staff feels that Thompson is a school of excellence, 53% of staff feels that Thompson is a good school for them.

97% of Parents feels that teachers and administrators respect their students and they have a positive experience with school administrators.

In 2018-19 0 parents rated the school as poor.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on the Title I, and School Quality Surveys Parents at Thompson ES desire better communication and more practice work to be sent home with scholars daily. **Root Cause:** Phone communication needs to be streamlined by updating the BlackBoard Connect program. Homework policy not in place school wide.

Problem Statement 2: At TES, our African American students continue to perform at a rate below our Hispanic and Asian populations. **Root Cause:** Inadequate and inconsistent literacy instruction that supports fluency, comprehension, and fluency was not equitably taught to all scholars in the primary grades.

Student Academic Achievement

Student Academic Achievement Summary

Thompson ES-114 has an overall accountability Score of: 76 which is a drop from the 17-18 school year of 83 .

GRADE 3: In the Areas of Reading on the 2018-19 STAAR 50% of the students achieved at Approaches grade level mark. This was a nineteen (19pt) point decrease over the previous year where 69% students scored at the approaches level in Reading.

GRADE 4: In the Areas of Reading on the 2018-2019 STAAR 72% of the students achieved at Approaches grade level mark. This was twelve point gain over the previous year where students scored at 60% in Reading.

GRADE 5: In the Areas of Reading on the 2018- 2019 STAAR 68% of the students achieved at the Approaches grade level mark.

GRADE 3: In the Areas of Mathematics on the 2018- 19 STAAR 56% of the students achieved at Approaches grade level mark. This was a seven (7) point drop from the previous year where students scored at 63% in Math.

GRADE 4: In the Areas of Mathematics on the 2018-2019 STAAR 67% of the students achieved at Approaches grade level mark. This rating remained the same from the previous school year where students performed at the 67% at the Approaches level.

GRADE 4: In the Areas of Writing on the 2018- 2019 STAAR 59% of students achieved at the Approaches grade level mark. This was a 9 point INCREASE from the 2017- 2018 School Year where 50% of students performed at the Approaches level.

GRADE 5: In the Areas of Mathematics on the 2018- 2019 STAAR 91% of the students achieved at the Approaches grade level mark. This was an INCREASE of 18% over the 2016-17 school year where students achieved at the 73% level.

GRADE 5: In the areas of Science on the 2017-2018 STAAR 60% of students achieved at the Approaches grade level mark. This was a 3 point INCREASE over the previous school year where students performed at the 57% mark.

Student Academic Achievement Strengths

GRADE 4 on the 2018-19 STAAR Reading 72% of the students achieved at the Approaches grade level mark. This was a 12% gain over the 2017-2018 school year where students achieved at the 60% level.

GRADE 4 on the 2018-2019 STAAR Writing 59% of students achieved at the Approaches level. This was a 9% gain over the 2017-2018 school year where students achieved at the 50% level in Approaches.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: TES students are not introduced to writing skills until the latter grades. **Root Cause:** Teachers need additional skills/resources to present to students in PK-2.

Problem Statement 2: TES students are not meeting STAAR standards in reading due to acquisition of basic literacy skills. **Root Cause:** Students leaving primary grades are not reading on grade level.

Problem Statement 3: Only 45% of 5th grade scholars met standard on the 18-19 STAAR compared to 60% meeting standard in 17-18. Science content was not being taught with fidelity in all grade levels. **Root Cause:** Lack of resources and support on science curriculum from campus leaders to ensure high levels of instructional delivery.

Problem Statement 4: First year teachers did not have adequate capacity with teaching all subjects effectively. **Root Cause:** First year teachers did not receive ongoing support from campus leadership on curriculum implementation and classroom behavior management.

School Processes & Programs

School Processes & Programs Summary

All systems in our organization are monitored and evaluated through the district's SpringWay Systems and Routines to ensure that we are operating at peak efficiency and that all systems are in place in the service of students and the community to which we serve.

SpringWay Systems and Routines drive our work of high quality teaching, overall culture, and student achievement here at Thompson Elementary School.

