

# Lamar Consolidated Independent School District

## Thomas Elementary

### 2024-2025 Campus Improvement Plan



# Table of Contents

|  |    |
|--|----|
| Comprehensive Needs Assessment .....   | 3  |
| Needs Assessment Overview .....  | 3  |
| Demographics .....   | 5  |
| Student Learning .....   | 7  |
| Perceptions .....  | 13 |
| Priority Problem Statements .....  | 14 |
| Comprehensive Needs Assessment Data Documentation .....  | 15 |
| Goals .....  | 17 |
| Goal 1: Goal 1: By June 2025, 85% of students in grades K-2 will score Meets Expectation on their EOY MAP Reading Fluency assessment. ....   | 17 |
| Goal 2: Goal 2: By June 2025, all 3-5 grade students will increase academic performance by at least 8% in Meets and Masters as measured on Reading STAAR. ....   | 25 |
| Goal 3: Goal 3: By June 2025, all 3-5 grade students will increase academic performance by at least 8% in Meets and Masters as measured on Math/Science STAAR. ....  | 33 |
| Goal 4: Goal 4: By June 2025, the campus climate survey stakeholders (parents and students) will show an increase in strongly agree and agree by 5% in the questions pertaining to support students received at school. .... | 41 |
| State Compensatory .....   | 48 |
| Budget for Thomas Elementary .....   | 48 |
| Personnel for Thomas Elementary .....  | 48 |
| Title I Personnel .....  | 49 |
| Site-Based Decision Making Committee .....   | 50 |
| Campus Leadership Team .....   | 51 |
| Campus Funding Summary .....   | 52 |

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

### Comprehensive Needs Assessment Process

During our first meeting which was held on May 6, 2024, at 3:30 p.m. in the library at Thomas Elementary, the Site Based Team discussed the purpose for the meeting including the process for identifying our campus needs and the methods for analyzing data. We identified several pieces of data that would assist the team including the Federal Report Card, Campus Climate Survey, STAAR data, and the Texas Academic Performance Report, PBIS data and 22-23 NWEA Map data. (Please Use Data Documentation Setting in Plan4Learning). At the conclusion of the meeting, we assigned individuals to collect the data to be reported to the team at the next meeting.

During the second meeting which was held on June 18, 2024, at 8:00 a.m. in the LGI room at Randle HS, the Site Based Team evaluated data and identified strengths and problems in each area. Each team member was given the opportunity to present their data and the team worked together to identify strengths and problems of the campus. After identifying the strengths and problems, the team was given time to reflect on the data and to ask clarifying questions.

### Comprehensive Needs Assessment Committee Members

Vicki Stevenson (Principal)

Tracy Mills (AP)

Headi Matthews (EB specialist)

Taylor Tucker (Instructional Coordinator)

Stephanie Guthman (Counselor)

Julie Conrad (Instructional Coordinator)

Stephanie Moore (Special Education teacher)

Lily Thomas (teacher)

Brandi Winner (teacher)



# Demographics

## Demographics Summary

Demographics: 33.43% African American, 35.10% Hispanic, 14.35% white, 0.14% American Indian, 13.09% Asian. We have 57.10% Economically Disadvantaged, 16.85% of our population receives special education services, 51.73% of students are identified as being at-risk and 26.88% of our population are Emergent Bilingual. Our current enrollment is 718.

Middle class - single and 2 parent working households. Social emotional needs are high for our students. We are slowly growing and decreasing our Title 1 population. Our highest eligibility areas for students in need are SLD in Reading Comprehension and Basic Reading Skills.

## Demographics Strengths

Based on student, staff, and parent district survey -

84% of parents believe that Thomas has quality family engagement. 94% of parents also believe that Thomas operations are strong. Technology use is high.

97% of staff believe that Thomas students are academically prepared. 100% of staff feel that our teachers set high learning standards for students and that students receive the support they need to prepare for the next grade level.

Our students say they have to work hard (96%) to get good grades.

Overall K-2 GRA growth from EOY 2023 to EOY 2024 was +9% to result in 80% of our students reading on or above grade-level expectations.

Kindergarten EOY GRA - 79% of students are on or above level. 100% of students with two or more races, 87% of Whites, 77% Black/African American, 88% of Hispanic students scored on or above grade level EOY GRA.

First grade EOY GRA - 85% of students are on or above grade level on GRA. 92% of our Asian and 72% of our White students scored on or above grade level EOY GRA.

Second grade EOY GRA - 77% of students are on or above grade level on GRA. 100% of students with two or more races, 94% of our Asian 84% of White students scored on or above grade level EOY GRA.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Student inability to self regulate. Social skills and problem resolution techniques are needed campus wide. **Root Cause:** Coping mechanisms for emotional responses are needed campus wide. Lack of modeling these skill sets in real time situations.

**Problem Statement 2:** 57% of students in first grade and 51% of second grade students did not meet growth projections as measured on Math MAP. **Root Cause:** 50% of our

student population in grades 1-5 are 1 or more grade levels behind in number operations. 53% of our student population in grades 1-5 are 1 or more levels below in algebraic thinking because they were not consistently taught.

**Problem Statement 3:** Although Third Grade met Growth Goals, Third Grade achievement on 2024 ELAR STAAR shows 16.83% at Masters, 45.54% at Meets and 76.24% at Approached, rather than the 90%/60%/30%. **Root Cause:** Tier 1 instruction in three of the five sections lacked rigor, classroom management and consistency.

# Student Learning

## Student Learning Summary

In Reading, the data reflects a decrease from Approaches to Meets.

