

# **Spring Independent School District**

## **Thompson Elementary**

### **2023-2024 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!**

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Priority Problem Statements	6
Goals	7
Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students	7
Goal 2: Equity - Remove unacceptable barriers to student and staff success.	25
Goal 3: Engagement - Empower family and student voices in support of positive student outcomes	28
Goal 4: Well-Being - Ensure all schools are welcoming, safe environments where social and emotional needs are met	30
Goal 5: Opportunities - Expand academic offerings so students can explore, learn, and excel	31
Goal 6: Leadership - Identify and support all leaders across every level of the organization	32

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Thompson Elementary is a very diverse campus that celebrates the many cultures that make up our school body! 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 641 scholars. Of the 641, 279 are African-American, 282 are Hispanic/Latino Students, 54 Asian Students, 8 White Students, 1 American Indian or Alaskan, 1 native Hawaiian or other pacific islander, and 9 students with two or more races.

We serve 167 Limited English Proficient speaking Students, 151 Bilingual Students, 164 students classified with ESL, 53 total students served under the umbrella of Special Education.

Since it's beginning, Thompson has been a Title 1 school with currently 88% of the student body considered socio economically disadvantaged. This percentage continues to increase yearly as the community changes. We did experience low student attendance rate for the 22-23 school year that has consistently declined from year to year for various community reasons. We believe the cause of the low attendance is due to the lack of motivational strategies to increase improved attendance has not reached 100% of our parents.

Motivational strategies to increase improved attendance has not reached 100% of our parents.

Our scholars continue to rise to the occasion despite the many challenges they face in our community with several needs being unmet. We celebrate the diverse cultures through after school programs that show awareness of all cultures.

The overall perception of parents on our campus has increased and 97% of parents surveyed feel that student support has increased at Thompson ES.

Parents continue to be pleased with our low student discipline infractions and our regular communication. 95% of parents feel that our school is safe based on the 22-23 K12 survey data. Parents feel that there is still a need for more academic support and interventions at Thompson ES.

As for Teaching and Professional Staff: Thompson ES has 2 Administrators, 1 student support specialist, 1 Campus Academic Specialist, 1 Counselor, 1 Digital Learning Coach, 1 librarian, 1 math coach, 2 ELA Interventionist, 2 Math Interventionist, 1 ELAR Instructional Specialist, 31 General Education Teachers, 9 Total bilingual Teachers, 22 Paraprofessionals, and 4 Custodial Staff Members, with 7 Total Cafeteria or Child Nutrition Servers.

Overall satisfaction with Thompson ES school quality is above 94% based on the 22-23 K12 staff survey data. Additionally, 97% of Staff feel highly engage or engaged at Thompson ES in the based on the 22-23 K12 survey data.

Both Parents and Teachers rate School Leadership above 93% in all areas.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Low student attendance rate for the 22-23 school year that has consistently declined from year to year. **Root Cause:** Motivational strategies to increase improved attendance has not reached 100% of our parents and scholars to come to school consistently.

**Problem Statement 2 (Prioritized):** At TES, our African American students continue to perform below all other ethnicity's on our campus. **Root Cause:** African American scholars have significant learning gaps and the time/opportunities needed to fill those gaps during the school day are inadequate.

# Priority Problem Statements

**Problem Statement 1:** Low student attendance rate for the 22-23 school year that has consistently declined from year to year.

**Root Cause 1:** Motivational strategies to increase improved attendance has not reached 100% of our parents and scholars to come to school consistently.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** At TES, our African American students continue to perform below all other ethnicity's on our campus.

**Root Cause 2:** African American scholars have significant learning gaps and the time/opportunities needed to fill those gaps during the school day are inadequate.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** The gifted and talented population is less than 10%, which correlates to the low number of Meets and Masters on STAAR.

**Root Cause 3:** There is a lack of awareness of gifted and talented characteristics in TES' diverse population of bilingual students and students who are economically disadvantaged

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** TES students are not performing on grade level in reading and math in the intermediate grades.

**Root Cause 4:** Lack of consistent rigorous instruction in the primary grades has caused the educational foundation to become shaky.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Ensuring that a viable and engaging curriculum is implemented with fidelity and consistently across all grade levels in Science within the school.

**Root Cause 5:** Lack of support with district and campus resources in science.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** The capacity of all faculty and staff when implementing with fidelity the curriculum of Amplify and Eureka.

**Root Cause 6:** Lack of training for all faculty from the campus and district level.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Based on the K12 survey, parents believes the school should do more to encourage families to volunteer.

**Root Cause 7:** Communication is not reaching parents via the multiple modalities used by the campus. There are also not enough after school programs for parents to attend with their scholars.