1. High quality teaching occurs when teachers are actively involved in a data driven, collaborative environment that focuses on learning , instructional planning, and practice of instructional delivery to meet the needs of all students.
2. Overall culture and climate of TES is enhanced by the implementation, monitoring and consistent use of Teach Like a Champion strategies and Get Better Faster coaching techniques.
3. During DDAP PLCs, teachers are driven to analyze and disaggregate their classroom and grade level data to inform their instructional practices.
4. Instructional leadership addresses the cultural, linguistic, socioeconomic and learning diversity in the school community.
5. Instructional leadership focuses upon the effective management of resources and of people — recruiting, hiring, developing, evaluating — particularly in changing environments.

We also have the systems in place below to support Human Growth and Capacity among our Adult Learners:

Facilitate Leadership, Teacher-Led Schools, Distinguished Teacher Roles, PD Leaders, Master & Content Area Specialists, Internal opportunities for Leadership & Specialization, Advisory Teachers, Teacher Ambassadors, Online Sharing of Expertise, Restructuring Staffing and Scheduling for Improved Retention, Differentiated Teaching Responsibilities, Restructuring How Personnel are Used, Hiring mentors and tutors, Teaching and Coaching Feedback is highly personalized and focuses on the most important bite-sized actions that a teacher can implement to improve his or her instruction.

School Processes & Programs Strengths

We have a Thompson Master Calendar that is a collaborative process that involves all stakeholders when developing all meetings, dates, and times. This provides a framework and structure to ensure that the district's SpringWay Systems and Routines can ensure the collaborative process is vetted and in place to support student growth and achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The capacity of all faculty and staff when implementing with fidelity the SpringWay Systems and Routines. **Root Cause:** Lack of

training for all faculty from the campus and district level.

Problem Statement 2: Ensuring that a viable and engaging curriculum is implemented with fidelity and consistently across all grade levels and contents within the school. **Root Cause:** Misalignment and/or disjointed scope and sequence along with lack of campus resources.

Perceptions

Perceptions Summary

At Thompson ES we utilize the district's SpringWay Systems and Routines when evaluating any data to ensure that we don't make it about the person but about student growth and achievement.

Our Culture is one that is focused around Human Capacity Development and Growth. We are all in the service of students. Our Themes are indicative of this:

- YEAR ONE: "Let's Grow Together"-(Forming Year)
- YEAR TWO: "Together We Are More"-(Storming Year)
- YEAR THREE: "We Are One, Be the Change"-(Norming Year)
- YEAR FOUR: "Growing from Good to Great" the Lift Year- (Performing Year)
- YEAR FIVE: "Journeying from Good to Great" the year to SOAR

Our Collaboratively formed Staff/Faculty Social Contract for:

How we want to be treated?

How we treat one another?

How we want our leaders to treat us?

How we treat our leader?

What do we do when conflict arises?

OUR BELIEF ABOUT STUDENTS:

REMEMBER: NO MATTER WHAT RACE, GENDER, OR ABILITY ALL CHILDREN, IF GIVEN THE OPPORTUNITY, SUPPORT, AND ENCOURAGEMENT CAN LEARN AND SUCCEED.

Perceptions Strengths

Parent satisfaction increased from 2017-2018 school year to the 2018-2019 school year.

Parent and Family engagement increased from 88% to 91% in the 2018-2019 school years.

86% of Parents felt that they were informed about school sponsored activities on a regular basis they either Strongly-Agreed or Agreed.

91% of Parents felt that they were encouraged to attend school-sponsored activities either they Strong-Agreed, or Agreed.

84% of Parents felt that the school encouraged families and parents to volunteer.

76% of Parents stated that they felt that the schools uses family input to improve instruction.

60% of Parents feel that Thompson is a school of excellence. 45% feels that Thompson is a good school for their students.

90% of Parents feels that teachers and administrators respect their students and they have a positive experience with school administrators.

In 2018-2019 0 parents rated the school as poor.

76% of TES Staff feel highly engaged and engaged in their work at TES.

86% of TES Staff feels that the principal and or direct supervisor makes good decisions.

87% of TES Staff feel they are recognized for good performance at work.

78% of TES staff felt that the principal or direct supervisor were consistent with his or her words and actions.

