Spring Independent School District
Thompson Elementary
2021-2022 Campus Improvement Plan
Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: September 7, 2021
Public Presentation Date: September 2, 2021
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

Thompson Elementary is a very diverse campus and this year we will be 25 years old! Our campus namesake, Mrs. Thompson, is a very active part of our community and she visits regularly with our staff and scholars. We currently serve a total of 692 scholars. Of the 692, 338 are African-American, 250 are Hispanic/Latino Students, 66 Asian Students, 22 White Students, 5 American Indian or Alaskan, 2 native Hawaiian or other pacific islander, and 9 students with two or more races.

We serve 227 Limited English Proficient speaking Students, 226 Bilingual Students, 71 students classified with ESL, 71 total students served under the umbrella of Special Education.

Since it's beginning, Thompson has been a Title 1 school with currently 89% of the student body considered socio economically disadvantaged. This percentage continues to increase yearly as the community changes.

During the pandemic of 2020, we learned there was a large disproportionately amongst our families with the need for food and technology. Throughout the 20-21 school year, we served over 200 families weekly with curb side meals and provided chrome books/hot spots to over 400 scholars within our school. Over the past 3 years, the overall perception of parents of our campus has increased and 92% of Parents surveyed feel that student support has increased at Thompson ES in the 18-19 school years based on the 19-20 K12 survey data.

Parents continue to be pleased with our low student discipline infractions and our regular communication. 97% of parents felt that their students were treated fairly regardless of race, religion, or ethnicity based on the 19-20 K12 survey data. Additionally, 90% of parents feels that campus teachers and students respect one another based on the 19-20 K12 survey data. Although, parents feel that there is a need for more academic support and interventions to be offered at Thompson ES.

As for Teaching and Professional Staff: Thompson ES has 2 Administrators, 1 student support specialist, 1 librarian, 1 math coach, 2 ELA Interventionist, 2 Math Interventionist, 1 ELAR Instructional Specialist, 34 General Education Teachers, 10 Total bilingual Teachers, 17 Paraprofessionals, and 4 Custodial Staff Members, with 10 Total Cafeteria or Child Nutrition Servers. Overall satisfaction with Thompson ES school quality is above 90% based on the 19-20 K12 survey data. Additionally, 87% of Staff feel highly engage or engaged at Thompson ES in the based on the 19-20 K12 survey data.

Both Parents and Teachers rate School Leadership above 85% in all areas.

Demographics Strengths

Amongst the greatest strengths at TES, staff satisfaction increased during the 2019-2020 years based on the 19-20 K12 survey data. Additionally, parent and family engagement increased from 84% to 90% in the 2018-20019 school year but due to COVID remained stagnant. We are continuing to identify ways to get our parents more involved after the pandemic and ways to keep them engaged. With this came 96% of parents feeling that they were informed about school sponsored activities on a regular basis they either
Strongly-Agreed or Agreed based on the 19-20 K12 survey data. Additionally in the past, 96% of parents felt that they were encouraged to attend school-sponsored activities either they Strong-Agreed, or Agreed and 95% of parents felt that the school encouraged families and parents to volunteer.

Another strength is that 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 and 46% feels that Thompson is a good school for their students. During the past school year, our scholars attendance decreased, however, our parents regularly communicated with our staff and teachers.

32% of Staff feels that Thompson is a school of excellence and 53% of staff feels that Thompson is a good school for them. Our staff this year worked extremely hard to keep our parents engaged through multi-means of technology. This allowed for 97% of Parents feels that teachers and administrators respect their students and they have a positive experience with school administrators.

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

Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** More Asian teachers are needed to address the increasing numbers of Asian scholars at TES. **Root Cause:** Hiring practices have not been consistent with the increase of said demographics.

**Problem Statement 2 (Prioritized):** 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.

**Problem Statement 3 (Prioritized):** Low attendance rate for the 20-21 school year due to COVID and the virtual environment. **Root Cause:** Teachers lacked the adequate skills to address the needs of scholars in a virtual learning environment.
Student Learning

Student Learning Summary

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

GRADE 3: In the Areas of Reading on the 20-21 STAAR 48% of the students achieved at Approaches, 17% Meets, and 8% Masters grade level.

GRADE 4: In the Areas of Reading on the 20-21 STAAR 43% of the students achieved at Approaches, 20% Meets, and 6% Masters grade level.

GRADE 5: In the Areas of Reading on the 20-21 STAAR 46% of the students achieved at Approaches, 19% Meets, and 11% Masters grade level. Our overall campus score for reading at the approaches level for the 20-21 is at 46%, 19% at Meets, and 9% at Masters.

GRADE 3: In the Areas of Mathematics on the 20-21 STAAR 38% of the students achieved at Approaches, 12% Meets, and 6% Masters grade level.

GRADE 4: In the Areas of Mathematics on the 20-21 STAAR 26% of the students achieved at Approaches, 12% Meets, and 7% Masters grade level.

GRADE 4: In the Areas of Writing on the 20-21 STAAR 36% of the students achieved at Approaches, 13% Meets, and 6% Masters grade level.