**Problem Statement 7 Areas:** Perceptions

# Goals

**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students

**Performance Objective 1:** By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Reading assessment will increase performance by 3% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the 2024 Spring STAAR Reading assessment.





Performance Level 2023 %    2024 %

Approaches	62%	to	65%
Meets	32%	to	35%
Masters	12%	to	15%

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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 15 or 30 hours of accelerated instruction per HB 1416.</p> <p><b>Strategy's Expected Result/Impact:</b> Quarterly weekly assessment data showing at least a 3% gain as measured by formative assessments.</p> <p>Scholars will demonstrate 3% at meets on STAAR and overall academic performance toward their goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Campus Academic Specialist  Instructional Leadership Team  Student Support Specialist  Assistant Principal  Classroom Teachers  ESSER Intervention Teachers</p> <p><b>Title I:</b>  2.4</p> <p>- <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2</p> <p><b>Funding Sources:</b> Opportunity Culture RA - 211 Title I, Part A - \$27,000, Interventionist - 211 Title I, Part A - \$52,000</p>	Formative			Summative
	Oct	Jan	Mar	June



Strategy 2 Details		Reviews			
<b>Strategy 2:</b> TES new GT teachers will receive 30 hours of GT professional development and returning GT teachers will receive 6+ hours of professional development to assist with accelerated learning. <b>Strategy's Expected Result/Impact:</b> At least a 3% increase in GT scholars reaching mastery level in reading as measured by STAAR. <b>Staff Responsible for Monitoring:</b> Principal Instructional Leadership Team Campus Advisory Committee Classroom Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> TES teachers will participate in bi-weekly PLCs focused on At-Bats and Learning of Amplify along with best practices with teaching reading. <b>Strategy's Expected Result/Impact:</b> Result: Increased teacher capacity on reading curriculum.  Impact: 100% of reading teachers' instructional delivery will provide higher student achievement outcomes yielding 34% meets. <b>Staff Responsible for Monitoring:</b> Principal Instructional Leadership Team Classroom Teachers  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 - Student Learning 2		Formative			Summative
		Oct	Jan	Mar	June

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Instructional supplies such as paper, pencils, markers, chart paper, composition books, folders, erasers, copy paper, dry erase board eraser, and printer ink will be purchased to support STAAR and after-school tutorials. Headphones, magnetic clips, rubber bands, sheet protectors, post-it notes, business legal folders., HDMI cords, printers, overall supplies. <b>Strategy's Expected Result/Impact:</b> Based on campus and district assessments, scholars will meet grade-level expectations. <b>Staff Responsible for Monitoring:</b> Administrators Teachers Content Specialist Campus Secretary  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 2		Formative			Summative
		Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> At TES, our African American students continue to perform below all other ethnicity's on our campus. <b>Root Cause:</b> African American scholars have significant learning gaps and the time/opportunities needed to fill those gaps during the school day are inadequate.
Student Learning
<b>Problem Statement 1:</b> The gifted and talented population is less than 10%, which correlates to the low number of Meets and Masters on STAAR. <b>Root Cause:</b> There is a lack of awareness of gifted and talented characteristics in TES' diverse population of bilingual students and students who are economically disadvantaged
<b>Problem Statement 2:</b> TES students are not performing on grade level in reading and math in the intermediate grades. <b>Root Cause:</b> Lack of consistent rigorous instruction in the primary grades has caused the educational foundation to become shaky.
School Processes & Programs
<b>Problem Statement 2:</b> The capacity of all faculty and staff when implementing with fidelity the curriculum of Amplify and Eureka. <b>Root Cause:</b> Lack of training for all faculty from the campus and district level.

**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students





**Performance Objective 2:** By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Math Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Math Assessment.

