

Plano Independent School District

Thomas Elementary

2021-2022



Board Approval Date: November 3, 2021

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	10
Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2019 to 2022.	11
Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.	15
Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022.	21
2021-22 SBIC	23
Campus Funding Summary	24
Addendums	26

Comprehensive Needs Assessment

Revised/Approved: October 7, 2021

Demographics

Demographics Summary

	Student Demographics	Teacher Demographics
AA	19%	9%
White	19%	43%
Asian	6%	3%
Hispanic	54%	43%
Two or More	4%	1%

Gifted and Talented 6% - 40

Bilingual 24% - 159

Mobility Rate 16.6% (2017-2018)

Economic Disadvantage 73%

Number of students Free - 427 Reduced - 59

Special Education - 13% - Total - 93

675 Total

Title I Teachers - 3

Instructional Support - 1

Bilingual Instructional Support- 1

Campus Instructional Specialist - 1

Dyslexia Support - .50

Social Worker - .50

SLP - 2 - 1 Bilingual/1 Monolingual

ESL - 2

PACE - 1

Counselors - 2

Paras - two bilingual assistants, 4 sped assistants

Demographics Strengths

Our Mobility rate is lower than the state. We have Multicultural Celebrations to represent the different cultures of our families. We offer different programs like: Mobile Bus, Parent Academy, Parent Involvement Day, Game Nights, and PTA functions (concerts, spirit days at restaurants) to involve our families.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We need effective ways and strategies to teach our culturally diverse learners. **Root Cause:** We need professional learning focused on addressing the SEL and academic needs of our diverse student population.

Student Learning

Student Learning Summary

Thomas Elementary Goals Including HB3 Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Student Learning Strengths

The number of students at the Approaches level on STAAR increased across content areas

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a gap between the All student group Meets performance level on STAAR Science (15%) and the English Learner (8%) and Economically Disadvantaged (9%) student groups. **Root Cause:** Prerequisite skills in science not taught with fidelity across grade levels. Formative assessments were not planned and data was not analyzed on a regular basis. Differentiation not supplied for all students K-5.

Problem Statement 2: There is a gap between the All student group Meets performance level on STAAR Reading (35%) and the Special Education (27%) and Economically Disadvantaged (25%) student groups. There is a gap between the All student group Meets performance level on STAAR Writing (32%) and the English Learner (21%) and Economically Disadvantaged (21%) student groups. **Root Cause:** There is a lack of a shared understanding and successful implementation of the components of Guided Reading

Problem Statement 3: There is a gap between the All student group Meets performance level on STAAR Math (37%) and the Special Education (22%) and Economically Disadvantaged (31%) student groups. **Root Cause:** There is a need to address effective instructional strategies during first instruction. There is a need to address effective differentiation strategies.

Problem Statement 4: : There is a gap between the All student group Meets performance level on STAAR Writing (32%) and the English Learner (21%) and Economically Disadvantaged (21%) student groups **Root Cause:** There is a need to address effective instructional strategies during Tier I writing instruction.

Problem Statement 5 (Prioritized): There is a gap between the All student group Meets performance level on STAAR Science (21%) and the English Learner (11%) and bilingual students (8%) student groups. **Root Cause:** Lack of understanding of how TEKS and vocabulary are assessed and the importance of vertical supports

Problem Statement 6 (Prioritized): There is a gap between the All student group Meets performance level on STAAR Reading (15%) and the African American or black students (8%). **Root Cause:** Lack of monitoring and tracking student depth of understanding of essential standards

Problem Statement 7 (Prioritized): There is a gap between the All student group Meets performance level on STAAR Math (18%) and African American students 12%. **Root Cause:** Lack of or use of concrete resources, such as manipulatives. (Teachers are not connecting the importance of the use of concrete objects, such as manipulatives, with student learning (movement through concrete to abstract in the learning process).

School Processes & Programs

School Processes & Programs Summary

Extended planning is focused, purposeful, and intentional.

New teacher and new to Thomas teacher onboarding process is effective.

CHAMPS program implementation is consistent across the campus.