GRADE 5: In the Areas of Mathematics on the 20-21 STAAR 37% of the students achieved at Approaches, 21% Meets, and 10% Masters grade level. Our overall campus score for math at the approaches level for the 20-21 is at 34%, 15% at Meets, and 8% at Masters.

GRADE 5: In the areas of Science on the 20-21 STAAR 24% of the students achieved at Approaches, 5% Meets, and 1% Masters grade level.

Our overall Domain score was 37% at approaches, 15% at the meets level, and 7% at the masters level.

In 2021, only 18% of our scholars were at the beginning level as measured by TELPAS while 82% scored in intermediate, advanced, or advanced high.

At the primary level, our PK scholars were right at their target goals with 89% of the scholars on target with phonemic awareness and rote counting as measured by the 2021 CIRCLE assessment.

Our Kinder scholars were right on track and very close to their target goal with 83% being on target by the EOY TPRI.

In 2021, our Kindergarten scholars ended the year with 81% being on or above grade level as measured by the EOY TPRI. This is a 58% point increase from the 2021 TPRI BOY.

In 2021, our first grade scholars ended the year with 69% being on or above grade level as measured by the EOY TPRI. This is a 46% point increase from the 2021 TPRI BOY which was at 23%.

In 2021, our 2nd grade scholars ended the year with 66% being on or above grade level as measured by the EOY TPRI. This is a 12% point increase from the 2021 TPRI BOY.

According to the 2021 MAP growth data, our 3rd grade scholars went from 55% on or above grade level to 59% on or above grade level by the EOY.

There is still work to be done in reading for our 4th and 5th graders according to the EOY data showing at least 40% of scholars below grade level as measured by the EOY MAP assessment.
Student Learning Strengths

Our scholars at the primary levels showed great progress even during the pandemic.

Our PK scholars made progress in rapid vocabulary naming with 83% being developed, 96% being developed in early writing skills, 98% on track in mathematics, and 98% being on track with social and emotional learning.

Additionally, our kinder scholars also showed progressed with the EOY TPRI showed 81% of scholars being developed.

In 2021, our Kindergarten scholars ended the year with 81% being on or above grade level as measured by the EOY TPRI. This is a 58% point increase from the 2021 TPRI BOY.

In 2021, our first grade scholars ended the year with 69% being on or above grade level as measured by the EOY TPRI. This is a 46% point increase from the 2021 TPRI BOY which was at 23%.

In 2021, our 2nd grade scholars ended the year with 66% being on or above grade level as measured by the EOY TPRI. This is a 12% point increase from the 2021 TPRI BOY.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): TES students are not performing on grade level in reading and math. Root Cause: Blended instruction caused gaps in learning due to COVID 19.

Problem Statement 2 (Prioritized): 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 4 (Prioritized): Less than 20% of scholars met standard on the 2020-21 Writing STAAR assessment. Root Cause: Writing instructional delivery wasn't evident in K-3rd which caused a significant heavy lift of basic sentence and grammar skills in 4th grade.

Problem Statement 5 (Prioritized): 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.

Problem Statement 6 (Prioritized): Scholars with low attendance performed poorly on local and state assessments. Root Cause: Campus leadership did not monitor attendance daily and communicate established protocol regularly for attendance and truancy issues.

Problem Statement 7 (Prioritized): TES 5th grade scholars did not meet the goal of 52 at the meets level on the science STAAR. Root Cause: Teacher absences due to COVID 19 prevented strong consistent instructional delivery.
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.

Our CCL (campus curriculum leaders) team worked this summer to help develop the master schedule and all brought experience from SPED, ELA, primary, etc. areas that supported the work of designing the schedule.

Every teacher new to TES receives a mentor or buddy that will help them navigate their first year on campus. We also have classroom ambassadors in each classroom that mentor/guide new scholars to the building.

TES has adopted a student council that will work collaboratively with the counselor doing community service, serving as the voice of the scholars, meeting with the principal, and serve as safety patrols.

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
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: Lack of support with district and campus resources from campus leadership for all 3-5 self contained teachers in reading, math, writing, and science.
Perceptions

Perceptions Summary

At Thompson ES we believe in treating everyone with dignity and respect. Our motto is, "parents drop off the best they have to us every day, and it is our job to send them home better."

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: "Journaing from Good to Great" the year to SOAR
- YEAR SIX: "Every CHILD, Every TEACHER, EVERY DAY!"

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.

We have a large social media presence and following on Twitter and Facebook. We also over communicate with our TES community through weekly newsletters, TES Community and Family News, that goes out in multiple modalities.

