

Spring Independent School District
Thompson Elementary
2022-2023 Goals/Performance Objectives/Strategies

Accountability Rating: B



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

Goals 4

- Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students 4
- 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 32
- Goal 6: LEADERSHIP-Identify and support all leaders across every level of the organization 33

Goals

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

Performance Objective 1: By June 2023, 85% of students will reach at least Approaches and at least 50% will reach Meets on the Spring 2023 STAAR Reading (3rd-5th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Reading (3rd-5th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:

Grade 3 Approaches-70%, Meets-45%, Masters-30%

Grade 4 Approaches-80%, Meets-46%, Masters-33%

Grade 5 Approaches-80%, Meets-53%, Masters-34%

Grades 3-5 Approaches-85%, Meets-50%, Masters-24%

Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

HB3 Goal

Evaluation Data Sources: 20-21; 21-22 STAAR Data; 2022-23 academic data sets





Benchmarks

Campus Based Assessments

MAP Scores

Strategy 1 Details	Reviews			
<p>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 30 hours of accelerated instruction per HB 4545.</p> <p>Strategy's Expected Result/Impact: Results: Quarterly weekly assessment data showing at least a 10% gain as measured by formative assessments.</p> <p>Impact: scholars will demonstrate 19% at meets on STAAR and overall academic performance toward their goals.</p> <p>Staff Responsible for Monitoring: Principal Campus Academic Specialist Instructional Leadership Team Student Support Specialist Assistant Principal Classroom Teachers ESSER Intervention Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: ESSER Interventionist - 211 Title I, Part A</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: At least a 45% increase in GT scholars reaching mastery level in reading as measured by STAAR.</p> <p>Staff Responsible for Monitoring: Principal Instructional Leadership Team Campus Advisory Committee Classroom Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: TES teachers will participate in bi-weekly PLCs focused on At-Bats and Learning of Amplify along with best practices with teaching reading.</p> <p>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 34% meets.</p> <p>Staff Responsible for Monitoring: Principal Instructional Leadership Team Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 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 after-school tutorials.</p> <p>Strategy's Expected Result/Impact: Based on campus and district assessments, scholars will meet grade-level expectations.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Content Specialist Campus Secretary</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1, 4 - School Processes & Programs 1</p> <p>Funding Sources: Materials - 199 General Fund - 5500.00</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 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 opportunities to fill those gaps during the school day are limited.</p>
<p>Problem Statement 3: The gifted and talented population is less than 10%, which is significantly lower than the gifted population of SISD. Root Cause: There is a lack of awareness of gifted and talented characteristics in TES' diverse population of bilingual students and students who are economically disadvantaged.</p>
Student Learning
<p>Problem Statement 1: TES students are not performing on grade level in reading and math. Root Cause: Increased learning gaps from COVID that has spanned throughout the school year.</p>
<p>Problem Statement 2: All students have experienced gaps in learning as a result of COVID 19 and the extended school closure. Root Cause: Students had difficulty retaining intervention instruction and accelerating with on grade level curriculum due to large learning gaps created during COVID.</p>
<p>Problem Statement 4: TES 5th grade scholars did not meet the goal of 52 at the meets level on the science STAAR. Root Cause: There is inconsistent instruction due to teacher vacancy and the inconsistent use of the Science scope and sequence across the grade levels and implementing the Gradual Release of Responsibility Model with higher level learning tasks.</p>
School Processes & Programs
<p>Problem Statement 1: 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 in reading, math, and science.</p>

School Processes & Programs

Problem Statement 2: The capacity of all faculty and staff when implementing with fidelity the SpringWay Systems and Routines. **Root Cause:** Lack of training for all faculty from the campus and district level.