84% of TES felt that the principal or direct supervisor is willing to listen to new ideas.

84% of TES Staff are motivated to contribute more than what is expected of them.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There were several parents who were not in favor of the once a day lunch visits. **Root Cause:** Safety and security is the main priority of all scholars and staff. According to Senate Bill 11, Standard Response Protocol is now in place to ensure stronger systems for school safety and security.

Problem Statement 2: Based on the School Quality survey, parents at TES desire differentiation in their school engagement program. **Root Cause:** Lack of coaching on differentiation and how to implement to all teaching staff.

Priority Problem Statements

Problem Statement 1: At Thompson ES, our African-American Students continue to perform at a rate below our Hispanic, and Asian Students.

Root Cause 1: Inadequate, and inconsistent Literacy instruction that supports fluency, comprehension, and stamina

Problem Statement 1 Areas: Demographics

Problem Statement 2: Thompson students are not meeting STAAR standard due to lack of acquisition of Literacy skills.

Root Cause 2: Students leaving first grade not reading on grade level.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Most of our teachers are continuously experiencing technology issues with their assigned Teacher Laptop which has become a barrier to delivery of the instructional core.

Root Cause 3: The Teacher laptops are antiquated, dated, and obsolete.

Problem Statement 3 Areas: Technology

Problem Statement 4: Ensuring that a viable and engaging curriculum is implemented with fidelity across all grade levels within the school.

Root Cause 4: Dis-alignment, and or disjointed scope and sequence, and or lack of campus and district resources

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: At TES, our African American students continue to perform at a rate below our Hispanic and Asian populations.

Root Cause 5: Inadequate and inconsistent literacy instruction that supports fluency, comprehension, and fluency was not equitably taught to all scholars in

the primary grades.

Problem Statement 5 Areas: Demographics

Problem Statement 6: TES students are not introduced to writing skills until the latter grades.

Root Cause 6: Teachers need additional skills/resources to present to students in PK-2.

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: TES students are not meeting STAAR standards in reading due to acquisition of basic literacy skills.

Root Cause 7: Students leaving primary grades are not reading on grade level.

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: Only 45% of 5th grade scholars met standard on the 18-19 STAAR compared to 60% meeting standard in 17-18. Science content was not being taught with fidelity in all grade levels.

Root Cause 8: Lack of resources and support on science curriculum from campus leaders to ensure high levels of instructional delivery.

Problem Statement 8 Areas: Student Academic Achievement

Problem Statement 9: First year teachers did not have adequate capacity with teaching all subjects effectively.

Root Cause 9: First year teachers did not receive ongoing support from campus leadership on curriculum implementation and classroom behavior management.

Problem Statement 9 Areas: Student Academic Achievement

Problem Statement 10: Ensuring that a viable and engaging curriculum is implemented with fidelity and consistently across all grade levels and contents within the school.

Root Cause 10: Misalignment and/or disjointed scope and sequence along with lack of campus resources.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Based on the School Quality survey, parents at TES desire differentiation in their school engagement program.

Root Cause 11: Lack of coaching on differentiation and how to implement to all teaching staff.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: There were several parents who were not in favor of the once a day lunch visits.

Root Cause 12: Safety and security is the main priority of all scholars and staff. According to Senate Bill 11, Standard Response Protocol is now in place to ensure stronger systems for school safety and security.

Problem Statement 12 Areas: Perceptions

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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Section 504 data
- Homeless data

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: By June 2020, student achievement in Reading for grades 3 - 5 will increase from 37% to 47% "Meets" Level as measured by STAAR reading test.

Performance Objective 1: In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of the Springway coaching feedback protocols and the implementation of professional learning communities - PLC- (Learning, Planning, Practice, and DDAP).