We incorporated Parent University into our

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 communication from campus leadership in a timely manner for parents to adequately plan and participate.
**Priority Problem Statements**

**Problem Statement 1:** More Asian teachers are needed to address the increasing numbers of Asian scholars at TES.
- **Root Cause 1:** Hiring practices have not been consistent with the increase of said demographics.
- **Problem Statement 1 Areas:** Demographics

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

**Problem Statement 3:** Low attendance rate for the 20-21 school year due to COVID and the virtual environment.
- **Root Cause 3:** Teachers lacked the adequate skills to address the needs of scholars in a virtual learning environment.
- **Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** TES students are not performing on grade level in reading and math.
- **Root Cause 4:** Blended instruction caused gaps in learning due to COVID 19.
- **Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** TES students are not meeting STAAR standards in reading due to acquisition of basic literacy skills.
- **Root Cause 5:** Students leaving primary grades are not reading on grade level.
- **Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Only 19% of scholars met standard on the 20-21 STAAR in reading compared to 60% meeting standard in 17-18.
- **Root Cause 6:** Inconsistent teaching and gaps in learning due to COVID 19 and excessive teacher/student absences.
- **Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Scholars with low attendance performed poorly on local and state assessments.
- **Root Cause 7:** Campus leadership did not monitor attendance daily and communicate established protocol regularly for attendance and truancy issues.
- **Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** First year teachers did not have adequate capacity with teaching all subjects effectively.
- **Root Cause 8:** First year teachers did not receive ongoing support from campus leadership on curriculum implementation and classroom behavior management.
**Problem Statement 8 Areas**: Student Learning

**Problem Statement 9**: Less than 20% of scholars met standard on the 2020-21 Writing STAAR assessment.
**Root Cause 9**: Writing instructional delivery wasn't evident in K-3rd which caused a significant heavy lift of basic sentence and grammar skills in 4th grade.

**Problem Statement 9 Areas**: Student Learning

**Problem Statement 10**: TES 5th grade scholars did not meet the goal of 52 at the meets level on the science STAAR.
**Root Cause 10**: Teacher absences due to COVID 19 prevented strong consistent instructional delivery.

**Problem Statement 10 Areas**: Student Learning
Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**
- District goals

**Accountability Data**
- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

**Student Data: Assessments**
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- 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
- 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:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 1:** By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Reading (3rd-5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Reading (3rd-5th) assessment. By June 2022, the achievement gap between student groups will decrease.

**Evaluation Data Sources:** 18-19; 20-21 STAAR Data
Benchmarks
Campus Based Assessments
MAP Scores

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<th>Strategy 1 Details</th>
<th>Reviews</th>
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| **Strategy 1:** TES will implement a daily intervention/acceleration block for all identified scholars using specified intervention resources, Education galaxy, and Education Galaxy Lift Off within small groups to ensure students receive 50 hours of accelerated instruction per HB 4545. Strategy's Expected Result/Impact: Results: Quarterly weekly assessment data showing at least a 10% gain as measured by formative assessments. Impact: scholars will demonstrate 80% at meets on STAAR and overall academic performance toward their goals. **Staff Responsible for Monitoring:** Principal
Campus Academic Specialist
Instructional Leadership Team
Student Support Specialist
Assistant Principal
Classroom Teachers
ESSER Intervention Teachers | Formative Summative  
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**Title I Schoolwide Elements:** 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2 - Student Learning 1, 3

**Funding Sources:** Education Galaxy Licenses - 211 Title I, Part A - $15,000, Reading and Math Interventionist - 211 Title I, Part A - $70,000
Strategy 2 Details

Strategy 2: TES new GT teachers will receive 60 hours of GT professional development and returning GT teachers will receive 6+ hours of professional development to assist with accelerated learning.

Strategy's Expected Result/Impact: At least a 45% increase in GT scholars reaching mastery level in reading as measured by STAAR.

Staff Responsible for Monitoring: Principal
Instructional Leadership Team
Campus Advisory Committee
Classroom Teachers

Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers:
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 3 - Student Learning 6
Funding Sources: Additional Professional Development/Training for GT through Region IV - 211 Title I, Part A - $2,000

Strategy 3 Details

Strategy 3: TES teachers will participate in bi-weekly PLCs focused on At-Bats and Learning of new curriculum and best practices with teaching reading.

Strategy's Expected Result/Impact: Result: Increased teacher capacity on reading curriculum. Impact: 100% of reading teachers instructional delivery will provide higher student achievement outcomes yielding 80% meets.

Staff Responsible for Monitoring: Principal
Instructional Leadership Team
Classroom Teachers

Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction

Problem Statements: Demographics 3 - Student Learning 2, 3
Funding Sources: ESL resources for instruction - 199 General Fund - $1,000

Performance Objective 1 Problem Statements:

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.

Problem Statement 3: Low attendance rate for the 20-21 school year due to COVID and the virtual environment. Root Cause: Teachers lacked the adequate skills to address the needs of scholars in a virtual learning environment.
### Student Learning

**Problem Statement 1:** TES students are not performing on grade level in reading and math. **Root Cause:** Blended instruction caused gaps in learning due to COVID 19.

**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 19% of scholars met standard on the 20-21 STAAR in reading compared to 60% meeting standard in 17-18. **Root Cause:** Inconsistent teaching and gaps in learning due to COVID 19 and excessive teacher/student absences.

**Problem Statement 6:** Scholars with low attendance performed poorly on local and state assessments. **Root Cause:** Campus leadership did not monitor attendance daily and communicate established protocol regularly for attendance and truancy issues.
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 2:** By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Math (3rd-5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Math (3rd-5th) assessment. By June 2022, the achievement gap between student groups will decrease.