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

Performance Objective 2: By June 2023, 85% of students will reach at least Approaches and at least 50% will reach Meets on the Spring 2023 STAAR Math (3rd-5th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Math (3rd-5th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:

Grade 3 Approaches-75%, Meets-35%, Masters-20%

Grade 4 Approaches-74%, Meets-55%, Masters-30%

Grade 5 Approaches-80%, Meets-49%, Masters-30%

Grades 3-5 Approaches-85%, Meets-50%, Masters-24%

Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

HB3 Goal





Evaluation Data Sources: 20-21; 21-22 STAAR Data; 2022-23 academic data sets

Benchmarks

Campus Based Assessments

MAP Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: TES will implement a daily intervention/acceleration block for all scholars using intervention resources such as Success Maker, Education Galaxy, and Education Galaxy Lift-Off/Burst for small group instruction to ensure students receive 30 hours of accelerated instruction per HB 4545.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal ILT Math Coach ESSER Math interventionists</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: Instructional Materials - 211 Title I, Part A - \$3,500</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: MAP Growth Evidence of Coaching Feedback documentation Adjustments in instructional lessons Increased math STAAR scores</p> <p>Staff Responsible for Monitoring: Classroom Teachers Asst. Principal Principal ILT SPED Teachers Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: TES students are not performing on grade level in reading and math. Root Cause: Increased learning gaps from COVID that has spanned throughout the school year.</p>
<p>Problem Statement 2: All students have experienced gaps in learning as a result of COVID 19 and the extended school closure. Root Cause: Students had difficulty retaining intervention instruction and accelerating with on grade level curriculum due to large learning gaps created during COVID.</p>
School Processes & Programs
<p>Problem Statement 1: 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 in reading, math, and science.</p>
<p>Problem Statement 2: The capacity of all faculty and staff when implementing with fidelity the SpringWay Systems and Routines. Root Cause: Lack of training for all faculty from the campus and district level.</p>

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

Performance Objective 3: By June 2023, 80% of 5th grade students will reach at least Approaches and at least 50% will reach Meets on the Spring 2023 STAAR Science assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Science assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:

Grade 5: Approaches- 80%, Meets- 50%, Masters-29%

Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

HB3 Goal


Evaluation Data Sources: 20-21, 21-22 STAAR Data; 2022-23 academic data sets


Benchmarks


Campus Based Assessments


MAP Scores

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Enhance mastery of subject matter and develop scientific reasoning Overall increase at the meets level on Science STAAR.</p> <p>Staff Responsible for Monitoring: Principal Instructional Leadership Team Assistant Principal Classroom Teachers Intervention Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 4 - School Processes & Programs 1</p> <p>Funding Sources: Science Resources - 211 Title I, Part A - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: All students have experienced gaps in learning as a result of COVID 19 and the extended school closure. **Root Cause:** Students had difficulty retaining intervention instruction and accelerating with on grade level curriculum due to large learning gaps created during COVID.

Problem Statement 4: TES 5th grade scholars did not meet the goal of 52 at the meets level on the science STAAR. **Root Cause:** There is inconsistent instruction due to teacher vacancy and the inconsistent use of the Science scope and sequence across the grade levels and implementing the Gradual Release of Responsibility Model with higher level learning tasks.

School Processes & Programs

Problem Statement 1: 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 in reading, math, and science.

Demographics

Problem Statement 1: 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 opportunities to fill those gaps during the school day are limited.

Problem Statement 2: Low student attendance rate for the 21-22 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.

Student Learning

Problem Statement 1: TES students are not performing on grade level in reading and math. **Root Cause:** Increased learning gaps from COVID that has spanned throughout the school year.

Problem Statement 3: Scholars with low attendance performed poorly on local and state assessments. **Root Cause:** Lack of motivation in scholars and parents to get them to school daily and on time.