|                                  | May 2024 STAAR Reading Language Arts, Grade 3 |           |             |               |                             |                        |                          |                  |                   |                |                 |        |  |
|----------------------------------|---|-----------|-------------|---------------|-----------------------------|------------------------|--------------------------|------------------|-------------------|----------------|-----------------|--------|--|
|                                  | Total Students                                | Raw Score | Scale Score | Percent Score | Approaches Grade Level (TX) | Meets Grade Level (TX) | Masters Grade Level (TX) | Did Not Meet Low | Did Not Meet High | Approaches Low | Approaches High | Meets  |  |
|                                  |   |           |             |               |                             |                        |                          |                  |                   |                |                 |        |  |
| Thomas Elementary                | 101   | 26        | 1455        | 50.88%        | 76.24%                      | 45.54%                 | 16.83%                   | 12.87%           | 10.89%            | 15.84%         | 14.85%          | 28.71% |  |
| Economic Disadvantage            | 51  | 25        | 1428        | 47.13%        | 68.63%                      | 41.18%                 | 9.80%                    | 19.61%           | 11.76%            | 13.73%         | 13.73%          | 31.37% |  |
| Asian                            | 12  | 31        | 1518        | 60.42%        | 91.67%                      | 75%                    | 25%                      | 8.33%            | 0%                | 8.33%          | 8.33%           | 50%    |  |
| Black/African American           | 37  | 24        | 1421        | 46%           | 64.86%                      | 37.84%                 | 16.22%                   | 16.22%           | 18.92%            | 24.32%         | 2.70%           | 21.62% |  |
| Hispanic                         | 33  | 24        | 1423        | 45.98%        | 75.76%                      | 27.27%                 | 6.06%                    | 12.12%           | 12.12%            | 18.18%         | 30.30%          | 21.21% |  |
| Native Hawaiian/Pacific Islander | -   | -         | -           | -             | -                           | -                      | -                        | -                | -                 | -              | -               | -      |  |
| Two or More Races                | 5   | 26        | 1445        | 50.38%        | 60%                         | 60%                    | 20%                      | 40%              | 0%                | 0%             | 0%              | 40%    |  |
| White                            | 14  | 35        | 1569        | 67.31%        | 100%                        | 78.57%                 | 35.71%                   | 0%               | 0%                | 0%             | 21.43%          | 42.86% |  |
| Currently Emergent Bilingual     | 18  | 24        | 1416        | 45.19%        | 72.22%                      | 38.89%                 | 0%                       | 11.11%           | 16.67%            | 16.67%         | 16.67%          | 38.89% |  |
| Fourth Year of Monitoring        | -   | -         | -           | -             | -                           | -                      | -                        | -                | -                 | -              | -               | -      |  |
| Special Ed Indicator             | 12  | 22        | 1400        | 42.63%        | 50%                         | 25%                    | 8.33%                    | 16.67%           | 33.33%            | 16.67%         | 8.33%           | 16.67% |  |
|                                  |   |           |             |               |                             |                        |                          |                  |                   |                |                 |        |  |
|                                  | May 2024 STAAR Reading Language Arts, Grade 4 |           |             |               |                             |                        |                          |                  |                   |                |                 |        |  |
|                                  | Total Students                                | Raw Score | Scale Score | Percent Score | Approaches Grade Level (TX) | Meets Grade Level (TX) | Masters Grade Level (TX) | Did Not Meet Low | Did Not Meet High | Approaches Low | Approaches High | Meets  |  |
|                                  |   |           |             |               |                             |                        |                          |                  |                   |                |                 |        |  |
| Thomas Elementary                | 77  | 31        | 1597        | 59.47%        | 96.10%                      | 67.53%                 | 27.27%                   | 3.90%            | 0%                | 12.99%         | 15.58%          | 40.26% |  |
| Economic Disadvantage            | 39  | 28        | 1557        | 53.70%        | 92.31%                      | 53.85%                 | 17.95%                   | 7.69%            | 0%                | 17.95%         | 20.51%          | 35.90% |  |
| Asian                            | 6   | 33        | 1610        | 62.50%        | 100%                        | 83.33%                 | 33.33%                   | 0%               | 0%                | 16.67%         | 0%              | 50%    |  |
| Black/African American           | 23  | 30        | 1586        | 57.02%        | 95.65%                      | 60.87%                 | 17.39%                   | 4.35%            | 0%                | 17.39%         | 17.39%          | 43.48% |  |
| Hispanic                         | 33  | 31        | 1594        | 59.67%        | 96.97%                      | 72.73%                 | 27.27%                   | 3.03%            | 0%                | 12.12%         | 12.12%          | 45.45% |  |
| Native Hawaiian/Pacific Islander | -   | -         | -           | -             | -                           | -                      | -                        | -                | -                 | -              | -               | -      |  |
| Two or More Races                | 5   | 29        | 1568        | 55.77%        | 100%                        | 60%                    | 20%                      | 0%               | 0%                | 20%            | 20%             | 40%    |  |
| White                            | 10  | 34        | 1639        | 64.42%        | 90%                         | 60%                    | 50%                      | 10%              | 0%                | 0%             | 30%             | 10%    |  |
| Currently Emergent Bilingual     | 17  | 29        | 1566        | 55.66%        | 94.12%                      | 52.94%                 | 17.65%                   | 5.88%            | 0%                | 11.76%         | 29.41%          | 35.29% |  |
| Fourth Year of Monitoring        | -   | -         | -           | -             | -                           | -                      | -                        | -                | -                 | -              | -               | -      |  |
| Special Ed Indicator             | 13  | 25        | 1512        | 47.19%        | 92.31%                      | 53.85%                 | 7.69%                    | 7.69%            | 0%                | 30.77%         | 7.69%           | 46.15% |  |
|                                  |   |           |             |               |                             |                        |                          |                  |                   |                |                 |        |  |
|                                  | May 2024 STAAR Reading Language Arts, Grade 5 |           |             |               |                             |                        |                          |                  |                   |                |                 |        |  |
|                                  | Total Students                                | Raw Score | Scale Score | Percent Score | Approaches Grade Level (TX) | Meets Grade Level (TX) | Masters Grade Level (TX) | Did Not Meet Low | Did Not Meet High | Approaches Low | Approaches High | Meets  |  |
|                                  |   |           |             |               |                             |                        |                          |                  |                   |                |                 |        |  |
| Thomas Elementary                | 100   | 30        | 1627        | 58.23%        | 81%                         | 57%                    | 36%                      | 5%               | 14%               | 11%            | 13%             | 21%    |  |
| Economic Disadvantage            | 55  | 28        | 1593        | 53.11%        | 70.91%                      | 45.45%                 | 25.45%                   | 5.45%            | 23.64%            | 12.73%         | 12.73%          | 20%    |  |
| Asian                            | 9   | 34        | 1699        | 66.24%        | 88.89%                      | 77.78%                 | 44.44%                   | 11.11%           | 0%                | 0%             | 11.11%          | 33.33% |  |
| Black/African American           | 39  | 31        | 1623        | 58.73%        | 76.92%                      | 66.67%                 | 35.90%                   | 7.69%            | 15.38%            | 5.13%          | 5.13%           | 30.77% |  |
| Hispanic                         | 40  | 28        | 1600        | 53.51%        | 80%                         | 35%                    | 27.50%                   | 2.50%            | 17.50%            | 20%            | 25%             | 7.50%  |  |
| Native Hawaiian/Pacific Islander | 1   | 40        | 1740        | 76.92%        | 100%                        | 100%                   | 100%                     | 0%               | 0%                | 0%             | 0%              | 0%     |  |
| Two or More Races                | 4   | 41        | 1766        | 78.85%        | 100%                        | 100%                   | 100%                     | 0%               | 0%                | 0%             | 0%              | 0%     |  |
| White                            | 7   | 30        | 1619        | 57.69%        | 85.71%                      | 71.43%                 | 28.57%                   | 0%               | 14.29%            | 14.29%         | 0%              | 42.86% |  |
| Currently Emergent Bilingual     | 27  | 30        | 1632        | 57.98%        | 77.78%                      | 55.56%                 | 37.04%                   | 7.41%            | 14.81%            | 14.81%         | 7.41%           | 18.52% |  |
| Fourth Year of Monitoring        | 1   | 25        | 1563        | 48.08%        | 100%                        | 0%                     | 0%                       | 0%               | 0%                | 0%             | 100%            | 0%     |  |
| Special Ed Indicator             | 17  | 20        | 1476        | 37.56%        | 52.94%                      | 11.76%                 | 0%                       | 17.65%           | 29.41%            | 23.53%         | 17.65%          | 11.76% |  |

In Math, the student data reflects a decrease from Approaches to Meets.