**Evaluation Data Sources:** 18-19; 20-21 STAAR Data
- Benchmarks
- Campus Based Assessments
- MAP Scores

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<td><strong>Strategy’s Expected Result/Impact:</strong> Results: Quarterly weekly assessment data showing at least a 10% gain as measured by the campus formative assessments.</td>
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<td>Impact: scholars will demonstrate improved academic performance toward their overall math goals yielding at least 80% at the meets level as measured by STAAR.</td>
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<td><strong>Staff Responsible for Monitoring:</strong> Principal</td>
<td>Formative</td>
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<td>ILT</td>
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<tr>
<td>Math Coach</td>
<td></td>
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<td>ESSER Math interventionists</td>
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<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</td>
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<td><strong>Problem Statements:</strong> Demographics 2 - Student Learning 6</td>
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<tr>
<td><strong>Funding Sources:</strong> Education Galaxy &amp; Success Maker License - 211 Title I, Part A - $15,000, Math Interventionist - 211 Title I, Part A - $70,000</td>
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**Strategy 2 Details**

**Strategy 2:** TES will continue to sustain and grow campus PLC Norms and Structure by conducting DDAP's of assessments at 100% of our PLCS to identify struggling students that need focused attention, and develop instructional strategies to support based of our analysis.

- **Strategy's Expected Result/Impact:** MAP Growth
  - Evidence of Coaching Feedback documentation
  - Adjustments in instructional lessons
  - Increased math STAAR scores

- **Staff Responsible for Monitoring:** Classroom Teachers
  - Asst. Principal
  - Principal
  - ILT
  - SPED Teachers
  - Principal

- **Title 1 Schoolwide Elements:** 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers:
  - Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- **Problem Statements:** Student Learning 2

- **Funding Sources:** Lead4Ward Leading Learning Series: STAAR 4ward - 211 Title I, Part A - $3,500

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<th>Performance Objective 2 Problem Statements:</th>
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<td><strong>Demographics</strong></td>
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<td><strong>Problem Statement 2:</strong> At TES, our African American students continue to perform at a rate below our Hispanic and Asian populations. <strong>Root Cause:</strong> Inadequate and inconsistent literacy instruction that supports fluency, comprehension, and fluency was not equitably taught to all scholars in the primary grades.</td>
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<table>
<thead>
<tr>
<th><strong>Student Learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 2:</strong> TES students are not meeting STAAR standards in reading due to acquisition of basic literacy skills. <strong>Root Cause:</strong> Students leaving primary grades are not reading on grade level.</td>
</tr>
<tr>
<td><strong>Problem Statement 6:</strong> Scholars with low attendance performed poorly on local and state assessments. <strong>Root Cause:</strong> Campus leadership did not monitor attendance daily and communicate established protocol regularly for attendance and truancy issues.</td>
</tr>
</tbody>
</table>
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 3:** By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Science (5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Science (5th) assessment. By June 2022, the achievement gap between student groups will decrease.

**Evaluation Data Sources:** 18-19; 20-21 STAAR Data
Benchmark
Campus Based Assessments
MAP Scores

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1: TES 5th grade students will participate in weekly hands on science labs, use Science Fusion and STEM Scopes to build science vocabulary/fluency, and take quarterly assessments to track growth and mastering of skills. <strong>Strategy's Expected Result/Impact:</strong> Enhance mastery of subject matter and develop scientific reasoning Overall increase at the meets level on Science STAAR. <strong>Staff Responsible for Monitoring:</strong> Principal Instructional Leadership Team Assistant Principal Classroom Teachers Intervention Teachers <strong>Title I Schoolwide Elements:</strong> 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction <strong>Problem Statements:</strong> Demographics 2, 3 - Student Learning 3 <strong>Funding Sources:</strong> Science Lab Materials - 199 General Fund - $1,000, Science Fusion Supplemental Materials - 211 Title I, Part A - $4,500</td>
<td></td>
</tr>
<tr>
<td>Formative</td>
<td>Summative</td>
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<tr>
<td>Oct</td>
<td>Dec</td>
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</tbody>
</table>

Performance Objective 3 Problem Statements:

**Demographics**

**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.

**Problem Statement 3:** Low attendance rate for the 20-21 school year due to COVID and the virtual environment. **Root Cause:** Teachers lacked the adequate skills to address the needs of scholars in a virtual learning environment.

**Student Learning**

**Problem Statement 3:** Only 19% of scholars met standard on the 20-21 STAAR in reading compared to 60% meeting standard in 17-18. **Root Cause:** Inconsistent teaching and gaps in learning due to COVID 19 and excessive teacher/student absences.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2022 (Wave 3), 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing. By June 2022, the achievement gap between student groups will decrease.

Evaluation Data Sources: 20-21 CIRCLE Data
Attendance Data

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td></td>
<td>Formative</td>
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<td></td>
<td>Oct</td>
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</tbody>
</table>

Strategy 1: TES PK teachers will encourage students to express ideas orally and in complete sentences to build on reading and writing skills with academic language with 100% of PK scholars.

Strategy's Expected Result/Impact: Increased parent involvement
25% increase at each wave interval of the CIRCLE assessments with 90% of scholars being on target by the EOI.