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





Performance Objective 5: By June 2023 (Wave 3), 95% of PK students will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math. By June 2023, each student population will reach at least 95% "On Track" or improve mastery by at least 10 PPT over 2022 Wave 3 performance. (Example: 70% to 80%)

Overall Math 95% On Track

HB3 Goal

Evaluation Data Sources: 21-22 CIRCLE Data
Attendance Data

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Principal ILT Pre-K teachers Math Interventionists</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: 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 opportunities to fill those gaps during the school day are limited.</p>

Student Learning

Problem Statement 2: All students have experienced gaps in learning as a result of COVID 19 and the extended school closure. **Root Cause:** Students had difficulty retaining intervention instruction and accelerating with on grade level curriculum due to large learning gaps created during COVID.

School Processes & Programs

Problem Statement 1: 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 in reading, math, and science.

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

Performance Objective 6: By June 2023 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Reading. By June 2023, each student population will reach at least 70% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance. (Example 50% to 70%)

Grade 3 61% On/Above (2022) to 70% On/Above (2023)

Grade 4 63% On/Above (2022) to 70% On/Above (2023)

Grade 5 60% On/Above (2022) to 70% On/Above (2023)





Evaluation Data Sources: 20-21 , 21-22 STAAR Data; 2022-23 academic data sets

Benchmarks

Campus Based Assessments

21-22 & 22-23 MAP Scores- BOY, MOY, EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal ILT Interventionist Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: Education Galaxy License - 211 Title I, Part A - \$500</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 3: The gifted and talented population is less than 10%, which is significantly lower than the gifted population of SISD. **Root Cause:** There is a lack of awareness of gifted and talented characteristics in TES' diverse population of bilingual students and students who are economically disadvantaged.

Student Learning

Problem Statement 1: TES students are not performing on grade level in reading and math. **Root Cause:** Increased learning gaps from COVID that has spanned throughout the school year.

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

Performance Objective 7: By June 2023 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Math. By June 2023, each student population will reach at least 70% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance. (Example 50% to 70%)

Grade KG 76% On/Above (2022) to 85% On/Above (2023)

Grade 01 56% On/Above (2022) to 70% On/Above (2023)

Grade 02 48% On/Above (2022) to 70% On/Above (2023)





Grade 03 58% On/Above (2022) to 70% On/Above (2023)

Grade 04 59% On/Above (2022) to 70% On/Above (2023)

Grade 05 64% On/Above (2022) to 70% On/Above (2023)

Evaluation Data Sources: 20-21, 21-22 STAAR Data; 2022-23 academic data sets
 Benchmarks
 Campus Based Assessments
 20-21 , 21-22 MAP Scores- BOY, MOY, EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Results: Quarterly assessment data showing at least a 65% 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>Staff Responsible for Monitoring: Principal ILT Interventionist Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 7 Problem Statements:

Demographics

Problem Statement 1: 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 opportunities to fill those gaps during the school day are limited.

Student Learning

Problem Statement 1: TES students are not performing on grade level in reading and math. **Root Cause:** Increased learning gaps from COVID that has spanned throughout the school year.

School Processes & Programs

Problem Statement 1: 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 in reading, math, and science.





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

Performance Objective 8: By June 2023 (EOY), 70% of KG-2nd grade students will score "On/Above Grade Level" on mCLASS. By June 2023, each student population will reach at least 65% "On/Above Grade Level" or improve mastery by at least 15 PPT over 2022 EOY performance. (Example 49% to 64%)

HB3 Goal

Evaluation Data Sources: 2022-23 academic data sets
 Benchmarks
 Campus Based Assessments
 20-21 , 21-22, 22-23 MAP Scores- BOY, MOY, EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: TES reading interventionists will use Education Galaxy Lift Off/Burst 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>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.</p> <p>Impact: scholars will demonstrate improved academic performance and teachers will have increased effectiveness.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal ILT ESSER Interventionist Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June
	This area is currently empty in the image			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 8 Problem Statements:

Student Learning

Problem Statement 2: All students have experienced gaps in learning as a result of COVID 19 and the extended school closure. **Root Cause:** Students had difficulty retaining intervention instruction and accelerating with on grade level curriculum due to large learning gaps created during COVID.