Performance Level 2023 %    2024 %

Approaches	64%	to	67%
Meets	35%	to	38%
Masters	12%	to	15%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> TES will implement a daily intervention/acceleration block for all scholars using intervention resources such as Success Maker, ST Math, Progress Learning, and Get More Math for small group instruction to ensure students receive 15 or 30 hours of accelerated instruction per HB 1416.</p> <p><b>Strategy's Expected Result/Impact:</b> Results: Quarterly weekly assessment data showing at least a 10% gain as measured by the campus formative assessments.</p> <p>Impact: Scholars will demonstrate improved academic performance toward their overall math goals yielding at least 50% at the meets level as measured by STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal ILT Math Coach ESSER Math interventionists</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> TES will continue to sustain and grow campus PLC Norms and Structure by conducting DDAP's of assessments in 100% of our PLCs. Additionally, struggling students that need focused attention will be identified, and instructional strategies will be developed to support them based on our analysis. TES new teachers will participate in the Harry Wong series with the 5th edition Harry Wong resource. <b>Strategy's Expected Result/Impact:</b> MAP Growth Evidence of Coaching Feedback documentation Adjustments in instructional lessons Increased math STAAR scores <b>Staff Responsible for Monitoring:</b> Classroom Teachers Asst. Principal Principal ILT SPED Teachers Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 - Student Learning 2		Formative			Summative
		Oct	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 2:</b> At TES, our African American students continue to perform below all other ethnicity's on our campus. <b>Root Cause:</b> African American scholars have significant learning gaps and the time/opportunities needed to fill those gaps during the school day are inadequate.
Student Learning
<b>Problem Statement 2:</b> TES students are not performing on grade level in reading and math in the intermediate grades. <b>Root Cause:</b> Lack of consistent rigorous instruction in the primary grades has caused the educational foundation to become shaky.

**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students

**Performance Objective 3:** By June 2024, students enrolled in Grade 5 participating in the 2024 Spring STAAR Science Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grade 5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Science Assessment.

Performance Level 2023 %    2024 %

Approaches	48%	to	51%
Meets	15%	to	18%
Masters	6%	to	9%

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Enhance mastery of subject matter and develop scientific reasoning Overall increase at the meets level on Science STAAR. <b>Staff Responsible for Monitoring:</b> Principal Instructional Leadership Team Assistant Principal Classroom Teachers Intervention Teachers  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 - Student Learning 2 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

**Performance Objective 3 Problem Statements:**

### Demographics

**Problem Statement 2:** At TES, our African American students continue to perform below all other ethnicity's on our campus. **Root Cause:** African American scholars have significant learning gaps and the time/opportunities needed to fill those gaps during the school day are inadequate.

### Student Learning

**Problem Statement 2:** TES students are not performing on grade level in reading and math in the intermediate grades. **Root Cause:** Lack of consistent rigorous instruction in the primary grades has caused the educational foundation to become shaky.

### School Processes & Programs

**Problem Statement 1:** Ensuring that a viable and engaging curriculum is implemented with fidelity and consistently across all grade levels in Science within the school. **Root Cause:** Lack of support with district and campus resources in science.

**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students

**Performance Objective 4:** By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

	2023 Percentages
Phonological Awareness	95%
Letter-Sound Correspondence	89%
Early Writing	92%

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Promote independent practice with scholars in class and at home to increase their letter/sound recognition, identification, and tracing of letters.  <b>Strategy's Expected Result/Impact:</b> 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.  <b>Staff Responsible for Monitoring:</b> Principal ILT Pre-K teachers  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





**Performance Objective 4 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Low student attendance rate for the 22-23 school year that has consistently declined from year to year. <b>Root Cause:</b> Motivational strategies to increase improved attendance has not reached 100% of our parents and scholars to come to school consistently.

**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students

**Performance Objective 5:** By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math.

Overall Math      2023 Percentage  
91%

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> 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.  <b>Staff Responsible for Monitoring:</b> Principal ILT Pre-K teachers Math Interventionists  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Performance Objective 5 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> At TES, our African American students continue to perform below all other ethnicity's on our campus. <b>Root Cause:</b> African American scholars have significant learning gaps and the time/opportunities needed to fill those gaps during the school day are inadequate.



**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students

**Performance Objective 6:** By June 2024 (EOY), 60% of students enrolled in Grades K-2 will score "On/Above Grade Level" on mCLASS.

2023 % On/Above Grade Level: 54%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> TES reading interventionists will use Amplify Boost 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Results: Scholars will show increased proficiency on monthly assessments by at least a 60% at the EOY on formative assessments.</p> <p>Impact: scholars will demonstrate improved academic performance and teachers will have increased effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal ILT ESSER Interventionist Teachers</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 2</p>				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 6 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> TES students are not performing on grade level in reading and math in the intermediate grades. <b>Root Cause:</b> Lack of consistent rigorous instruction in the primary grades has caused the educational foundation to become shaky.</p>

<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> The capacity of all faculty and staff when implementing with fidelity the curriculum of Amplify and Eureka. <b>Root Cause:</b> Lack of training for all faculty from the campus and district level.