Staff Responsible for Monitoring: PreK teachers
ILT
Interventionists

Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Demographics 3 - Student Learning 1
Funding Sources: Primary Literacy Resources - 199 General Fund - $500

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 3: Low attendance rate for the 20-21 school year due to COVID and the virtual environment. Root Cause: Teachers lacked the adequate skills to address the needs of scholars in a virtual learning environment.

Student Learning

Problem Statement 1: TES students are not performing on grade level in reading and math. Root Cause: Blended instruction caused gaps in learning due to COVID 19.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2022 (Wave 3), 90% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math. By June 2022, the achievement gap between student groups will decrease.

Evaluation Data Sources: 20-21 CIRCLE Data
Attendance Data

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1</strong>: Promote independent practice with scholars in class and at home to increase their number recognition, shape recognition, and real life word math problems through daily rote counting, daily shape/number naming, and practice with basic math operations daily.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy’s Expected Result/Impact</strong>: Increased parent involvement 25% increase at each wave interval of the CIRCLE assessments with at least 90% of scholars being on track by the EOY.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Principal ILT Pre-K teachers Math Interventionists</td>
<td></td>
</tr>
</tbody>
</table>

Title 1 Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Demographics 2, 3

Funding Sources: Classroom Resources for Beginning Literacy- Lakeshore - 199 General Fund - $500

Performance Objective 5 Problem Statements:

<table>
<thead>
<tr>
<th>Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 2</strong>: At TES, our African American students continue to perform at a rate below our Hispanic and Asian populations. <strong>Root Cause</strong>: Inadequate and inconsistent literacy instruction that supports fluency, comprehension, and fluency was not equitably taught to all scholars in the primary grades.</td>
</tr>
<tr>
<td><strong>Problem Statement 3</strong>: Low attendance rate for the 20-21 school year due to COVID and the virtual environment. <strong>Root Cause</strong>: Teachers lacked the adequate skills to address the needs of scholars in a virtual learning environment.</td>
</tr>
</tbody>
</table>
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2022 (EOY), 65% of 3rd-5th grade students will exceed their growth expectations on MAP Reading. By June 2022, the achievement gap between student groups will decrease.

Evaluation Data Sources: 18-19; 20-21 STAAR Data
Benchmarks
Campus Based Assessments
18-19; 20-21 MAP Scores- BOY, MOY, EOY

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> TES reading interventionists will use Education Galaxy to intervene with scholars who are performing below grade level based on the BOY data from MAP during the set intervention block time to accelerate instruction while focusing on interactive read alouds, shared reading/writing, phonics and word study, guided reading, small group reading, and independent reading/writing.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Results: Quarterly assessment data showing at least a 65% at the EOY on formative assessments.</td>
<td></td>
</tr>
<tr>
<td>Impact: scholars will demonstrate improved academic performance and teachers will have increased effectiveness.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal</td>
<td></td>
</tr>
<tr>
<td>ILT</td>
<td></td>
</tr>
<tr>
<td>Interventionist</td>
<td></td>
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<tr>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Demographics 2 - Student Learning 2</td>
<td></td>
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</tbody>
</table>

Performance Objective 6 Problem Statements:

<table>
<thead>
<tr>
<th>Demographics</th>
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</thead>
<tbody>
<tr>
<td><strong>Problem Statement 2:</strong> 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.</td>
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<table>
<thead>
<tr>
<th>Student Learning</th>
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</thead>
<tbody>
<tr>
<td><strong>Problem Statement 2:</strong> 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.</td>
</tr>
</tbody>
</table>
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 7:** By June 2022 (EOY), 65% of KG-5th grade students will exceed their growth expectations on MAP Math. By June 2022, the achievement gap between student groups will decrease.

- **Evaluation Data Sources:** 18-19; 20-21 STAAR Data
  - Benchmarks
  - Campus Based Assessments
  - 18-19; 20-21 MAP Scores- BOY, MOY, EOY

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> TES math interventionists will use Education Galaxy Lift Off and Sirius to intervene with scholars who are performing below grade level based on the BOY data from MAP during the set intervention block time.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Results: Quarterly assessment data showing at least a 65% at the EOY on formative assessments.</td>
<td></td>
</tr>
<tr>
<td>Impact: scholars will demonstrate improved academic performance and teachers will have increased effectiveness with fluency, concept development, application problems, and student debrief.</td>
<td></td>
</tr>
</tbody>
</table>
| **Staff Responsible for Monitoring:** Principal
  - ILT
  - Interventionist
  - Teachers |
| **Title I Schoolwide Elements:** 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: |
| Lever 5: Effective Instruction |
| **Problem Statements:** Demographics 2 |
| Formative | Summative |
| Oct | Dec | Mar | June |

Performance Objective 7 Problem Statements:

- **Demographics**
  - **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.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 8: By June 2022 (EOY), 65% of KG-2nd grade students will be "on grade level" as measured by mCLASS (may be adjusted following review of baseline data). By June 2022, the achievement gap between student groups will decrease.