| May 2024 STAAR Mathematics, Grade 3 |                |           |             |               |                             |                        |                          |                  |                   |                |                 |        |         |
|-------------------------------------|----------------|-----------|-------------|---------------|-----------------------------|------------------------|--------------------------|------------------|-------------------|----------------|-----------------|--------|---------|
|                                     | Total Students | Raw Score | Scale Score | Percent Score | Approaches Grade Level (TX) | Meets Grade Level (TX) | Masters Grade Level (TX) |                  |                   |                |                 |        |         |
|                                     |                |           |             |               |                             |                        |                          | Did Not Meet Low | Did Not Meet High | Approaches Low | Approaches High | Meets  | Masters |
| Thomas Elementary                   | 101            | 21        | 1480        | 56.92%        | 79.21%                      | 42.57%                 | 21.78%                   | 5.94%            | 14.85%            | 18.81%         | 17.82%          | 20.79% | 21.78%  |
| Economic Disadvantage               | 51             | 20        | 1457        | 54.21%        | 80.39%                      | 37.25%                 | 11.76%                   | 1.96%            | 17.65%            | 25.49%         | 17.65%          | 25.49% | 11.76%  |
| Asian                               | 12             | 26        | 1583        | 70.72%        | 100%                        | 66.67%                 | 50%                      | 0%               | 0%                | 8.33%          | 25%             | 16.67% | 50%     |
| Black/African American              | 37             | 19        | 1447        | 52.37%        | 75.68%                      | 37.84%                 | 16.22%                   | 13.51%           | 10.81%            | 29.73%         | 8.11%           | 21.62% | 16.22%  |
| Hispanic                            | 33             | 18        | 1423        | 49.06%        | 69.70%                      | 18.18%                 | 6.06%                    | 0%               | 30.30%            | 21.21%         | 30.30%          | 12.12% | 6.06%   |
| Two or More Races                   | 5              | 21        | 1482        | 56.76%        | 60%                         | 60%                    | 40%                      | 20%              | 20%               | 0%             | 0%              | 20%    | 40%     |
| White                               | 14             | 28        | 1616        | 75.68%        | 100%                        | 85.71%                 | 42.86%                   | 0%               | 0%                | 0%             | 14.29%          | 42.86% | 42.86%  |
| Currently Emergent Biling           | 18             | 20        | 1459        | 54.65%        | 83.33%                      | 33.33%                 | 5.56%                    | 0%               | 16.67%            | 22.22%         | 27.78%          | 27.78% | 5.56%   |
| Special Ed Indicator                | 12             | 15        | 1372        | 41.44%        | 41.67%                      | 16.67%                 | 8.33%                    | 16.67%           | 41.67%            | 16.67%         | 8.33%           | 8.33%  | 8.33%   |
| May 2024 STAAR Mathematics, Grade 4 |                |           |             |               |                             |                        |                          |                  |                   |                |                 |        |         |
|                                     | Total Students | Raw Score | Scale Score | Percent Score | Approaches Grade Level (TX) | Meets Grade Level (TX) | Masters Grade Level (TX) |                  |                   |                |                 |        |         |
|                                     |                |           |             |               |                             |                        |                          | Did Not Meet Low | Did Not Meet High | Approaches Low | Approaches High | Meets  | Masters |
| Thomas Elementary                   | 77             | 25        | 1625        | 63.18%        | 84.42%                      | 62.34%                 | 28.57%                   | 5.19%            | 10.39%            | 11.69%         | 10.39%          | 33.77% | 28.57%  |
| Economic Disadvantage               | 39             | 23        | 1576        | 56.60%        | 74.36%                      | 48.72%                 | 23.08%                   | 7.69%            | 17.95%            | 15.38%         | 10.26%          | 25.64% | 23.08%  |
| Asian                               | 6              | 26        | 1626        | 65%           | 83.33%                      | 66.67%                 | 33.33%                   | 0%               | 16.67%            | 0%             | 16.67%          | 33.33% | 33.33%  |
| Black/African American              | 23             | 24        | 1603        | 59.24%        | 73.91%                      | 56.52%                 | 26.09%                   | 13.04%           | 13.04%            | 8.70%          | 8.70%           | 30.43% | 26.09%  |
| Hispanic                            | 33             | 26        | 1627        | 64.24%        | 90.91%                      | 63.64%                 | 27.27%                   | 3.03%            | 6.06%             | 15.15%         | 12.12%          | 36.36% | 27.27%  |
| Two or More Races                   | 5              | 22        | 1570        | 55%           | 60%                         | 40%                    | 20%                      | 0%               | 40%               | 0%             | 20%             | 20%    | 20%     |
| White                               | 10             | 29        | 1695        | 71.75%        | 100%                        | 80%                    | 40%                      | 0%               | 0%                | 20%            | 0%              | 40%    | 40%     |
| Currently Emergent Biling           | 17             | 27        | 1635        | 66.91%        | 94.12%                      | 82.35%                 | 17.65%                   | 0%               | 5.88%             | 5.88%          | 5.88%           | 64.71% | 17.65%  |
| Special Ed Indicator                | 13             | 17        | 1474        | 42.12%        | 61.54%                      | 15.38%                 | 0%                       | 23.08%           | 15.38%            | 23.08%         | 23.08%          | 15.38% | 0%      |
| May 2024 STAAR Mathematics, Grade 5 |                |           |             |               |                             |                        |                          |                  |                   |                |                 |        |         |
|                                     | Total Students | Raw Score | Scale Score | Percent Score | Approaches Grade Level (TX) | Meets Grade Level (TX) | Masters Grade Level (TX) |                  |                   |                |                 |        |         |
|                                     |                |           |             |               |                             |                        |                          | Did Not Meet Low | Did Not Meet High | Approaches Low | Approaches High | Meets  | Masters |
| Thomas Elementary                   | 100            | 27        | 1700        | 63.36%        | 84%                         | 67%                    | 30%                      | 7%               | 9%                | 7%             | 10%             | 37%    | 30%     |
| Economic Disadvantage               | 55             | 24        | 1653        | 58.10%        | 81.82%                      | 58.18%                 | 21.82%                   | 9.09%            | 9.09%             | 12.73%         | 10.91%          | 36.36% | 21.82%  |
| Asian                               | 9              | 32        | 1841        | 76.46%        | 88.89%                      | 88.89%                 | 66.67%                   | 11.11%           | 0%                | 0%             | 0%              | 22.22% | 66.67%  |
| Black/African American              | 39             | 27        | 1702        | 64.53%        | 82.05%                      | 71.79%                 | 35.90%                   | 5.13%            | 12.82%            | 5.13%          | 5.13%           | 35.90% | 35.90%  |
| Hispanic                            | 40             | 24        | 1655        | 57.50%        | 82.50%                      | 55%                    | 15%                      | 10%              | 7.50%             | 10%            | 17.50%          | 40%    | 15%     |
| Native Hawaiian/Pacific             | 1              | 32        | 1765        | 76.19%        | 100%                        | 100%                   | 0%                       | 0%               | 0%                | 0%             | 0%              | 100%   | 0%      |
| Two or More Races                   | 4              | 35        | 1869        | 83.93%        | 100%                        | 100%                   | 75%                      | 0%               | 0%                | 0%             | 0%              | 25%    | 75%     |
| White                               | 7              | 25        | 1666        | 59.86%        | 85.71%                      | 57.14%                 | 14.29%                   | 0%               | 14.29%            | 14.29%         | 14.29%          | 42.86% | 14.29%  |
| Currently Emergent Biling           | 27             | 25        | 1664        | 59.96%        | 77.78%                      | 66.67%                 | 22.22%                   | 14.81%           | 7.41%             | 3.70%          | 7.41%           | 44.44% | 22.22%  |
| Fourth Year of Monitorin            | 1              | 25        | 1651        | 59.52%        | 100%                        | 100%                   | 0%                       | 0%               | 0%                | 0%             | 0%              | 100%   | 0%      |
| Special Ed Indicator                | 17             | 19        | 1569        | 46.22%        | 70.59%                      | 29.41%                 | 5.88%                    | 17.65%           | 11.76%            | 23.53%         | 17.65%          | 23.53% | 5.88%   |

In Science, the student data reflects a decrease from Approaches to Meets.



|                                  | May 2024 STAAR Science, Grade 5 |           |             |               |                             |                        |                   |
|----------------------------------|---------------------------------|-----------|-------------|---------------|-----------------------------|------------------------|-------------------|
|                                  | Total Students                  | Raw Score | Scale Score | Percent Score | Approaches Grade Level (TX) | Meets Grade Level (TX) | Masters Grade Lev |
| Thomas Elementary                | 100                             | 20        | 3738        | 51.33%        | 62%                         | 24%                    |                   |
| Economic Disadvantage            | 55                              | 18        | 3613        | 46.71%        | 49.09%                      | 16.36%                 |                   |
| Asian                            | 9                               | 25        | 4169        | 64.96%        | 77.78%                      | 55.56%                 |                   |
| Black/African American           | 39                              | 19        | 3688        | 49.90%        | 66.67%                      | 23.08%                 |                   |
| Hispanic                         | 40                              | 19        | 3633        | 47.63%        | 52.50%                      | 12.50%                 |                   |
| Native Hawaiian/Pacific Islander | 1                               | 14        | 3338        | 35.90%        | 0%                          | 0%                     |                   |
| Two or More Races                | 4                               | 27        | 4243        | 68.59%        | 100%                        | 50%                    |                   |
| White                            | 7                               | 22        | 3835        | 55.31%        | 57.14%                      | 42.86%                 |                   |
| Currently Emergent Bilingual     | 27                              | 19        | 3643        | 48.05%        | 62.96%                      | 14.81%                 |                   |
| Fourth Year of Monitoring        | 1                               | 14        | 3338        | 35.90%        | 0%                          | 0%                     |                   |
| Special Ed Indicator             | 17                              | 15        | 3409        | 39.37%        | 29.41%                      | 0%                     |                   |

|                         | 1st Grade GRA -- EOY 2024 |                   |                |                   |
|-------------------------|---------------------------|-------------------|----------------|-------------------|
|                         | Total Students            | Overall           |                |                   |
|                         |                           | Below Grade Level | On Grade Level | Above Grade Level |
| Thomas Elementary       | 78                        | 15.38%            | 5.13%          | 79.49%            |
| Economic Disadvantage   | 47                        | 19.15%            | 4.26%          | 76.60%            |
| Asian                   | 12                        | 8.33%             | 0%             | 91.67%            |
| Black/African American  | 26                        | 11.54%            | 0%             | 88.46%            |
| Hispanic                | 24                        | 25%               | 12.50%         | 62.50%            |
| Two or More Races       | 3                         | 0%                | 33.33%         | 66.67%            |
| White                   | 13                        | 15.38%            | 0%             | 84.62%            |
| Currently Emergent Bili | 24                        | 16.67%            | 0%             | 83.33%            |
| Special Ed Indicator    | 7                         | 42.86%            | 0%             | 57.14%            |
|                         |                           |                   |                |                   |
|                         | 2nd Grade GRA -- EOY 2024 |                   |                |                   |
|                         | Total Students            | Overall           |                |                   |
|                         |                           | Below Grade Level | On Grade Level | Above Grade Level |
| Thomas Elementary       | 115                       | 22.61%            | 3.48%          | 73.91%            |
| Economic Disadvantage   | 60                        | 25%               | 1.67%          | 73.33%            |
| Asian                   | 16                        | 6.25%             | 0%             | 93.75%            |
| Black/African American  | 31                        | 29.03%            | 0%             | 70.97%            |
| Hispanic                | 45                        | 28.89%            | 8.89%          | 62.22%            |
| Two or More Races       | 4                         | 0%                | 0%             | 100%              |
| White                   | 19                        | 15.79%            | 0%             | 84.21%            |
| Currently Emergent Bili | 28                        | 28.57%            | 3.57%          | 67.86%            |
| Special Ed Indicator    | 13                        | 61.54%            | 15.38%         | 23.08%            |