School Processes & Programs Strengths

63.9 % of staff surveyed state that their teams are identifying the essential standards and 18% of those surveyed state that their teams are addressing this. When these percentages are combined, this means that almost 81% of teachers surveyed are addressing the standards as a team. 59% of staff surveyed state that they are identifying content and topics we can eliminate to devote more time to the essential curriculum and 19.7% of those surveyed state that their teams are addressing this. When these percentages are combined, this means that almost 78% of teachers surveyed are addressing the identity content and topics to eliminate s as a team.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teams are not proficient in the development or use of CFA's to monitor student mastery or deficits to drive instruction. **Root Cause:** Developing and using common formative assessments (CFA's) is an area of need. There were several questions on the HRS surveys regarding CFA's. The results for these questions were all lower than 72% (when combining "true of our team" and "we are addressing this"). The lowest was at 51% (establishing a proficiency standard). Initiating team data talks regarding student mastery of the standards. Teachers from 3 grade levels were represented in our group and none of them feel these conversations are taking place with their teams. Conversations are crucial for teams to have in order to ensure we have the mindset of "not my kids, your kids but OUR kids." Therefore, the development and use of CFA's in an area of need.

Perceptions

Perceptions Summary

Schoolwide norms have been established and guide in collaboration.

We are using more surveys and questionnaires to gain input from parents, teachers, and students.

We have emergency drills

Staff supervision during arrival and dismissal

Parents/community members invited to SBIC

PTA input and involvement welcomed

Most team leaders feel supported.

Perceptions Strengths

Families are invited to complete surveys to give their opinions and offer insight.

Parents and community members are invited to participate in SBIC panels, judge Science and History fairs.

They are also encouraged to volunteer and lead parties, field trips, and other events throughout the year.

We provide services such as, Parenting classes, Mobile Computer Lab, Health Fair, Food for Kids, Social Worker services, Free Breakfast for all, ELMS club which promote healthy family relationships.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Grade level planning must be consistent and solid, there are too many differences in planning from grade level to grade level. There is a lack of team cohesiveness in some grade levels and there are differences between and among grade levels. **Root Cause:** We need to effectively equip and empower Team Leaders.

Priority Problem Statements

Problem Statement 1: There is a gap between the All student group Meets performance level on STAAR Science (21%) and the English Learner (11%) and bilingual students (8%) student groups.

Root Cause 1: Lack of understanding of how TEKS and vocabulary are assessed and the importance of vertical supports

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a gap between the All student group Meets performance level on STAAR Reading (15%) and the African American or black students (8%).

Root Cause 2: Lack of monitoring and tracking student depth of understanding of essential standards

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a gap between the All student group Meets performance level on STAAR Math (18%) and African American students 12%.

Root Cause 3: Lack of or use of concrete resources, such as manipulatives. (Teachers are not connecting the importance of the use of concrete objects, such as manipulatives, with student learning (movement through concrete to abstract in the learning process)).

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Revised/Approved: October 7, 2021

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2019 to 2022.



Performance Objective 1: HB3 - The percent of Thomas 3rd grade students that score meets grade level or above on STAAR Reading will increase from 29% in 2019 to 33% by June 2022.


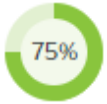






Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: 2022 STAAR Reading - 3rd Grade

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase the use of research-based instructional methods/best practices that will boost language supports and reinforce language structures by focusing on building language throughout the day.</p> <p>Strategy's Expected Result/Impact: Professional development on strategies to build language (ex. QSSSA and structured conversations)</p> <p>Walkthroughs from admin will focus on strategies that build language acquisition (ex. Seven Steps of a Language Rich Classroom)</p> <p>Specific focus on academic vocabulary with use of sentence stems and language objectives and functions</p> <p>Staff Responsible for Monitoring: Administration Team, Instructional Support Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Expand teacher use of research-based instructional methods/best practices Strategy's Expected Result/Impact: Use formative (CFA) or summative assessment implementation, analysis, tracking of standards growth) Use of district provided Campus CFA Tracking Document - sample, carefully monitor affected group Training for new teachers and returning teachers on how to use data. Place data meetings on the calendar for grade levels, IS, and admin to attend. Instructional Team will be trained in Coaching Collaborative Teams. Coach teachers in the effective PLC process (creating, implementing, analyzing, tracking, reteaching/extending). Provide tools for teachers to support best practices in for reading intervention as needed. Staff Responsible for Monitoring: Administration Team, Instructional Support Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Primary Resource (Spanish and English) - 211 Title I, Part A - \$1,382.23, Michael Heggerty/Phonemic Awareness: Kindergarten Resource (English and Spanish) - 211 Title I, Part A - \$902.82	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Increased teacher knowledge and implementation of effective Tier I, targeted Tier 2 and Tier 3 reading instruction and interventions done with fidelity. Strategy's Expected Result/Impact: Provide ongoing Jan Richardson guided reading, reading record, and formative assessment training Extended planning time for big picture planning and discussion of formative assessments to interpret data from tier I instruction. Increased literacy supports for Pre-K and kindergarten students to strengthen reading and language arts instructional practices Staff Responsible for Monitoring: Administration Team, Instructional Support Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: English/Spanish Books - 211 Title I, Part A - \$1,414.47, Alphabetic Letters - 211 Title I, Part A - \$322.08, English/Spanish Books-Scholastic - 211 Title I, Part A - \$283.55	Formative		
	Nov	Feb	June
			
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Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2019 to 2022.