Evaluation Data Sources: 18-19; 20-21 STAAR Data
   Benchmarks
   Campus Based Assessments
   18-19; 20-21 MAP Scores- BOY, MOY, EOY

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1: TES reading interventionists will use Education Galaxy Lift Off to intervene with scholars who are performing below grade level based on the BOY data from mClass during the set intervention block while progress monitoring weekly using a specific data tracker.</td>
<td>Formative</td>
</tr>
<tr>
<td>Strategy’s Expected Result/Impact: Results: Scholars will show increased proficiency on monthly assessments by at least a 65% at the EOY on formative assessments.</td>
<td>Oct</td>
</tr>
<tr>
<td>Impact: scholars will demonstrate improved academic performance and teachers will have increased effectiveness.</td>
<td></td>
</tr>
<tr>
<td>Staff Responsible for Monitoring: Principal</td>
<td></td>
</tr>
<tr>
<td>ILT</td>
<td></td>
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<tr>
<td>ESSER Interventionist</td>
<td></td>
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<tr>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers:</td>
<td></td>
</tr>
<tr>
<td>Lever 5: Effective Instruction</td>
<td></td>
</tr>
<tr>
<td>Problem Statements: Student Learning 1, 2</td>
<td></td>
</tr>
</tbody>
</table>

Performance Objective 8 Problem Statements:

Student Learning

Problem Statement 1: TES students are not performing on grade level in reading and math. Root Cause: Blended instruction caused gaps in learning due to COVID 19.

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.
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 9:** By June 2022, attendance rates will improve by 1.5% when compared to the final campus rate in 2019.

**Evaluation Data Sources:** 19-20, 20-21 Attendance Data
Discipline Data

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> TES will provide incentives for scholars with perfect attendance each nine weeks such as an attendance party, names on the Attendance Wall of Fame, and certificates of recognition.</td>
<td>Formative</td>
</tr>
</tbody>
</table>
| **Strategy's Expected Result/Impact:** Increased daily attendance  
Increased overall attendance for the year of at least 1.5% points from 95% to 97%. | Oct | Dec | Mar | June |
| **Staff Responsible for Monitoring:** Principal  
Attendance clerk  
Teachers  
ILT | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers:  
Lever 3: Positive School Culture | | | | |
| **Problem Statements:** Demographics 3 - Student Learning 6 | | | | |
| **Funding Sources:** Attendance Incentives - 199 General Fund - $500 | | | | |

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 2:</strong> TES attendance clerk will follow the district truancy plan and ensure parents of scholars with 3 or more absences receive a Parent Attendance letter outlining our current policy and impact on student achievement.</td>
<td>Formative</td>
</tr>
</tbody>
</table>
| **Strategy's Expected Result/Impact:** Result: increased overall attendance to 98% by the EOY.  
Impact: greater teaching and intervening time of scholars to grow student achievement in all core content areas. | Oct | Dec | Mar | June |
| **Staff Responsible for Monitoring:** Principal  
ILT  
Attendance Clerk  
Parents | | | | |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math,  
Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction | | | | |
| **Problem Statements:** Demographics 3 - Student Learning 6 | | | | |

**Performance Objective 9 Problem Statements:**
### Demographics

**Problem Statement 3:** Low attendance rate for the 20-21 school year due to COVID and the virtual environment. **Root Cause:** Teachers lacked the adequate skills to address the needs of scholars in a virtual learning environment.

### Student Learning

**Problem Statement 6:** Scholars with low attendance performed poorly on local and state assessments. **Root Cause:** Campus leadership did not monitor attendance daily and communicate established protocol regularly for attendance and truancy issues.
**Goal 2:** EQUITY-Remove unacceptable barriers to student and staff success

**Performance Objective 1:** By June 2022, achievement gaps between student groups will be decreased.

- **Evaluation Data Sources:** 18-19; 20-21 STAAR Data
  - Benchmarks
  - Campus Based Assessments
  - TELPAS data
  - SPED specific assessment data

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> By the end of the 21-22 school year, will implement monitored intervention groups for literacy and math at the primary and intermediate levels of scholars performing below grade level.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Tri-weekly assessment data showing at least a 15% gain as measured by formative assessments.</td>
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<tr>
<td>Lesson Plans</td>
<td>Formative</td>
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<tr>
<td>Walk Throughs</td>
<td>Oct</td>
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<tr>
<td>DDAP</td>
<td></td>
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<tr>
<td>Use of data tracks to measure growth</td>
<td></td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal</td>
<td></td>
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<tr>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.6 - TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - <strong>ESF Levers:</strong> Lever 5: Effective Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Demographics 2, 3 - Student Learning 6</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> Incentives for scholars and staff with perfect attendance - 199 General Fund - $500</td>
<td></td>
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</tbody>
</table>
## Strategy 2 Details