## Student Learning Strengths

Overall, the campus GRA reading levels increase by 18%.

3rd grade STAAR Math results indicate that 85% of students were at the Approaches proficiency level, with 93% of EB students at Approaches, which is higher than the district average (83%).

5th grade STAAR Science results indicate that Black/African American students were at 76.9% Approaches proficiency level compared to 63.6% overall.

4th grade STAAR Math results indicate that 78.79% were at the Approaches proficiency level, with 79.17% of our EB students at Approaches.

3rd grade STAAR Reading results indicate that 86.76% were at the Approaches proficiency level, with 80% of our EB students at Approaches, which is comparable to the district average (86.9%)

4th grade STAAR Reading results indicate that 30% were at Masters proficiency level, which is higher than the district level (29.6%)

3rd grade students on/above GRA level percentage was 72%, which is higher than the district average. (69%)

4th grade students on/above GRA level percentage was 83%, which is higher than the district average. (64%)

Overall K-2 GRA growth from EOY 2023 to EOY 2024 was +9% to result in 80% of our students reading on or above grade-level expectations.

Kindergarten EOY GRA - 79% of students are on or above level. 100% of students with two or more races, 87% of Whites, 77% Black/African American, 88% of Hispanic students scored on or above grade level EOY GRA.

First grade EOY GRA - 85% of students are on or above grade level on GRA. 92% of our Asian and 72% of our White students scored on or above grade level EOY GRA.

Second grade EOY GRA - 77% of students are on or above grade level on GRA. 100% of students with two or more races, 94% of our Asian 84% of White students scored on or above grade level EOY GRA.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** 44% students in grades K-4 are not reading on grade level. 70% of Economically Disadvantaged students in kindergarten are not reading on grade level; 49% of Economically Disadvantaged students in first grade are not reading on grade level; 41% of Economically Disadvantaged students in second grade are not reading on grade level.

**Root Cause:** Phonics instruction was not consistently implemented: district assessment data- 31% of first grade students were below grade levels in Phonics. 37% of our second graders are below grade level in phonics.

**Problem Statement 2:** 57% of students in first grade and 51% of second grade students did not meet growth projections as measured on Math MAP. **Root Cause:** 50% of our student population in grades 1-5 are 1 or more grade levels behind in number operations. 53% of our student population in grades 1-5 are 1 or more levels below in algebraic thinking

because they were not consistently taught.

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

**Problem Statement 4:** STAAR data indicates that there is a drastic decline from students at Approaches to Meets in reading and math. **Root Cause:** The previous PLC focus was on intervention. Not enough practice with the new question types on STAAR (ECR).

**Problem Statement 5:** Science STAAR data reflects the need to refine Tier 1 instruction. **Root Cause:** An understanding of the rigor of the standards in all grades.

# Perceptions

## Perceptions Summary

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

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

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** 44% students in grades K-4 are not reading on grade level. 70% of Economically Disadvantaged students in kindergarten are not reading on grade level; 49% of Economically Disadvantaged students in first grade are not reading on grade level; 41% of Economically Disadvantaged students in second grade are not reading on grade level.

**Root Cause:** Phonics instruction was not consistently implemented: district assessment data- 31% of first grade students were below grade levels in Phonics. 37% of our second graders are below grade level in phonics.

# Priority Problem Statements

**Problem Statement 1:** Student inability to self regulate. Social skills and problem resolution techniques are needed campus wide.

**Root Cause 1:** Coping mechanisms for emotional responses are needed campus wide. Lack of modeling these skill sets in real time situations.

**Problem Statement 1 Areas:** Demographics - Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

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

#### **Employee Data**

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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



# Goals

**Goal 1:** Goal 1: By June 2025, 85% of students in grades K-2 will score Meets Expectation on their EOY MAP Reading Fluency assessment.

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

**High Priority**





**HB3 Goal**

**Evaluation Data Sources:** MAP Reading Fluency assessment and progress monitoring, TX-KEA, District and Campus Assessments, Running Records, Science of Reading Academies, MAP, Vertical Teams, Impact Cycle

| Strategy 1 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <p><b>Strategy 1:</b> Ensure that all PK-2 ELAR teachers receive adequate ELAR trainings and instructional supports such as: Science of Reading of Academies, UFLI phonics, Next Step Forward in Guided Reading, Running Records, Heggerty, Sounds Walls, HMH, Patterns of Wonder/Power, MAP Reading Fluency Assessment and Progress Monitoring etc.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach<br/>PK-2 ELAR Teachers<br/>Administrators</p> <p><b>Title I:</b><br/>2.4</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative         |     |      |
|  | Feb               | Apr | June |
|  |                   |     |      |

| Strategy 2 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <p><b>Strategy 2:</b> Each teacher will provide instruction focused on comprehension, vocabulary, fluency, oral reading, phonics, writing and grammar. Teachers will deliver instruction from UFLI phonics, Heggerty, and Next Steps to Guiding Reading group lessons as seen in their lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> High Quality Tier 1 instruction. Increase in GRA levels, MAP and TX-KEA levels as more students are reading at or above grade level</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach<br/>PK-2 ELAR Teachers<br/>Administrators</p> <p><b>Title I:</b><br/>2.4</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative         |     |      |
|   | Feb               | Apr | June |
|   |                   |     |      |
| Strategy 3 Details  | Formative Reviews |     |      |
| <p><b>Strategy 3:</b> Based on small group instruction, teachers will implement common, formative, and summative assessments and disaggregate, analyze, and share results in PLC Data Digs to focus on growth of all sub pops to analyze patterns and performance to adjust Tier I instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, deeper conversation and instructional adjustments in PLCs for individualized instruction</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach<br/>PK-2 ELAR Teachers<br/>EB Specialist<br/>Special Education teachers<br/>Administrators</p> <p><b>Title I:</b><br/>2.4, 2.5</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>  | Formative         |     |      |
|   | Feb               | Apr | June |
|   |                   |     |      |

| Strategy 4 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <p><b>Strategy 4:</b> All K through 3rd grade teachers will complete The Science of Reading Academies over the next three years.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, high quality professional development, high yield instructional strategies</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coach<br/>K-3 Teachers<br/>Administrators</p> <p><b>Title I:</b><br/>2.4</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative         |     |      |
|   | Feb               | Apr | June |
|   |                   |     |      |
| Strategy 5 Details  | Formative Reviews |     |      |
| <p><b>Strategy 5:</b> PK classrooms will have a Pre-K aide to support instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, high quality professional development, high yield instructional strategies</p> <p><b>Staff Responsible for Monitoring:</b> Pre-K teacher<br/>Administrators</p> <p><b>Title I:</b><br/>2.4</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 2: Strategic Staffing</p> <p><b>Funding Sources:</b> - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$180,899</p>  | Formative         |     |      |
|   | Feb               | Apr | June |
|   |                   |     |      |

| Strategy 6 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <p><b>Strategy 6:</b> Teacher's will implement Seven Steps to a Language Rich Classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent Bilingual students will make comparable academic progress when compared to non-identified peers, and show growth on TELPAS (1st and 2nd grades).</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>EB Specialist<br/>Administrator</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>  | Formative         |     |      |
|  | Feb               | Apr | 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> |                   |     |      |

**Goal 1:** Goal 1: By June 2025, 85% of students in grades K-2 will score Meets Expectation on their EOY MAP Reading Fluency assessment.