Problem Statement 3: Scholars with low attendance performed poorly on local and state assessments. **Root Cause:** Lack of motivation in scholars and parents to get them to school daily and on time.

School Processes & Programs

Problem Statement 1: 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 in reading, math, and science.

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

Performance Objective 9: By June 2023, the campus attendance rate will improve to a minimum of 1.5%.





2019 rate: 95.2% 2020 rate 97.5% 2021 rate 95.0% 2022 rate 93.2%

Source: District - Year Over Year Attendance % by School (Decision Ed)

Evaluation Data Sources: 20-21, 21-22, 22-23 Attendance Data
Discipline Data

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Increased daily attendance Increased overall attendance for the year of at least 1.5% points from 95% to 97%.</p> <p>Staff Responsible for Monitoring: Principal Attendance clerk Teachers ILT</p> <p>Title I: 2.5, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Incentives for Attendance Awards - 199 General Fund - \$300</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal ILT Attendance Clerk Parents</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 9 Problem Statements:

Demographics
<p>Problem Statement 2: Low student attendance rate for the 21-22 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.</p>

Goal 2: EQUITY-Remove unacceptable barriers to student and staff success

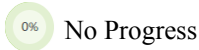
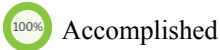
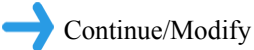

Performance Objective 1: By June 2023, achievement gaps between student groups will be decreased.

HB3 Goal

Evaluation Data Sources: 20-21, 21-22 STAAR Data; 2022-23 academic data sets
 Benchmarks
 Campus Based Assessments
 20-21 , 21-22 MAP Scores- BOY, MOY, EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: By the end of the 22-23 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>Strategy's Expected Result/Impact: Tri-weekly assessment data showing at least a 15% gain as measured by formative assessments.</p> <p>Lesson Plans Walk Throughs DDAP Use of data tracks to measure growth</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Specialist Student Support Specialist</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: By the end of the 22-23 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.</p> <p>Strategy's Expected Result/Impact: TELPAS Scores End of Year Assessments MAP Growth Data DDAP PLCs PLC Agendas and Sign In Sheets Data Trackers</p> <p>Staff Responsible for Monitoring: Principal ESSER ESL Specialist Assistant Principal ELA Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3, 4 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	June

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 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 opportunities to fill those gaps during the school day are limited.</p>
Student Learning
<p>Problem Statement 1: TES students are not performing on grade level in reading and math. Root Cause: Increased learning gaps from COVID that has spanned throughout the school year.</p>
<p>Problem Statement 2: All students have experienced gaps in learning as a result of COVID 19 and the extended school closure. Root Cause: Students had difficulty retaining intervention instruction and accelerating with on grade level curriculum due to large learning gaps created during COVID.</p>
<p>Problem Statement 3: Scholars with low attendance performed poorly on local and state assessments. Root Cause: Lack of motivation in scholars and parents to get them to school daily and on time.</p>
<p>Problem Statement 4: TES 5th grade scholars did not meet the goal of 52 at the meets level on the science STAAR. Root Cause: There is inconsistent instruction due to teacher vacancy and the inconsistent use of the Science scope and sequence across the grade levels and implementing the Gradual Release of Responsibility Model with higher level learning tasks.</p>





School Processes & Programs

Problem Statement 1: 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 in reading, math, and science.

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

Performance Objective 1: By June 2023, implement at least two high-leverage strategies to engage families and communities that best meet the needs of the stakeholders. Campus will determine the measures of success for PARTICIPATION and IMPACT.