Evaluation Data Source(s) 1: 19-20 STAAR Data
 Benchmarks
 Campus Based Assessments
 MAP Scores

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy PBMAS 1) TES will implement the professional development and resources of Writers Academy with fidelity. All 4th grade teachers will attend the Writers Academy- Reading WRITE! conference in July.</p>	2.4, 2.5, 2.6	-Principal -Assistant Principal -Instructional Specialist -Content Coaches	Increased writing scores as measured by STAAR.				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: 211 Title I, Part A - 6000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>PBMAS TEA Priorities Build a foundation of reading and math</p> <p>2) Ensure teachers and scholars have resources (copy paper, cardstock, printers, toner, binder, marker/crayons, dividers, pencils, pens, pencils, poster-maker paper, staples, folders...etc...) and Instructional materials (Coach Digital Software, Books, Workbooks, and supplementary resources academic in nature from Lakeshore, Mentoring Minds, etc.) and general supplies necessary to provide opportunities that promote learning across all grade levels. Moreover, reference materials such as dictionaries and maps for instruction to ensure students have all resources necessary to successfully participate in the learning environment from Daniel's Office Products.</p>	2.4, 2.6	Principal Assistant Principal Content Coaches Instructional Specialist Student Support Specialist ELA Interventionist Classroom Teachers	Implementation-measured by documentation of materials purchased. Scholars will demonstrate greater academic performance in reading with the use and monitoring of necessary supplies.				
<p>PBMAS</p> <p>3) TES will continue to Train, implement, sustain, and grow campus PLC Norms and TLAC strategies. We will conduct data analysis assessments in 100% of our DDAP PLCS's. We will identify struggling scholars and develop instructional strategies to support their needs based of our analysis.</p> <p>Staff members will use TLAC and Get Better Faster books as resources for planning, coaching, and stronger lesson delivery</p>	2.4, 2.6	Principal Asst. Principal Classroom Teachers Literacy/Math Coach Student Support Specialist ESL Coordinators SPED Teachers Campus Advisory Committee	Results: Increased passing rates on all assessments in order to meet our targeted goal. Scholars will demonstrate increased academic performance as measured on district and state assessments.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
PBMAS TEA Priorities Build a foundation of reading and math 4) TES scholars will create and monitor their assessments through Student Data tracker binders. Teachers will administer and track weekly assessments. Teachers will also track and monitor all assessments on grade level data trackers.	2.4, 2.6	Principal Assistant Principal Instructional Coaches & specialist	Increased academic scores on all campus, district, and state assessments.				
				Problem Statements: Student Academic Achievement 2, 4 Funding Sources: 211 Title I, Part A - 2000.00			
5) TES will offer implement school wide tutorials during and after the school day, focusing on the scholars lowest TEKS.	2.4, 2.6	Principal Assitant Principal Literacy Coach Instructional Specialist Classroom Coaches	Increased student scores on all assessments, increased classroom grades, and a new love of learning evident in scholar participation in class.				
				Problem Statements: Student Achievement 1 Funding Sources: 199 State SCE - State Compensatory Education (PIC - 10000.00)			
PBMAS TEA Priorities Build a foundation of reading and math 6) TES will provide bilingual intervention in reading, writing, and math provided by a bilingual aides and tutors.	2.4, 2.6	Principal Assistant Principal ELL Campus Coordinator Bilingual Tutor Classroom Teacher	Increased scores on TELPAS, campus, district and state assessments.				
				Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 263 Title III, LEP - 8150.00			
							

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Thompson students are not meeting STAAR standard due to lack of acquisition of Literacy skills. **Root Cause 1:** Students leaving first grade not reading on grade level.

Curriculum, Instruction, and Assessment

Problem Statement 1: Ensuring that a viable and engaging curriculum is implemented with fidelity across all grade levels within the school. **Root Cause 1:** Dis-alignment, and or disjointed scope and sequence, and or lack of campus and district resources

Student Academic Achievement

Problem Statement 1: TES students are not introduced to writing skills until the latter grades. **Root Cause 1:** Teachers need additional skills/resources to present to students in PK-2.

Problem Statement 2: TES students are not meeting STAAR standards in reading due to acquisition of basic literacy skills. **Root Cause 2:** Students leaving primary grades are not reading on grade level.

Problem Statement 4: First year teachers did not have adequate capacity with teaching all subjects effectively. **Root Cause 4:** First year teachers did not receive ongoing support from campus leadership on curriculum implementation and classroom behavior management.

Goal 2: By June 2020, student achievement in Reading for grades K-5 will increase from 54% on or above grade level to 64% on or above grade level as measured by MAP reading.