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

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TX-KEA, MAP Growth, MAP Reading Fluency, CLI, Walk throughs, Learning Walks, MTSS Data, tutorial instructional plans, Data Digs, Waggle, Learning A-Z

| Strategy 1 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <p><b>Strategy 1:</b> We will provide tutorials and individualized instruction support and materials for at risk PK-2 students in order to close the achievement gap before, during, and after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased individual student growth</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach<br/>PK-2 ELAR Teachers<br/>Paraprofessionals<br/>Administrators</p> <p><b>Title I:</b><br/>2.6</p> <p><b>- TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Instructional Materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$1,284, Reading materials - 211 Title I, Part A - \$2,213.06</p> | Formative         |     |      |
|   | Feb               | Apr | June |
|   |                   |     |      |
| Strategy 2 Details  | Formative Reviews |     |      |
| <p><b>Strategy 2:</b> Students (in all sub populations) will be provided WIN (What I Need), GROWI time and Innovative Day (scheduled intervention and extension time) during the school day to strengthen their individual skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased individual student growth</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach<br/>K-2 ELAR Teachers<br/>Administrators<br/>Innovative Day staff</p> <p><b>Title I:</b><br/>2.6</p>  | Formative         |     |      |
|   | Feb               | Apr | June |
|   |                   |     |      |

| Strategy 3 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <p><b>Strategy 3:</b> Two times per nine weeks SPED case managers/ EB specialist and teachers will meet with campus administration to review individual student data and progress for Special Education students and EB students. During this time, SPED case managers/EB specialist, and teachers will tailor student accommodations as needed to scaffold for success resulting in a 5% decrease in Special Education and EB failures.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction</p> <p><b>Staff Responsible for Monitoring:</b> SPED Teachers<br/>Inclusion Teachers<br/>EB Specialist<br/>Teachers<br/>Literacy Coach<br/>Administrators</p> <p><b>Title I:</b><br/>2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative         |     |      |
|   | Feb               | Apr | June |
|   |                   |     |      |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>  |                   |     |      |

**Goal 1:** Goal 1: By June 2025, 85% of students in grades K-2 will score Meets Expectation on their EOY MAP Reading Fluency assessment.


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


**HB3 Goal**

**Evaluation Data Sources:** Science of Reading Academies, MAP Reading Fluency, TX-KEA, MAP Growth, UFLI, Heggerty, Next Steps to Guided Reading, Waggle, Learning A-Z, etc.

| Strategy 1 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <p><b>Strategy 1:</b> Inventory all PK-2 reading materials and purchase necessary resources to ensure equality in all classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Equitable resources for all teachers and students.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach<br/>PK-2 ELAR Teachers<br/>Administrators</p> <p><b>Title I:</b><br/>2.4</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Reading materials - 211 Title I, Part A - \$1,213.06, Library Books - 211 Title I, Part A - \$1,000, Instructional materials - 199 PIC 25 State Bilingual/ESL - \$1,720</p> | Formative         |     |      |
|  | Feb               | Apr | June |
|  |                   |     |      |
| Strategy 2 Details   | Formative Reviews |     |      |
| <p><b>Strategy 2:</b> Schedule meetings for parents to explain reading resources/materials/ strategies to support partnerships connected to the parent, family, and community engagement plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Encourage parent involvement and awareness of available resources</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach<br/>EB Specialist<br/>Administrators<br/>Teachers</p> <p><b>Title I:</b><br/>4.2</p>   | Formative         |     |      |
|  | Feb               | Apr | June |
|  |                   |     |      |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



**Goal 2:** Goal 2:

By June 2025, all 3-5 grade students will increase academic performance by at least 8% in Meets and Masters as measured on Reading STAAR.

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

**High Priority**


**HB3 Goal**

**Evaluation Data Sources:** District and Campus Assessments, Quick Checks, Science of Reading Academies, MAP Growth, MAP Reading Fluency assessments and Progress Monitoring, PLCs, STAAR, Vertical Teams, Walk-throughs, Learning Walks, Impact Cycle, Lesson plans, Waggle, Progress Learning, etc.

| Strategy 1 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <p><b>Strategy 1:</b> Each teacher will provide instruction focused on comprehension, vocabulary, fluency, oral reading, phonics, writing and grammar. Teachers will deliver instruction from Patterns of Power, HMH, Next Steps to Guided Reading, etc. in group lessons as seen in their lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach<br/>3-5 ELAR Teachers<br/>Administrators</p> <p><b>Title I:</b><br/>2.4</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative         |     |      |
|  | Feb               | Apr | June |
|  |                   |     |      |

| Strategy 2 Details  | Formative Reviews |            |             |
|---|-------------------|------------|-------------|
| <p><b>Strategy 2:</b> Based on small group instruction, teachers will implement common formative and summative assessments to disaggregate, analyze, and discuss results in PLCs to focus on growth of all sub pops to analyze patterns and performance to adjust Tier I instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, instructional adjustments in PLCs to individualize instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach<br/>3-5 ELAR Teachers<br/>Administrators</p> <p><b>Title I:</b><br/>2.5</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>                                | <b>Formative</b>  |            |             |
|   | <b>Feb</b>        | <b>Apr</b> | <b>June</b> |
|   |                   |            |             |
| Strategy 3 Details  | Formative Reviews |            |             |
| <p><b>Strategy 3:</b> Ensure that all 3-5 ELAR teachers receive adequate ELAR trainings and instructional support such as: Next Steps to Guided Reading, Word Knowledge Inventory, Literature Circles, HMH, Patterns of Power, Progress Learning, on-demand Coaching and Professional Learning, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach<br/>3-5 ELAR Teachers<br/>Administrators</p> <p><b>Title I:</b><br/>2.4, 2.5</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Staff travel - 211 Title I, Part A - \$2,500</p> | <b>Formative</b>  |            |             |
|   | <b>Feb</b>        | <b>Apr</b> | <b>June</b> |
|   |                   |            |             |
| Strategy 4 Details  | Formative Reviews |            |             |
| <p><b>Strategy 4:</b> Teachers will implement the Seven Steps to a Language Rich Classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent Bilingual student achievement on TELPAS and STAAR will improve.</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>   | <b>Formative</b>  |            |             |
|   | <b>Feb</b>        | <b>Apr</b> | <b>June</b> |
|   |                   |            |             |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** Goal 2:

By June 2025, all 3-5 grade students will increase academic performance by at least 8% in Meets and Masters as measured on Reading STAAR.

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





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** District and Campus Assessments, Quick Checks, Progress monitoring, Science of Reading Academies, MAP Growth, MAP Reading Fluency Assessments and Progress Monitoring,

| Strategy 1 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <p><b>Strategy 1:</b> We will provide tutorials for individualized instruction support and materials for at risk 3-5 students in order to continue to close the achievement gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in individual learning performance.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach<br/>3-5 ELAR Teachers<br/>Administrators</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Tutors - 211 Title I, Part A - \$12,500, Instructional Materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$1,284, Reading materials - 211 Title I, Part A - \$2,213.06</p> | Formative         |     |      |
|   | Feb               | Apr | June |
|   |                   |     |      |

| Strategy 2 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <p><b>Strategy 2:</b> Students will be provided WIN (What I Need) , GROWl time and Innovative Day (scheduled intervention and extension time) during the school day to strengthen their individual skill sets for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased individual growth in learning, high quality Tier 1 instruction</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach<br/>Teachers<br/>Administrators<br/>Innovative Day staff</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>  | Formative         |     |      |
|  | Feb               | Apr | June |
|  |                   |     |      |
| Strategy 3 Details   | Formative Reviews |     |      |
| <p><b>Strategy 3:</b> Provide and implement intervention and extension strategies to achieve STAAR Meets and Masters standards in grades 3-5 reading including the Special Education and EB students populations.</p> <p><b>Strategy's Expected Result/Impact:</b> high quality Tier 1 instruction, increase in individual student growth, improve MTSS strategies and implementation, decrease the percentage of students in resource</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach<br/>EB Specialist<br/>Teachers<br/>Administrators<br/>Innovative Day staff</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative         |     |      |
|  | Feb               | Apr | June |
|  |                   |     |      |