**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students

**Performance Objective 7:** By June 2024 (EOY), 68% of students enrolled in Grades 3-5 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Reading Met Growth Goal: 55%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> TES reading interventionists will use Amplify Boost and mClass intervention to intervene with scholars who are performing below grade level based on the BOY data from MAP. This will happen 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Results: Quarterly assessment data showing at least a 65% at the EOY on formative assessments. Impact: scholars will demonstrate improved academic performance and teachers will have increased effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> Principal ILT Interventionist Teachers</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 - Student Learning 2</p>				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 7 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> At TES, our African American students continue to perform below all other ethnicity's on our campus. <b>Root Cause:</b> African American scholars have significant learning gaps and the time/opportunities needed to fill those gaps during the school day are inadequate.</p>

## Student Learning

**Problem Statement 2:** TES students are not performing on grade level in reading and math in the intermediate grades. **Root Cause:** Lack of consistent rigorous instruction in the primary grades has caused the educational foundation to become shaky.

**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students

**Performance Objective 8:** By June 2024 (EOY), 74% of students enrolled in Grades K - 5 participating in the NWEA MAP Math assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal: 55%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> TES math interventionists will use ST Math, Progress Learning, and Get More Math to intervene with scholars who are performing below grade level based on the BOY data from MAP during the set intervention block time.</p> <p><b>Strategy's Expected Result/Impact:</b> Results: Quarterly assessment data showing at least a 5% increase at the EOY on formative assessments.</p> <p>Impact: scholars will demonstrate improved academic performance and teachers will have increased effectiveness with fluency, concept development, application problems, and student debrief.</p> <p><b>Staff Responsible for Monitoring:</b> Principal ILT Interventionist Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 2</p>				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

### Performance Objective 8 Problem Statements:

Demographics
<p><b>Problem Statement 1:</b> Low student attendance rate for the 22-23 school year that has consistently declined from year to year. <b>Root Cause:</b> Motivational strategies to increase improved attendance has not reached 100% of our parents and scholars to come to school consistently.</p> <p><b>Problem Statement 2:</b> At TES, our African American students continue to perform below all other ethnicity's on our campus. <b>Root Cause:</b> African American scholars have significant learning gaps and the time/opportunities needed to fill those gaps during the school day are inadequate.</p>

## Student Learning

**Problem Statement 2:** TES students are not performing on grade level in reading and math in the intermediate grades. **Root Cause:** Lack of consistent rigorous instruction in the primary grades has caused the educational foundation to become shaky.

**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students

**Performance Objective 9:** By June 2024, the campus will maintain a 98% attendance rate.

2023 Attendance Rate: 93.5%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased daily attendance Increased overall attendance for the year of at least 1.5% points from 93% to 98%. <b>Staff Responsible for Monitoring:</b> Principal Attendance clerk Teachers ILT  <b>Title I:</b> 2.5, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal ILT Attendance Clerk Parents  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1		Formative			Summative
		Oct	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

### Performance Objective 9 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Low student attendance rate for the 22-23 school year that has consistently declined from year to year. <b>Root Cause:</b> Motivational strategies to increase improved attendance has not reached 100% of our parents and scholars to come to school consistently.







**Goal 2:** Equity - Remove unacceptable barriers to student and staff success.

**Performance Objective 1:** By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> By the end of the 23-24 school year, will implement monitored intervention groups for literacy and math at the primary and intermediate levels of scholars performing below grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Tri-weekly assessment data showing at least a 5% gain as measured by formative assessments.</p> <p>Lesson Plans Walk Throughs DDAP Use of data tracks to measure growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Campus Academic Specialist Student Support Specialist</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> By the end of the 23-24 school year, 80% of 3-5 LEP/ESL scholars will perform at the approaches level on reading STAAR and increase 1.5 years in ratings on TELPAS with the direct intervention provided by our ESSER ESL Specialist.  <b>Strategy's Expected Result/Impact:</b> TELPAS Scores End of Year Assessments MAP Growth Data DDAP PLCs PLC Agendas and Sign In Sheets Data Trackers  <b>Staff Responsible for Monitoring:</b> Principal ESSER ESL Specialist Assistant Principal ELA Teachers  <b>Title I:</b> 2.4, 2.6  <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 1 Problem Statements:





Demographics
<b>Problem Statement 2:</b> At TES, our African American students continue to perform below all other ethnicity's on our campus. <b>Root Cause:</b> African American scholars have significant learning gaps and the time/opportunities needed to fill those gaps during the school day are inadequate.
Student Learning
<b>Problem Statement 1:</b> The gifted and talented population is less than 10%, which correlates to the low number of Meets and Masters on STAAR. <b>Root Cause:</b> There is a lack of awareness of gifted and talented characteristics in TES' diverse population of bilingual students and students who are economically disadvantaged  <b>Problem Statement 2:</b> TES students are not performing on grade level in reading and math in the intermediate grades. <b>Root Cause:</b> Lack of consistent rigorous instruction in the primary grades has caused the educational foundation to become shaky.
School Processes & Programs
<b>Problem Statement 2:</b> The capacity of all faculty and staff when implementing with fidelity the curriculum of Amplify and Eureka. <b>Root Cause:</b> Lack of training for all faculty from the campus and district level.