Performance Objective 1: In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of the Springway coaching feedback protocols and the implementation of professional learning communities - PLC- (Learning, Planning, Practice, and DDAP).

Evaluation Data Source(s) 1: MAP/Renaissance Data

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
PBMAS TEA Priorities Build a foundation of reading and math 1) All TES scholars will receive 45 minutes of interventions daily based on data. Scholars will utilize the ExactPath software during interventions/tutoring.	2.4, 2.6	Principal Assistant Principal Literacy Coach ELA Interventionist Student Supprt Specialist	Scholars reading on grade level and MAP/Renaissance data reflects this increase.				
	Problem Statements: Student Achievement 1 - Student Academic Achievement 2, 4						
PBMAS 2) All scholars will participate in MAP for BOY, MOY, and EOY assessments and data will be used to drive instructional and intervention decisions. Students performing below grade level will receive targeted interventions addressing their lowest TEKS/objectives during and after school.	2.4, 2.5	Principal Assistant Principal Student Support Specialist Literacy Coach Instructional Specialist Classroom Teachers	Scholars will show growth within their reading levels by 10% on each assessment.				
	Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 1: At Thompson ES, our African-American Students continue to perform at a rate below our Hispanic, and Asian Students. Root Cause 1: Inadequate, and inconsistent Literacy instruction that supports fluency, comprehension, and stamina
Student Achievement
Problem Statement 1: Thompson students are not meeting STAAR standard due to lack of acquisition of Literacy skills. Root Cause 1: Students leaving first grade not reading on grade level.
Curriculum, Instruction, and Assessment
Problem Statement 1: Ensuring that a viable and engaging curriculum is implemented with fidelity across all grade levels within the school. Root Cause 1: Dis-alignment, and or disjointed scope and sequence, and or lack of campus and district resources
Student Academic Achievement
Problem Statement 2: TES students are not meeting STAAR standards in reading due to acquisition of basic literacy skills. Root Cause 2: Students leaving primary grades are not reading on grade level.
Problem Statement 4: First year teachers did not have adequate capacity with teaching all subjects effectively. Root Cause 4: First year teachers did not receive ongoing support from campus leadership on curriculum implementation and classroom behavior management.

Goal 3: By June 2020, student achievement in Math for grades K-5 will increase from 56% on or above grade level to 66% on or above grade level as measured by MAP Mathematics.

Performance Objective 1: In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of the Springway coaching feedback protocols and the implementation of professional learning communities - PLC- (Learning, Planning, Practice, and DDAP).

Evaluation Data Source(s) 1: MAP Math scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>PBMAS</p> <p>1) All TES scholars will receive 45 minutes of math interventions based on data. Scholars will utilize the ExactPath software during interventions/tutoring.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Math Coach Student Support Specialist Classroom teachers	Scholars will show grow in their math computations and problem solving by 10% on each assessment.				
Problem Statements: Curriculum, Instruction, and Assessment 1							
<p>2) All scholars will participate in MAP for BOY, MOY, and EOY assessments and data will be used to drive instructional and intervention decisions. Students performing below grade level will receive targeted interventions addressing their lowest TEKS/ objectives during and after school.</p>	2.4, 2.5	Principal Assistant Principal Student Support Specialist Literacy Coach Instructional Specialist Classroom Teachers	Scholars will show growth within their math computation and problem solving levels by 10% on each assessment.				
							

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Ensuring that a viable and engaging curriculum is implemented with fidelity across all grade levels within the school. **Root Cause 1:** Dis-alignment, and or disjointed scope and sequence, and or lack of campus and district resources

Goal 4: By June 2020, overall student attendance for Thompson Elementary will increase by 1.5%; from 95.2% to 96.7% as measured by the EOY PEIMS submission.

Performance Objective 1: In alignment with the Student and Staff Culture lever, we will implement the Springway structures and routines with fidelity to strengthen relationships with all stakeholders through building a collective teacher efficacy.