| Strategy 4 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <p><b>Strategy 4:</b> Two times per nine weeks SPED case managers/ EB Specialist and teachers will meet with campus administration to review individual student data and progress for Special Education and EB students to tailor their accommodations as needed to scaffold for success resulting in a 5% decrease in Special Education and EB failures.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, increased individual student growth, improved MTSS strategies and implementation, decrease the percentage of students in resource</p> <p><b>Staff Responsible for Monitoring:</b> SPED Teachers<br/>EB Specialist<br/>Teachers<br/>Instructional Coach<br/>Administrators</p> <p><b>Title I:</b><br/>2.4, 2.5</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | <b>Formative</b>  |            |             |
|  | <b>Feb</b>        | <b>Apr</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 5 Details   | Formative Reviews |            |             |
| <p><b>Strategy 5:</b> Hire additional instructional tutors for individualized instruction support for at risk 3-5 students during the instructional day.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased individual student growth</p> <p><b>Staff Responsible for Monitoring:</b> Reading Tutor<br/>Instructional Coach<br/>Administrators</p> <p><b>Title I:</b><br/>2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Tutors - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$6,000</p>  | <b>Formative</b>  |            |             |
|  | <b>Feb</b>        | <b>Apr</b> | <b>June</b> |
|  |                   |            |             |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                   |            |             |

**Goal 2:** Goal 2:

By June 2025, all 3-5 grade students will increase academic performance by at least 8% in Meets and Masters as measured on Reading STAAR.





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

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** District and Campus Assessments, Quick Checks, Running Records, Science of Reading Academies, MAP Growth, MAP Reading Fluency and Progress Monitoring, Progress Learning, Waggle

| Strategy 1 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <p><b>Strategy 1:</b> Inventory all 3-5 ELAR materials and purchase necessary resources to ensure equality in all classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are equipped with research-based, relevant materials, equitable personalized instruction, and high yield instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach<br/>3-5 ELAR Teachers<br/>Administrators</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Reading Materials - 211 Title I, Part A - \$1,213.06, Library Books - 211 Title I, Part A - \$1,000, Instructional materials - 199 PIC 25 State Bilingual/ESL - \$1,730</p> | Formative         |     |      |
|   | Feb               | Apr | June |
|   |                   |     |      |

| Strategy 2 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <p><b>Strategy 2:</b> Schedule meetings for parents to explain reading resources/materials/ strategies to support partnerships connected to the parent, family, and community engagement plan.</p> <p><b>Strategy's Expected Result/Impact:</b> increased school-parent connections and relationships</p> <p><b>Staff Responsible for Monitoring:</b> EB Specialist<br/>Instructional Coach<br/>Administrators<br/>Teachers</p> <p><b>Title I:</b><br/>4.1, 4.2</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative         |     |      |
|  | Feb               | Apr | 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>   |                   |     |      |



**Goal 3:** Goal 3:

By June 2025, all 3-5 grade students will increase academic performance by at least 8% in Meets and Masters as measured on Math/Science STAAR.

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

**High Priority**


**HB3 Goal**

**Evaluation Data Sources:** District and Campus Assessments, STAAR, MAP Growth, Vertical teams, PLCs, Walkthroughs, Learning Walks, Impact Cycle, Lesson Plans, Data Digs, Quick Checks, Progress Monitoring, Professional Development, Formative Assessments

| Strategy 1 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <p><b>Strategy 1:</b> Ensure that all math/science teachers receive adequate trainings and instructional support resources such as STEMscopes Math, HMH Science Textbooks, Guided Math training, Problem Solving, Number Talks, on-demand Coaching and Professional Learning, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, increased individual student growth</p> <p><b>Staff Responsible for Monitoring:</b> Administrators<br/>Instructional Coach</p> <p><b>Title I:</b><br/>2.4<br/>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Staff travel - 211 Title I, Part A - \$2,500</p> | Formative         |     |      |
|   | Feb               | Apr | June |
|   |                   |     |      |

| Strategy 2 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <p><b>Strategy 2:</b> Each teacher will provide small group instruction focused on fact fluency, academic vocabulary, and problem-solving strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, increased individual student growth</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach<br/>All Math/Science teachers<br/>Administrators</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>  | Formative         |     |      |
|  | Feb               | Apr | June |
|  |                   |     |      |
| Strategy 3 Details   | Formative Reviews |     |      |
| <p><b>Strategy 3:</b> Based on small group instruction, teacher will implement common formative assessments to disaggregate, analyze, and discuss results in Data Digs to focus on growth of all students to analyze patterns and performance to adjust Tier I instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, increased individual student growth, decrease number of students in MTSS Tiers 2 and 3</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach<br/>Math/Science Teachers<br/>Administrators</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative         |     |      |
|  | Feb               | Apr | June |
|  |                   |     |      |
| Strategy 4 Details   | Formative Reviews |     |      |
| <p><b>Strategy 4:</b> Teachers will implement the Seven Steps to a Language Rich Classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent Bilingual student achievement on TELPAS and STAAR will improve.</p> <p><b>Staff Responsible for Monitoring:</b> EB Specialist<br/>Administrators</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>   | Formative         |     |      |
|  | Feb               | Apr | June |
|  |                   |     |      |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 3:** Goal 3:

By June 2025, all 3-5 grade students will increase academic performance by at least 8% in Meets and Masters as measured on Math/Science STAAR.

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





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, District Assessments, Walkthroughs, Lesson plans, Vertical teams, PLCs

| Strategy 1 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <p><b>Strategy 1:</b> Hire additional instructional tutors for individualized instruction support for at risk 3-5 students during the instructional day.<br/> <b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, increased individual student growth<br/> <b>Staff Responsible for Monitoring:</b> Math Tutor<br/>                     Instructional Coach<br/>                     Administrators</p> <p><b>Title I:</b><br/>                     2.6<br/> <b>- TEA Priorities:</b><br/>                     Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br/> <b>- ESF Levers:</b><br/>                     Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction<br/> <b>Funding Sources:</b> Math Tutors - 211 Title I, Part A - \$12,500</p> | Formative         |     |      |
|   | Feb               | Apr | June |
|   |                   |     |      |
| Strategy 2 Details  | Formative Reviews |     |      |
| <p><b>Strategy 2:</b> We will provide tutorials for individualized instruction support for at risk 3-5 students in order to close achievement gaps.<br/> <b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, increased individual student growth<br/> <b>Staff Responsible for Monitoring:</b> Instructional Coach<br/>                     Math/Science Teachers<br/>                     Administrators</p> <p><b>Title I:</b><br/>                     2.6<br/> <b>- TEA Priorities:</b><br/>                     Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br/> <b>- ESF Levers:</b><br/>                     Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>   | Formative         |     |      |
|   | Feb               | Apr | June |
|   |                   |     |      |

| Strategy 3 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <p><b>Strategy 3:</b> Students will be provided WIN (What I Need), GROWl time and Innovative Day (scheduled intervention and extension time) during the school day to strengthen their individual skill sets for all students, including progress monitoring of programs such as Stemsscopes.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, increased individual student growth</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach<br/>Math/Science Teachers<br/>Administrators<br/>EB Specialist<br/>Special Education Teachers<br/>Innovative Day staff</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> STEM and Science Para - 211 Title I, Part A - \$60,947.76</p>              | Formative         |     |      |
|   | Feb               | Apr | June |
|   |                   |     |      |
| Strategy 4 Details  | Formative Reviews |     |      |
| <p><b>Strategy 4:</b> Two times per nine weeks, SPED case managers/EB Specialist and teachers will meet with campus administration to review individual student data and progress for Special Education students and EB students to tailor their accommodations as needed to scaffold for success, resulting in a 5% decrease in Special Education and EB failures.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, increased individual student growth, improve MTSS strategies and implementation, decrease the percentage of students in resource</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach<br/>Teachers<br/>Administrators<br/>EB Specialist<br/>Teachers</p> <p><b>Title I:</b><br/>2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative         |     |      |
|   | Feb               | Apr | June |
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| Strategy 5 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <p><b>Strategy 5:</b> Provide and implement intervention and extension strategies to achieve STAAR Meets and Masters standards in grades 3-5 math/science, including the special education and EB populations.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, increased individual student growth, improve MTSS strategies and implementation, decrease the percentage of students in resource</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach<br/>Teachers<br/>EB Specialists<br/>Administrators<br/>Innovative Day staff</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative         |     |      |
|  | Feb               | Apr | June |
|  |                   |     |      |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>   |                   |     |      |

**Goal 3:** Goal 3:

By June 2025, all 3-5 grade students will increase academic performance by at least 8% in Meets and Masters as measured on Math/Science STAAR.