<table>
<thead>
<tr>
<th>Strategy 2:</th>
<th>By the end of the 2021-22 school year, 80% of 3-5 LEP/ESL scholars will perform at the meets level on reading STAAR and increase 1.5 years in ratings on TELPAS with the direct intervention provided by our ESSER ESL Specialist.</th>
</tr>
</thead>
</table>
| Strategy's Expected Result/Impact: | TELPAS Scores  
End of Year Assessments  
MAP Growth Data  
DDAP PLCs  
PLC Agendas and Sign In Sheets  
Data Trackers |
| Staff Responsible for Monitoring: | Principal  
ESSER ESL Specialist  
Assistant Principal  
ELA Teachers |
| Title I Schoolwide Elements: | 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers:  
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum |
| Problem Statements: | Student Learning 3 |
| Funding Sources: | Intervention /Acceleration Incentives - 199 General Fund - $500 |

## Reviews

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
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<tr>
<td>Oct</td>
<td>Dec</td>
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</table>

### Performance Objective 1 Problem Statements:

#### Demographics

**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.

**Problem Statement 3:** Low attendance rate for the 20-21 school year due to COVID and the virtual environment. **Root Cause:** Teachers lacked the adequate skills to address the needs of scholars in a virtual learning environment.

#### Student Learning

**Problem Statement 3:** Only 19% of scholars met standard on the 20-21 STAAR in reading compared to 60% meeting standard in 17-18. **Root Cause:** Inconsistent teaching and gaps in learning due to COVID 19 and excessive teacher/student absences.

**Problem Statement 6:** Scholars with low attendance performed poorly on local and state assessments. **Root Cause:** Campus leadership did not monitor attendance daily and communicate established protocol regularly for attendance and truancy issues.
Goal 3: ENGAGEMENT-Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2022, campuses will implement at least two high-leverage strategies to engage families and communities that best meet the needs of the stakeholders. Campus will determine the measure of success.

Targeted or ESF High Priority

**Evaluation Data Sources:** Parent Surveys
Blackboard Communication Data Reports
Sign-in Sheets

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> By the end of the 21-22 school year, TES will Host Pack is Back (Meet the Teacher), Fall Open House, Grade Level Academic Nights, PreK/Kindergarten Play date with the Principal, PACK PRIDE AWARDS (one every nine weeks.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td></td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> Parent Feedback Surveys Increases In Campus Volunteers PTO Increase in Participation Blackboard Connect Increased Responses Increased responses in Parent/School message mediums</td>
<td></td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal Assistant Principal Parent Liaison Counselor Campus Webmaster Principal Secretary Team Leaders Instructional Coaches PALM Team Teachers Teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.6, 3.1, 3.2 - <strong>TEA Priorities:</strong> Improve low-performing schools - ESF <strong>Levers:</strong> Lever 3: Positive School Culture <strong>Problem Statements:</strong> Demographics 3 - Student Learning 1, 6 <strong>Funding Sources:</strong> Student Resources for after school activities - 211 Title I, Part A - $3,000, Parent Resources for at Home Learning - 211 Title I, Part A - $3,000</td>
<td></td>
</tr>
</tbody>
</table>

Performance Objective 1 Problem Statements:
### Demographics

**Problem Statement 3**: Low attendance rate for the 20-21 school year due to COVID and the virtual environment. **Root Cause**: Teachers lacked the adequate skills to address the needs of scholars in a virtual learning environment.

### Student Learning

**Problem Statement 1**: TES students are not performing on grade level in reading and math. **Root Cause**: Blended instruction caused gaps in learning due to COVID 19.  
**Problem Statement 6**: Scholars with low attendance performed poorly on local and state assessments. **Root Cause**: Campus leadership did not monitor attendance daily and communicate established protocol regularly for attendance and truancy issues.
**Goal 4:** WELL-BEING—Ensure all schools are welcoming, safe environments where social and emotional needs are met

**Performance Objective 1:** By June 2022, campuses will implement at least two high-leverage SEL strategies that meet the needs of the students, staff, and the community. Campus will determine the measure of success.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Sign-In Sheets (participants)
Agendas
Impact data

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Strategy 2 Details</th>
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<tbody>
<tr>
<td><strong>Strategy 1:</strong> By the end of the 21-22 school year, TES will implement daily Quaver SEL lessons with of all scholars, PK-5.</td>
<td></td>
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<tr>
<td><strong>Strategy 2:</strong> By the end of the 21-22 school year, the school counselor will develop and facilitate social emotional groups with high need scholars and scholars referred by teachers.</td>
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<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Strategy 2 Details</th>
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<tbody>
<tr>
<td><strong>Strategy 1 Details:</strong></td>
<td><strong>Strategy 2 Details:</strong></td>
</tr>
<tr>
<td>Strategy's Expected Result/Impact: Increased self confidence in scholars</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy 2 Details:</strong></td>
<td>Parent Surveys</td>
</tr>
<tr>
<td>Parent Feedback Surveys</td>
<td></td>
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<tr>
<td>Increases PTO Participation</td>
<td></td>
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<tr>
<td>Staff Responsible for Monitoring: Principal</td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td></td>
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<tr>
<td>PBIS Coordinator</td>
<td></td>
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<tr>
<td>PK-5 Teachers</td>
<td></td>
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<tr>
<td>Title 1 Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</td>
<td></td>
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<tr>
<td>Problem Statements: Demographics 3 - Student Learning 5</td>
<td></td>
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<tr>
<td>Funding Sources: Mentor Program for male students in 3-5 - 211 Title I, Part A - $1,500</td>
<td></td>
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</table>