Evaluation Data Source(s) 1: 6 week reports from DecisionEd
 PEIMS submissions
 BiWeekly Attendance Meetings

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>PBMAS</p> <p>1) TES attendance clerk and attendance committee will meet biweekly to monitor and discuss attendance school-wide attendance concerns.</p> <p>TES attendance clerk will also monitor the "Magic Number," daily contact parents of absent scholars, and track all comments on absent tracker.</p>	2.4, 2.6	Principal Assistant Principal Attendance Clerk Attendance Committee members	Increase in daily attendance rate.				
				Problem Statements: Student Achievement 1 - Student Academic Achievement 4			
<p>PBMAS</p> <p>TEA Priorities</p> <p>Recruit, support, retain teachers and principals</p> <p>2) TES will implement an incentive plan that will reward teachers and scholars for excellent attendance.</p>	2.4, 2.6	Principal Assistant Principal Attendance Clerk Classroom Teachers	Increase in daily attendance rate.				
				Problem Statements: Student Achievement 1 - Student Academic Achievement 4			
Funding Sources: 211 Title I, Part A - 200.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
3) TES students will participate in 135 minutes of physical activity weekly. Physical education teacher will also attend the TAHPERD annual convention for continued professional development.		Principal Assistant Principal PE Teacher					
Problem Statements: Perceptions 2 Funding Sources: 211 Title I, Part A - 125.00							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Thompson students are not meeting STAAR standard due to lack of acquisition of Literacy skills. Root Cause 1: Students leaving first grade not reading on grade level.
Student Academic Achievement
Problem Statement 4: First year teachers did not have adequate capacity with teaching all subjects effectively. Root Cause 4: First year teachers did not receive ongoing support from campus leadership on curriculum implementation and classroom behavior management.
Perceptions
Problem Statement 2: Based on the School Quality survey, parents at TES desire differentiation in their school engagement program. Root Cause 2: Lack of coaching on differentiation and how to implement to all teaching staff.





Goal 5: By June 2020, Thompson Elementary will improve the staff perception and their influence with decision making from 76% to 80% as measured by the Employee Engagement Survey. In addition, by June 2020, Thompson Elementary will improve parent overall perception and communication as measured by the School Quality Survey.

Performance Objective 1: In alignment with the Student and Staff Culture lever, we will implement the Springway structures and routines with fidelity to strengthen relationships with all stakeholders through building a collective teacher efficacy.