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

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, MAP Growth, District Assessments, Walkthroughs, Lesson plans, Learning Walks, Vertical teams, PLCs, STEMscopes

| Strategy 1 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <p><b>Strategy 1:</b> Inventory all math/science materials and purchase necessary resources to ensure equality in all classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier 1 instruction, increased individual student growth</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach<br/>Math/Science Teachers<br/>Administrators</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Math materials - 211 Title I, Part A - \$4,300, Instructional Materials - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$2,784, Instructional materials - 199 PIC 25 State Bilingual/ESL - \$1,720</p> | Formative         |     |      |
|   | Feb               | Apr | June |
|   |                   |     |      |

| Strategy 2 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <p><b>Strategy 2:</b> Schedule meetings for parents to explain math resources/materials/ strategies to support partnerships connected to the parent, family, and community engagement plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase school-parent connections and relationships</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach<br/>EB Specialist<br/>Administrators<br/>Teachers</p> <p><b>Title I:</b><br/>4.1, 4.2</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative         |     |      |
|  | Feb               | Apr | 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>   |                   |     |      |



**Goal 4:** Goal 4: By June 2025, the campus climate survey stakeholders (parents and students) will show an increase in strongly agree and agree by 5% in the questions pertaining to support students received at school.

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





**High Priority**

**HB3 Goal**

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

| Strategy 1 Details   | Formative Reviews |     |      |
|--|-------------------|-----|------|
| <p><b>Strategy 1:</b> We will provide a safe, comfortable learning environment and a place for students to foster their social and emotional learning with a peace corner in each room (red bean bag). We also provide a place for our staff to decompress during times of stress. The staff has access to a peace corner (a classroom to foster their social and emotional health in this high stress job).</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are better able to self regulate their emotions; teachers are better able to self regulate their emotions as well.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>Administrators<br/>Counselor</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Social emotional resources - 211 Title I, Part A - \$1,000</p> | Formative         |     |      |
|  | Feb               | Apr | June |
|  |                   |     |      |
| Strategy 2 Details   | Formative Reviews |     |      |
| <p><b>Strategy 2:</b> Daily Character Counts lessons and affirmations on announcements for all students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are better able to self regulate their emotions; teachers are better able to self regulate their emotions as well.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor<br/>Administrators</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>  | Formative         |     |      |
|  | Feb               | Apr | June |
|  |                   |     |      |

| Strategy 3 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <p><b>Strategy 3:</b> Character Counts guidance lessons will be provided monthly to all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are better able to self regulate their emotions and obtain character traits.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Social emotional materials - 211 Title I, Part A - \$2,000</p>  | <b>Formative</b>  |            |             |
|  | <b>Feb</b>        | <b>Apr</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 4 Details   | Formative Reviews |            |             |
| <p><b>Strategy 4:</b> Social Emotional Lessons provided weekly to all students. Each Monday teachers will read and discuss a social story from Building Character.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are better able to self regulate their emotions.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor<br/>Teachers</p>   | <b>Formative</b>  |            |             |
|  | <b>Feb</b>        | <b>Apr</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 5 Details   | Formative Reviews |            |             |
| <p><b>Strategy 5:</b> We will purchase necessary resources to ensure all classrooms are equipped with flexible seating, peace corner (bean bags), stress balls, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are better able to self regulate their emotions.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators<br/>Core team</p> <p><b>Title I:</b><br/>2.5</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Social emotional resources - 211 Title I, Part A - \$1,000</p> | <b>Formative</b>  |            |             |
|  | <b>Feb</b>        | <b>Apr</b> | <b>June</b> |
|  |                   |            |             |

| Strategy 6 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <p><b>Strategy 6:</b> We will provide individual and/or group counseling to any students in need and provide information/resources to their parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are better able to self regulate their emotions and manage their social interactions.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor<br/>HGI Counselor<br/>Family Support Specialist</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative         |     |      |
|   | Feb               | Apr | 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>  |                   |     |      |

**Goal 4:** Goal 4: By June 2025, the campus climate survey stakeholders (parents and students) will show an increase in strongly agree and agree by 5% in the questions pertaining to support students received at school.

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





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Discipline referrals, classroom notes, Standard Response Protocol (SRP), counselor group attendance, Capturing Kids Hearts training, K-12 survey, lessons from character building day by day, wellness survey, No Place for Hate activities, PBIS, Navigate360, Character Counts, attendance, etc.

| Strategy 1 Details  | Formative Reviews |     |      |
|---|-------------------|-----|------|
| <p><b>Strategy 1:</b> We will implement the PBIS framework schoolwide.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are better able to self regulate their emotions. Students will have less classroom behavior notes and office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators<br/>PBIS Committee<br/>Teachers</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Behavior Incentives - 211 Title I, Part A - \$2,000</p> | Formative         |     |      |
|   | Feb               | Apr | June |
|   |                   |     |      |
| Strategy 2 Details  | Formative Reviews |     |      |
| <p><b>Strategy 2:</b> We will review the behavior matrix on announcements weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are better able to self regulate their emotions. Students will have less classroom behavior notes and office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators<br/>Counselor<br/>Teachers</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>  | Formative         |     |      |
|   | Feb               | Apr | June |
|   |                   |     |      |

| Strategy 3 Details  | Formative Reviews |            |             |
|---|-------------------|------------|-------------|
| <p><b>Strategy 3:</b> We will have schoolwide token economy to reward positive behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who are better able to self regulate their emotions. Students will have less classroom behavior notes and office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/>Administrators</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | <b>Formative</b>  |            |             |
|   | <b>Feb</b>        | <b>Apr</b> | <b>June</b> |
|   |                   |            |             |
| Strategy 4 Details  | Formative Reviews |            |             |
| <p><b>Strategy 4:</b> We will train and practice our Standard Response Protocol drills monthly.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff are better prepared to respond to both drills and actual emergencies.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators<br/>All Staff</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>                                     | <b>Formative</b>  |            |             |
|   | <b>Feb</b>        | <b>Apr</b> | <b>June</b> |
|   |                   |            |             |
| Strategy 5 Details  | Formative Reviews |            |             |
| <p><b>Strategy 5:</b> We will participate in Red Ribbon Week and Character Counts Week.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be better prepared to make appropriate decisions in situations that may be uncomfortable.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>   | <b>Formative</b>  |            |             |
|   | <b>Feb</b>        | <b>Apr</b> | <b>June</b> |
|   |                   |            |             |





| Strategy 6 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <p><b>Strategy 6:</b> Each classroom and our faculty will participate in creating a Social Contract (Capturing Kids Hearts).</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will build better relationships one on one with students, and thus result in lower discipline referral rates.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators<br/>Teachers</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>  | <b>Formative</b>  |            |             |
|  | <b>Feb</b>        | <b>Apr</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 7 Details   | Formative Reviews |            |             |
| <p><b>Strategy 7:</b> English Learners, their families, and community-based organizations will be invited to participate in a variety of engagement activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased school- parent connections</p> <p><b>Staff Responsible for Monitoring:</b> EB Specialist<br/>Administrators</p> <p><b>Title I:</b><br/>4.2</p> <p><b>- TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Materials for parent events - 199 PIC 25 State Bilingual/ESL - \$200</p> | <b>Formative</b>  |            |             |
|  | <b>Feb</b>        | <b>Apr</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 8 Details   | Formative Reviews |            |             |
| <p><b>Strategy 8:</b> We will participate in No Place for Hate activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will maintain better social interactions and tolerance for all.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>  | <b>Formative</b>  |            |             |
|  | <b>Feb</b>        | <b>Apr</b> | <b>June</b> |
|  |                   |            |             |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                   |            |             |

**Goal 4:** Goal 4: By June 2025, the campus climate survey stakeholders (parents and students) will show an increase in strongly agree and agree by 5% in the questions pertaining to support students received at school.