Evaluation Data Sources: K12 Survey- 21-22, 22-23
 Parent Feedback Surveys
 Increases In Campus Volunteers
 PTO Increase in Participation
 Blackboard Connect Increased Responses
 Increased responses in Parent/School message mediums

Strategy 1 Details	Reviews			
<p>Strategy 1: By the end of the 22-23 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).</p> <p>Strategy's Expected Result/Impact: Parent Feedback Surveys Increases In Campus Volunteers PTO Increase in Participation Blackboard Connect Increased Responses Increased responses in Parent/School message mediums</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Parent Liaison Counselor Campus Webmaster Principal Secretary Team Leaders Instructional Coaches PALM Team Teachers Teachers</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Oct	Dec	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Based on our K12 survey, parents believe students need to receive the support they need for academic and career planning. **Root Cause:** At the elementary level, we need to emphasize career options for our all scholars.

Problem Statement 2: 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 2023, 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 for PARTICIPATION and IMPACT.

Evaluation Data Sources: Increased self confidence in scholars
 Parent Feedback Surveys
 Increases PTO Participation

Strategy 1 Details	Reviews			
<p>Strategy 1: By the end of the 22-23 school year, TES will implement daily Quaver SEL lessons with of all scholars, PK-5. Strategy's Expected Result/Impact: Increased self confidence in scholars Parent Feedback Surveys Increases PTO Participation Staff Responsible for Monitoring: Principal Counselor PBIS Coordinator PK-5 Teachers</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 2, 3 - Perceptions 2</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: By the end of the 22-23 school year, the school counselor will develop and facilitate social emotional groups with high need scholars and scholars referred by teachers.</p> <p>Strategy's Expected Result/Impact: Parent Surveys Monthly Student groups 25% Decreased behavior infractions Agendas</p> <p>Staff Responsible for Monitoring: Principal Counselor Assistant Principal Teachers</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 2: All students have experienced gaps in learning as a result of COVID 19 and the extended school closure. Root Cause: Students had difficulty retaining intervention instruction and accelerating with on grade level curriculum due to large learning gaps created during COVID.</p>
<p>Problem Statement 3: Scholars with low attendance performed poorly on local and state assessments. Root Cause: Lack of motivation in scholars and parents to get them to school daily and on time.</p>
Perceptions
<p>Problem Statement 2: 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.</p>

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

Performance Objective 1: To maintain/increase campus enrollment established at October snapshot date (October 28, 2022), the campus will host/connect with the apartment management , homeowners associations, construction management/Realtor's, etc at least 2x/semester to increase awareness of campus events, offerings, celebrations. The campus will determine the type of communication, logistics (date, time, location), and measures of PARTICIPATION and IMPACT.

Evaluation Data Sources: Blackboard Connect Usage Reports
Mail-out
Sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: 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 2022-23 school year.</p> <p>Strategy's Expected Result/Impact: Increase/maintain campus enrollment and attendance</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Parent Engagement Liaison Counselor</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Light Bites for After school events - 199 General Fund - \$200</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Perceptions
<p>Problem Statement 2: 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.</p>

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

Performance Objective 1: By June 2023, 100% of staff assigned to Learning Passports A, B, (C), and D will complete professional learning requirements. Additionally, leaders assigned to conduct T-TESS observations will attend the required training and calibration sessions. The campus will define incremental quarterly targets and monitoring strategies when not defined by district parameters or timelines.

Evaluation Data Sources: Professional Learning Passports

Strategy 1 Details	Reviews			
<p>Strategy 1: Thompson T-TESS appraisers will work with staff to ensure all learning passport opportunities are met (A-D) by the end of the 22-23 school year.</p> <p>Strategy's Expected Result/Impact: Increased outcome driven, service oriented, and relationship centered behaviors of staff members to promote student achievement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 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 opportunities to fill those gaps during the school day are limited.</p>
<p>Problem Statement 3: The gifted and talented population is less than 10%, which is significantly lower than the gifted population of SISD. Root Cause: There is a lack of awareness of gifted and talented characteristics in TES' diverse population of bilingual students and students who are economically disadvantaged.</p>
School Processes & Programs
<p>Problem Statement 2: The capacity of all faculty and staff when implementing with fidelity the SpringWay Systems and Routines. Root Cause: Lack of training for all faculty from the campus and district level.</p>