Performance Objective 2: The percent of Thomas students that score Meets grade level or above on STAAR Reading 3-5 will increase from 35% in 2019 to 39% by June 2022.








Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Reading Scores

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase the use of research-based instructional methods/best practices that will boost language supports and reinforce language structures by focusing on building language throughout the day. Strategy's Expected Result/Impact: Professional development on strategies to build language (ex. QSSSA and structured conversations) Walkthroughs from admin will focus on strategies that build language acquisition (ex. Seven Steps of a Language Rich Classroom) Specific focus on academic vocabulary with use of sentence stems and language objectives and functions Target skills through hiring an adult temp to help tutor students during the day. Staff Responsible for Monitoring: Admin Team, Instructional Support Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Adult Temps - 211 Title I, Part A - \$11,900	Formative		
	Nov	Feb	June
			

Strategy 2 Details		Formative Reviews		
Strategy 2: Expand teacher use of research-based instructional methods/best practices Strategy's Expected Result/Impact: Use formative (CFA) or summative assessment implementation, analysis, tracking of standards growth Use of district provided Campus CFA Tracking Document - sample, carefully monitor affected group Train new teachers and returning teachers on how to use data. Place data meetings on the calendar for grade levels, IS, and admin to attend. Instructional Team will be trained in Coaching Collaborative Teams. Coach teachers in the effective PLC process (creating, implementing, analyzing, tracking, reteaching/extending). Staff Responsible for Monitoring: Administration Team, Instructional Specialists Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6		Formative		
		Nov	Feb	June
				
Strategy 3 Details		Formative Reviews		
Strategy 3: Increased teacher knowledge and implementation of effective Tier I, targeted Tier 2 and Tier 3 reading instruction and interventions done with fidelity. Strategy's Expected Result/Impact: Provide ongoing Jan Richardson guided reading, reading record, and formative assessment training Extended planning time for big picture planning and discussion of formative assessments to interpret data from tier I instruction. Provide materials to enrich instruction and intervention support as needed. Staff Responsible for Monitoring: Administration Team, Instructional Support Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Books (pre-k) - 211 Title I, Part A - \$350.92		Formative		
		Nov	Feb	June
				

Strategy 4 Details	Formative Reviews		
Strategy 4: Increase parental involvement and participation in school related activities and student learning. Strategy's Expected Result/Impact: Parents will acquire resources and strategies on how to best support their children. Student achievement will increase with greater parental participation. Parents and teachers will learn the latest, most effective, evidence-based strategies and techniques for increasing and enhancing family/community engagement. Staff Responsible for Monitoring: Administration, Instructional Support Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Participation in the 2021 Virtual Statewide Parental Involvement Conference - 211 Title I, Part A - \$700	Formative		
	Nov	Feb	June
			
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Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.


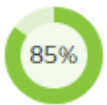


Performance Objective 1: HB3 - The percent of Thomas 3rd grade students that score meets grade level or above on STAAR Math will increase from 36% in 2019 to 38% by June 2022.





Targeted or ESF High Priority







HB3 Goal

Evaluation Data Sources: 2022 STAAR Math- 3rd Grade

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Strengthen the collaborative team process with a focus on big picture planning and analyzing formative data gathered during Tier 1 to adjust instruction and plan for intervention/enrichment. Strategy's Expected Result/Impact: Increased performance in Math in grades K-5 Increased teacher knowledge and implementation of effective tier 1 Math instruction done with fidelity. Effective Number Talks Classroom visits indicating effective tier 1 math instruction done with fidelity. Walkthrough feedback focused on implementation of effective tier 1 Math instruction. Staff Responsible for Monitoring: Administration and Instructional Support Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide extended planning to discuss formative assessments to understand and interpret data from tier I instruction. Strategy's Expected Result/Impact: Increase in effective planning Increase in Math achievement Walkthrough data indicating formative assessments being done in Tier I instruction. Planning notes indicating formative assessment implementation. Staff Responsible for Monitoring: Administration and Instructional Support Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Increase teacher knowledge of the stages of language development in planning instruction with emphasis on oral language development and vocabulary development. Strategy's Expected Result/Impact: Increased performance in Math in grades K-5 Increased STAAR and MAP scores Increased teacher knowledge and implementation of effective language interventions in all content areas. Staff Responsible for Monitoring: Administration and Instructional Support Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Increase teacher knowledge and accountability for number talks and importance of big picture planning through the collaborative team process. Strategy's Expected Result/Impact: Provide extended planning to discuss formative assessments to understand and interpret data from tier I instruction. Plan and implement intentional Intervention/Enrichment plans that are data-driven and target skills through hiring an adult temp to help tutor students during the day. Staff Responsible for Monitoring: administration, Instructional support team TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Strengthen teacher use and knowledge of abstract and concrete models to explicitly instruct math concepts. Strategy's Expected Result/Impact: Increase organization and use of manipulatives for math instruction.	Formative		
	Nov	Feb	June