### Reviews

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Strategy 2 Details</th>
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<tbody>
<tr>
<td><strong>Strategy 1 Details:</strong></td>
<td><strong>Strategy 2 Details:</strong></td>
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<tr>
<td>Formative</td>
<td>Summative</td>
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<tr>
<td>Oct</td>
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<td>Summative</td>
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<tr>
<td>Oct</td>
<td>Dec</td>
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</table>
Monthly Student groups
20% Decreased behavior infractions

Agendas

**Staff Responsible for Monitoring:** Principal
Counselor
Assistant Principal
Teachers

**Title I Schoolwide Elements:** 2.6, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF**

**Levers:** Lever 3: Positive School Culture

**Problem Statements:** Demographics 2, 3

**Funding Sources:** Parent Info Guides - 211 Title I, Part A - $500

### Performance Objective 1 Problem Statements:

#### Demographics

**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.

**Problem Statement 3:** Low attendance rate for the 20-21 school year due to COVID and the virtual environment. **Root Cause:** Teachers lacked the adequate skills to address the needs of scholars in a virtual learning environment.

#### Student Learning

**Problem Statement 5:** 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.
## Budget for Thompson Elementary

<table>
<thead>
<tr>
<th>Account Code</th>
<th>Account Title</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>6100 Payroll Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6118.TU</td>
<td>6118 Extra Duty Stipend - Locally Defined</td>
<td>$5,500.00</td>
</tr>
<tr>
<td></td>
<td><strong>6100 Subtotal:</strong></td>
<td><strong>$5,500.00</strong></td>
</tr>
</tbody>
</table>

| 6300 Supplies and Services |                                                 |            |
| 6321.00 | 6321 Textbooks                                       | $3,000.00  |
| 6399.00 | 6390 Supplies and Materials - General                | $2,000.00  |
|             | **6300 Subtotal:**                                | **$5,000.00** |

| 6400 Other Operating Costs |                                                 |            |
| 6494.UB | 6410 Travel, Subsistence and Stipends                | $1,000.00  |
|             | **6400 Subtotal:**                                | **$1,000.00** |
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 2021-2022 fall semester (July 2021-December 2021) and at least 3 meetings during the 2021-2022 spring semester (January 2022-July 2022).

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 web page. 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.

2.5: Increased learning time and well-rounded education

The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education. Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus lists and describes methods and instructional strategies that strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum necessary to a well-rounded education. The campus identifies at least 1 (one) instructional strategy and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 (one to five) strategies.

2.6: Address needs of all students, particularly at-risk

The campus will address the needs of all students it serves with a focus on the needs of students identified as “At Risk” of unsuccessfully demonstrating mastery of the challenging State academic standards. Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus identifies how it will address the needs of all students including a particular focus on students deemed “At Risk” of not meeting State standards. The campus identifies at least 1 (one) instructional strategy addressing the needs of all students especially the needs of “At Risk” students and student populations and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 (one to five) strategies.

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.
# Title I Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jonique Morris</td>
<td>Campus Academic Specialist</td>
<td>Title I</td>
<td>1.0</td>
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<tr>
<td>Shawntae Means</td>
<td>Instructional Specialist</td>
<td>Title I</td>
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<tr>
<td>TBD</td>
<td>Instructional Paraprofessional</td>
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### 2021-22 Accountability Targets (Thompson ES)

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<th>Criteria</th>
<th>Target</th>
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<tr>
<td>% Approaches</td>
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<tr>
<td>% Meets</td>
<td>40%</td>
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<tr>
<td>% Masters</td>
<td>20%</td>
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# Campus Funding Summary

## 199 General Fund

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>3</td>
<td>ESL resources for instruction</td>
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<td>1</td>
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<td>9</td>
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<td>Attendance Incentives</td>
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<td>2</td>
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<td>1</td>
<td>Incentives for scholars and staff with perfect attendance</td>
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<td>2</td>
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<td>2</td>
<td>Intervention /Acceleration Incentives</td>
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**Sub-Total**: $4,500.00

**Budgeted Fund Source Amount** $30,720.00

**+- Difference**: $26,220.00

## 199 State Bilingual/ESL (PIC 25, 35)

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<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
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</thead>
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**Sub-Total**: $0.00

**Budgeted Fund Source Amount** $13,362.00

**+- Difference**: $13,362.00

## 211 Title I, Part A

<table>
<thead>
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<th>Strategy</th>
<th>Resources Needed</th>
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</thead>
</table>

**Sub-Total**: $0.00

**Budgeted Fund Source Amount** $13,362.00

**+- Difference**: $13,362.00

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<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
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<td>Student Resources for after school activities</td>
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<tr>
<td>Goal</td>
<td>Objective</td>
<td>Strategy</td>
<td>Resources Needed</td>
<td>Account Code</td>
<td>Amount</td>
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</tr>
<tr>
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<td>Parent Info Guides</td>
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**Sub-Total** $188,000.00

**Budgeted Fund Source Amount** $199,500.00

**+/− Difference** $11,500.00

**Grand Total** $192,500.00
Addendums