Evaluation Data Source(s) 1: Employee Engagement Survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
PBMAS TEA Priorities Recruit, support, retain teachers and principals 1) TES will implement a mentoring program for all new staff members with monthly sessions that cater to the needs of a new staff.	2.4, 2.6	Principal Assistant Principal Lead Campus Mentor Classroom teachers	Result/Impact: The tiered level of support from veteran teachers will help build a sense of community within the campus, strengthen teacher instructional delivery, and build more confident teachers.				
				Problem Statements: Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 4			
PBMAS TEA Priorities Recruit, support, retain teachers and principals 2) TES will recognize and celebrate teachers monthly for their hard work and continued efforts on student achievement.	2.5	Principal Assistant Principal PTO	Increased staff perception of TES.				
				Problem Statements: Student Academic Achievement 4			
TEA Priorities Recruit, support, retain teachers and principals 3) Reactivate the Parent Teacher Organization with a committed Board of Parents to lead.	2.4, 3.1, 3.2	Principal Assistant Principal Parent Liasion	Increase positive perception of parents and staff.				
				Problem Statements: Perceptions 2			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Ensuring that a viable and engaging curriculum is implemented with fidelity across all grade levels within the school. Root Cause 1: Dis-alignment, and or disjointed scope and sequence, and or lack of campus and district resources
Student Academic Achievement
Problem Statement 4: First year teachers did not have adequate capacity with teaching all subjects effectively. Root Cause 4: First year teachers did not receive ongoing support from campus leadership on curriculum implementation and classroom behavior management.
Perceptions
Problem Statement 2: Based on the School Quality survey, parents at TES desire differentiation in their school engagement program. Root Cause 2: Lack of coaching on differentiation and how to implement to all teaching staff.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	TES will implement the professional development and resources of Writers Academy with fidelity. All 4th grade teachers will attend the Writers Academy- Reading WRITE! conference in July.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	1	TES will implement the professional development and resources of Writers Academy with fidelity. All 4th grade teachers will attend the Writers Academy- Reading WRITE! conference in July.
1	1	2	Ensure teachers and scholars have resources (copy paper, cardstock, printers, toner, binder, marker/crayons, dividers, pencils, pens, pencils, poster-maker paper, staples, folders...etc...) and Instructional materials (Coach Digital Software, Books, Workbooks, and supplementary resources academic in nature from Lakeshore, Mentoring Minds, etc.) and general supplies necessary to provide opportunities that promote learning across all grade levels. Moreover, reference materials such as dictionaries and maps for instruction to ensure students have all resources necessary to successfully participate in the learning environment from Daniel's Office Products.
1	1	3	TES will continue to Train, implement, sustain, and grow campus PLC Norms and TLAC strategies. We will conduct data analysis assessments in 100% of our DDAP PLCS's. We will identify struggling scholars and develop instructional strategies to support their needs based of our analysis. Staff members will use TLAC and Get Better Faster books as resources for planning, coaching, and stronger lesson delivery
1	1	4	TES scholars will create and monitor their assessments through Student Data tracker binders. Teachers will administer and track weekly assessments. Teachers will also track and monitor all assessments on grade level data trackers.
1	1	6	TES will provide bilingual intervention in reading, writing, and math provided by a bilingual aides and tutors.
2	1	1	All TES scholars will receive 45 minutes of interventions daily based on data. Scholars will utilize the ExactPath software during interventions/tutoring.
2	1	2	All scholars will participate in MAP for BOY, MOY, and EOY assessments and data will be used to drive instructional and intervention decisions. Students performing below grade level will receive targeted interventions addressing their lowest TEKS/ objectives during and after school.
3	1	1	All TES scholars will receive 45 minutes of math interventions based on data. Scholars will utilize the ExactPath software during interventions/tutoring.
4	1	1	TES attendance clerk and attendance committee will meet biweekly to monitor and discuss attendance school-wide attendance concerns. TES attendance clerk will also monitor the "Magic Number," daily contact parents of absent scholars, and track all comments on absent tracker.
4	1	2	TES will implement an incentive plan that will reward teachers and scholars for excellent attendance.

Goal	Objective	Strategy	Description
5	1	1	TES will implement a mentoring program for all new staff members with monthly sessions that cater to the needs of a new staff.
5	1	2	TES will recognize and celebrate teachers monthly for their hard work and continued efforts on student achievement.

State Compensatory

Budget for Thompson Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
2119111143051	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$0.00
2119231143051	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$0.00
1998111142458	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$5,500.00
6100 Subtotal:		\$5,500.00
6300 Supplies and Services		
1998111142458	6321 Textbooks	\$3,000.00
1998111142458	6390 Supplies and Materials - General	\$2,900.00
6300 Subtotal:		\$5,900.00
6400 Other Operating Costs		
1998111142458	6494 Reclassified Transportation Expenses	\$1,000.00
6400 Subtotal:		\$1,000.00

Personnel for Thompson Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
LaTasha Jones	Math Coach	114200M	1.0
Meagan Scott	Student Support Specialist	114200C	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our scholars in relation to the challenging state academic standards focusing on students who are failing to or are at-risk of failing to meet the rigorous state academic standards and those determined by local policy. The Comprehensive Needs Assessment (CNA) includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged and Gifted & Talented.

The most recent date the Comprehensive Needs Assessment (CNA) was developed/reviewed/revised/approved is noted in the CNA section of Plan4Learning. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA will be documented in the Committees section of Plan4Learning. The committee, as well as specialized subcommittees, will meet throughout the school year as new data becomes available and/or when the needs of scholars require campus-level action. The district goal is to conduct at least 2 meetings during the 2019-2020 fall semester (July 2019-December 2019) and at least 3 meetings during the 2019-2020 spring semester (January 2020-July 2020).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), and campus personnel including teachers, paraprofessionals, campus leaders and leadership team members, and district administration. The committee may include additional stakeholders such as specialized instructional support, technical-assistance personnel, and other campus staff, as needed. Secondary-level (MS/HS) campuses may also include student input through membership on the CIP team. The list of stakeholders who participate in the development and review of the CIP may be found in Plan4Learning in the Committees section.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's identification as a Title I campus. The plan and its implementation shall be regularly monitored and revised as necessary, based on scholars' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring must include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners (ESSA Section 1111(c)(2)) and "at-risk" students [TEC 42.152(d)].