**Goal 2:** Equity - Remove unacceptable barriers to student and staff success.

**Performance Objective 2:** By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

**Goal 3:** Engagement - Empower family and student voices in support of positive student outcomes

**Performance Objective 1:** By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a 100% rate .

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> By the end of the 23-24 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). <b>Strategy's Expected Result/Impact:</b> Parent Feedback Surveys Increases In Campus Volunteers PTO Increase in Participation Blackboard Connect Increased Responses Increased responses in Parent/School message mediums <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Parent Liaison Counselor Campus Webmaster Principal Secretary Team Leaders Instructional Coaches PALM Team Teachers Teachers  <b>Title I:</b> 4.1, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





**Performance Objective 1 Problem Statements:**

### Perceptions

**Problem Statement 1:** Based on the K12 survey, parents believes the school should do more to encourage families to volunteer. **Root Cause:** Communication is not reaching parents via the multiple modalities used by the campus. There are also not enough after school programs for parents to attend with their scholars.

**Goal 4:** Well-Being - Ensure all schools are welcoming, safe environments where social and emotional needs are met

**Performance Objective 1:** By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.





Strategy 1 Details		Reviews			
<b>Strategy 1:</b> By the end of the 23-24 school year, TES will implement daily Quaver SEL lessons with of all scholars, PK-5. <b>Strategy's Expected Result/Impact:</b> Increased self confidence in scholars Parent Feedback Surveys Increases PTO Participation <b>Staff Responsible for Monitoring:</b> Principal Counselor PBIS Coordinator PK-5 Teachers  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 2 - Perceptions 1		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> TES students are not performing on grade level in reading and math in the intermediate grades. <b>Root Cause:</b> Lack of consistent rigorous instruction in the primary grades has caused the educational foundation to become shaky.
Perceptions
<b>Problem Statement 1:</b> Based on the K12 survey, parents believes the school should do more to encourage families to volunteer. <b>Root Cause:</b> Communication is not reaching parents via the multiple modalities used by the campus. There are also not enough after school programs for parents to attend with their scholars.

**Goal 5:** Opportunities - Expand academic offerings so students can explore, learn, and excel

**Performance Objective 1:** To main/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners' associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. The campus will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> TES will invite the apartment management, homeowner association members, and local Realtor's to attend our annual Pack is Back, Polar Express Literacy Night, Festival, and Academic night during the 2023-24 school year. <b>Strategy's Expected Result/Impact:</b> Increase/maintain campus enrollment and attendance <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Parent Engagement Liaison Counselor  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Based on the K12 survey, parents believes the school should do more to encourage families to volunteer. <b>Root Cause:</b> Communication is not reaching parents via the multiple modalities used by the campus. There are also not enough after school programs for parents to attend with their scholars.

**Goal 6:** Leadership - Identify and support all leaders across every level of the organization

**Performance Objective 1:** By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Thompson T-TESS appraisers will work with staff to ensure all learning passport opportunities are met (A-D) by the end of the 23-24 school year. <b>Strategy's Expected Result/Impact:</b> Increased outcome driven, service oriented, and relationship centered behaviors of staff members to promote student achievement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - School Processes & Programs 2		Formative			Summative
		Oct	Jan	Mar	June
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Low student attendance rate for the 22-23 school year that has consistently declined from year to year. <b>Root Cause:</b> Motivational strategies to increase improved attendance has not reached 100% of our parents and scholars to come to school consistently.
School Processes & Programs
<b>Problem Statement 2:</b> The capacity of all faculty and staff when implementing with fidelity the curriculum of Amplify and Eureka. <b>Root Cause:</b> Lack of training for all faculty from the campus and district level.



**Goal 6:** Leadership - Identify and support all leaders across every level of the organization

**Performance Objective 2:** By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All administrators will have completed the annual TTESS re-certification before the start of the appraisal schedule. <b>Strategy's Expected Result/Impact:</b> Result: staff members will receive appraisals by qualified professionals. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

**Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> TES students are not performing on grade level in reading and math in the intermediate grades. <b>Root Cause:</b> Lack of consistent rigorous instruction in the primary grades has caused the educational foundation to become shaky.
School Processes & Programs
<b>Problem Statement 2:</b> The capacity of all faculty and staff when implementing with fidelity the curriculum of Amplify and Eureka. <b>Root Cause:</b> Lack of training for all faculty from the campus and district level.