**Performance Objective 3:** We will monitor attendance and tardies daily.

**High Priority**

**Evaluation Data Sources:** Attendance records, Tardy records

| Strategy 1 Details   | Formative Reviews |            |             |
|--|-------------------|------------|-------------|
| <p><b>Strategy 1:</b> We will monitor attendance weekly and report the grade with the highest % each Monday for student incentives.<br/> <b>Strategy's Expected Result/Impact:</b> We will reach the goal of 97% or higher attendance for the year.<br/> <b>Staff Responsible for Monitoring:</b> Teachers, front office clerk, administrators</p> <p><b>Title I:</b><br/>                     2.4, 2.5, 2.6<br/>                     - <b>TEA Priorities:</b><br/>                     Build a foundation of reading and math<br/>                     - <b>ESF Levers:</b><br/>                     Lever 5: Effective Instruction</p> | <b>Formative</b>  |            |             |
|  | <b>Feb</b>        | <b>Apr</b> | <b>June</b> |
|  |                   |            |             |
| Strategy 2 Details   | Formative Reviews |            |             |
| <p><b>Strategy 2:</b> We will monitor tardies daily with the ON TIME TIGERS for student incentives.<br/> <b>Strategy's Expected Result/Impact:</b> We will have more students coming to school on time based on our tardy report.<br/> <b>Staff Responsible for Monitoring:</b> Teachers, administrators</p> <p><b>Title I:</b><br/>                     2.4, 2.6<br/>                     - <b>TEA Priorities:</b><br/>                     Build a foundation of reading and math<br/>                     - <b>ESF Levers:</b><br/>                     Lever 5: Effective Instruction</p>  | <b>Formative</b>  |            |             |
|  | <b>Feb</b>        | <b>Apr</b> | <b>June</b> |
|  |                   |            |             |
|  No Progress  Accomplished  Continue/Modify  Discontinue   |                   |            |             |

# State Compensatory

## Budget for Thomas Elementary

**Total SCE Funds:** \$11,352.00

**Total FTEs Funded by SCE:** 2.5

### Brief Description of SCE Services and/or Programs

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

## Personnel for Thomas Elementary

| <u>Name</u>     | <u>Position</u> | <u>FTE</u> |
|-----------------|-----------------|------------|
| Anna Rodriguez  | PreK Aide       | 0.5        |
| Armoni Edwards  | PreK Aide       | 0.5        |
| Charmaine Brock | Pre K aide      | 0.5        |
| Mariah Longoria | PK Teacher      | 1          |



# Title I Personnel

| <u>Name</u>    | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------|-----------------|----------------|------------|
| Shannon Garcia | Para            | Title I        | 1          |

# Site-Based Decision Making Committee

| <b>Committee Role</b>       | <b>Name</b>       | <b>Position</b>         |
|-----------------------------|-------------------|-------------------------|
| Parent                      | Anna Chavez       | Parent                  |
| Classroom Teacher           | Bethany Holub     | Classroom Teacher       |
| Classroom Teacher           | Nichole Pearson   | Classroom Teacher       |
| Classroom Teacher           | Lauren Wiese      | Classroom Teacher       |
| Classroom Teacher           | Jeanna Valenta    | Classroom Teacher       |
| Business Representative     | Shannon Hansen    | Business representative |
| District-level Professional | Dana Maresh       | District Math Lead      |
| Non-classroom Professional  | Headiyeh Matthews | EB Specialist           |
| Non-classroom Professional  | Stephanie Guthman | Counselor               |
| Non-classroom Professional  | Taylor Tucker     | Instructional Coach     |
| Non-classroom Professional  | Julie Conrad      | Instructional Coach     |
| Administrator               | Tracy Mills       | Assistant Principal     |
| Administrator               | Vicki Stevenson   | Principal               |

# Campus Leadership Team

| <b>Committee Role</b>      | <b>Name</b>       | <b>Position</b>           |
|----------------------------|-------------------|---------------------------|
| Classroom Teacher          | Brandy Winner     | Kinder teacher            |
| Classroom Teacher          | Lily Thomas       | PK teacher                |
| Non-classroom Professional | Taylor Tucker     | Instructional Coach       |
| Non-classroom Professional | Julie Conrad      | Instructional Coach       |
| Classroom Teacher          | Stephanie Moore   | Special Education Teacher |
| Non-classroom Professional | Stephanie Guthman | Counselor                 |
| Administrator              | Tracy Mills       | AP                        |
| Administrator              | Vicki Stevenson   | Principal                 |

# Campus Funding Summary

| 211 Title I, Part A                                |           |          |                            |              |              |
|--|-----------|----------|----------------------------|--------------|--------------|
| Goal   | Objective | Strategy | Resources Needed           | Account Code | Amount       |
| 1  | 2         | 1        | Reading materials          |              | \$2,213.06   |
| 1  | 3         | 1        | Reading materials          |              | \$1,213.06   |
| 1  | 3         | 1        | Library Books              |              | \$1,000.00   |
| 2  | 1         | 3        | Staff travel               |              | \$2,500.00   |
| 2  | 2         | 1        | Tutors                     |              | \$12,500.00  |
| 2  | 2         | 1        | Reading materials          |              | \$2,213.06   |
| 2  | 3         | 1        | Reading Materials          |              | \$1,213.06   |
| 2  | 3         | 1        | Library Books              |              | \$1,000.00   |
| 3  | 1         | 1        | Staff travel               |              | \$2,500.00   |
| 3  | 2         | 1        | Math Tutors                |              | \$12,500.00  |
| 3  | 2         | 3        | STEM and Science Para      |              | \$60,947.76  |
| 3  | 3         | 1        | Math materials             |              | \$4,300.00   |
| 4  | 1         | 1        | Social emotional resources |              | \$1,000.00   |
| 4  | 1         | 3        | Social emotional materials |              | \$2,000.00   |
| 4  | 1         | 5        | Social emotional resources |              | \$1,000.00   |
| 4  | 2         | 1        | Behavior Incentives        |              | \$2,000.00   |
| <b>Sub-Total</b>                                   |           |          |                            |              | \$110,100.00 |
| <b>Budgeted Fund Source Amount</b>                 |           |          |                            |              | \$110,100.00 |
| <b>+/- Difference</b>                              |           |          |                            |              | \$0.00       |
| 199 PIC 30 State SCE Title I-A, Schoolwide Activit |           |          |                            |              |              |
| Goal   | Objective | Strategy | Resources Needed           | Account Code | Amount       |
| 1  | 1         | 5        |                            |              | \$180,899.00 |
| 1  | 2         | 1        | Instructional Materials    |              | \$1,284.00   |
| 2  | 2         | 1        | Instructional Materials    |              | \$1,284.00   |
| 2  | 2         | 5        | Tutors                     |              | \$6,000.00   |
| 3  | 3         | 1        | Instructional Materials    |              | \$2,784.00   |

**199 PIC 30 State SCE Title I-A, Schoolwide Activit**

| <b>Goal</b>                        | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b> | <b>Account Code</b> | <b>Amount</b> |
|------------------------------------|------------------|-----------------|-------------------------|---------------------|---------------|
| <b>Sub-Total</b>                   |                  |                 |                         |                     | \$192,251.00  |
| <b>Budgeted Fund Source Amount</b> |                  |                 |                         |                     | \$192,251.00  |
| <b>+/- Difference</b>              |                  |                 |                         |                     | \$0.00        |

**199 PIC 25 State Bilingual/ESL**

| <b>Goal</b>                        | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>     | <b>Account Code</b> | <b>Amount</b> |
|------------------------------------|------------------|-----------------|-----------------------------|---------------------|---------------|
| 1                                  | 3                | 1               | Instructional materials     |                     | \$1,720.00    |
| 2                                  | 3                | 1               | Instructional materials     |                     | \$1,730.00    |
| 3                                  | 3                | 1               | Instructional materials     |                     | \$1,720.00    |
| 4                                  | 2                | 7               | Materials for parent events |                     | \$200.00      |
| <b>Sub-Total</b>                   |                  |                 |                             |                     | \$5,370.00    |
| <b>Budgeted Fund Source Amount</b> |                  |                 |                             |                     | \$5,370.00    |
| <b>+/- Difference</b>              |                  |                 |                             |                     | \$0.00        |
| <b>Grand Total Budgeted</b>        |                  |                 |                             |                     | \$307,721.00  |
| <b>Grand Total Spent</b>           |                  |                 |                             |                     | \$307,721.00  |
| <b>+/- Difference</b>              |                  |                 |                             |                     | \$0.00        |