The date the CIP and District Improvement Plan (DIP) were developed/reviewed/revised/approved is noted in Plan4Learning under the Goals tab for the District and for each campus.

2.3: Available to parents and community in an understandable format and language

The CIP is readily available to parents and the community on our campus website. Upon request, an electronic or paper copy will be provided to interested parties. The CIP has been translated into Spanish and both versions are posted on our webpage. The campus and/or district will, to the extent possible, provide translations into other languages. Communication will be provided to families at the beginning of the year and during the fall Open House to address this option. (ESSA, Sec. 1114(b)(4))

2.4: Opportunities for all children to meet State standards

Campus-wide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) The school determines campus-wide reform strategies based upon formative and summative student achievement data. The CIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111 (c)(2)] to meet the challenging state academic standards.

This requirement is documented at the strategy level in Plan4Learning. Each strategy meeting the requirements of 2.4 include this Element designation above the strategy.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The school jointly developed a written parent and family engagement policy and a school parent compact with parents and family members of our students. The policy describes the ways Spring ISD fulfills the requirements for partnering with parents and families as we provide a high quality education. Our

school believes that this partnership is essential for students to succeed. This partnership includes:

- Assisting parents to understand the state standards (TEKS) and curriculum
- Understanding state (STAAR/EOC) and local assessment standards
- How to work with the school to improve their child's achievement
- Providing materials and training to help parents work with their child, such as literacy and technology training
- Parent curriculum workshops

The School Parent compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement. Spring ISD also embraces family and community engagement as it is clearly outlined in our 5-year Strategic Plan as one of our 5 imperatives:

Engaged Stakeholders in Every Community

Our Parent and Family Engagement performance indicators include:

- Increase percentage of schools with an active PTA or PTO
- Increase percentage of stakeholders participating and engaged/highly engaged with Spring ISD
- Increase parent rating of overall quality of education provided by Spring ISD
- Increased two-way communication with parents and stakeholders
- Increase the number of student-enrichment opportunities with higher education or business partners

A list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy and Compact can be found in the Committees section of Plan4Learning. The Parent and Family Engagement Policy is published on the school's website and distributed throughout our community.

3.2: Offer flexible number of parent involvement meetings

The school provides a flexible number of meetings for parents. At the district level, the parents meet 4 times annually and serve on a Parent Advisory Council. At the school level we encourage our parents to participate in all enrichment activities as well as academic focused training and workshops such as Language Acquisition courses, technology training and many academic and social/emotional focused workshops. We also have a volunteer program in place where parents may donate their time and their talents in the schools, such as reading in the classroom, participating in College and Career Days as well as serving on the Watch DOGS committee.

2019-2020 Campus Advisory Council

Committee Role	Name	Position
Classroom Teacher	Angeline Avington	Teacher
Classroom Teacher	Julia Gann	Teacher
Classroom Teacher	Kristina Noland	Teacher
Administrator	Demonica Amerson	Principal
Business Representative	Thomas Fagan	Business Partner

Campus Funding Summary

199 State SCE - State Compensatory Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplemental Pay for Teachers		\$10,000.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$11,500.00
+/- Difference					\$1,500.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Writers Academy Conference		\$6,000.00
1	1	2	Student Resources		\$4,500.00
1	1	4	Binders and Student supplies		\$2,000.00
4	1	2	Scholar incentives		\$200.00
4	1	3	TAHPERD Convention		\$125.00
Sub-Total					\$12,825.00
Budgeted Fund Source Amount					\$138,715.00
+/- Difference					\$125,890.00
261 Title III-A, Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,150.00
+/- Difference					\$8,150.00

263 Title III, LEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	ESL Tutor		\$8,150.00
Sub-Total					\$8,150.00
Budgeted Fund Source Amount					\$8,150.00
+/- Difference					\$0
Grand Total					\$30,975.00