<p>Coach teachers to understand the importance of using concrete objects for all grades, all students, and all levels of instruction (T1, T2, T3).</p> <p>Incorporate use of manipulatives on lesson plans in Tier 1 instruction (teacher modeling).</p> <p>Provide extended planning to discuss formative assessments to understand and interpret data from tier I instruction.</p> <p>Have abstract vs. concrete models on walkthrough form.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>			
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Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.





Performance Objective 2: The percent of Thomas students that score meets grade level or above on STAAR Math-3-5 will increase from 37% in 2019 to 39% by June 2022.







Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Math Scores in grades 3, 4, and 5

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Strengthen the collaborative team process with a focus on big picture planning and analyzing formative data gathered during Tier 1 to adjust instruction and plan for intervention/enrichment. Strategy's Expected Result/Impact: Increased performance in Math in grades K-5 Increased teacher knowledge and implementation of effective tier 1 Math instruction done with fidelity. Effective Number Talks Classroom visits indicating effective tier 1 math instruction done with fidelity. Walkthrough feedback focused on implementation of effective tier 1 Math instruction. Use of instructional materials to encourage students to think creatively and develop problem solving skills. Staff Responsible for Monitoring: Administration and Instructional Support Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Think It Up Reading (2nd -5th), Math (3rd-5th) and Science (5th) Books - 211 Title I, Part A - \$8,035.20	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide extended planning to discuss formative assessments to understand and interpret data from tier I instruction. Strategy's Expected Result/Impact: Increase in effective planning Increase in Math achievement Walkthrough data indicating formative assessments being done in Tier I instruction. Planning notes indicating formative assessment implementation. Staff Responsible for Monitoring: Administration and Instructional Support Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Increase teacher knowledge of the stages of language development in planning instruction with emphasis on oral language development and vocabulary development. Strategy's Expected Result/Impact: Increased performance in Math in grades K-5 Increased STAAR and MAP scores Increased teacher knowledge and implementation of effective language interventions in all content areas. Staff Responsible for Monitoring: Administration and Instructional Support Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Increase teacher knowledge and accountability for number talks and importance of big picture planning through the collaborative team process. Strategy's Expected Result/Impact: Provide extended planning to discuss formative assessments to understand and interpret data from tier I instruction. Plan and implement intentional Intervention/Enrichment plans that are data-driven and target skills through hiring an adult temp to help tutor students during the day. Staff Responsible for Monitoring: administration, Instructional support team TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Strengthen teacher use and knowledge of abstract and concrete models to explicitly instruct math concepts. Strategy's Expected Result/Impact: Increase organization and use of manipulatives for math instruction. Coach teachers to understand the importance of using concrete objects for all grades, all students, and all levels of instruction (T1, T2, T3). Incorporate use of manipulatives on lesson plans in Tier 1 instruction (teacher modeling). Provide extended planning to discuss formative assessments to understand and interpret data from tier I instruction. Have abstract vs. concrete models on walkthrough form. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
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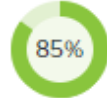
Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022.









Performance Objective 1: The percentage of Thomas students that score Meets grade level or above on STAAR Science 5 will increase from 15% in 2019 to 18% by June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR - Science Scores

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase teacher accountability for Science Content by ensuring all teachers across all grade levels are teaching the science content with fidelity. Strategy's Expected Result/Impact: Plan and implement intentional Intervention/Enrichment plans that are data-driven and target skills through hiring an adult temp to help tutor students during the day. Develop summative science assessments to track student progress in K-2. Staff Responsible for Monitoring: Admin Team, Instructional Support Team, Team Leaders Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase use of explicitly taught science vocabulary. Strategy's Expected Result/Impact: Grade level Planning agendas and notes indicating a focus on analyzing Science TEKS and use of the district's pacing guide Admin/IS team attendance at grade level planning meetings Walkthrough feedback with a focus on Tier 1 Science instruction and integration of vocabulary in word walls, discussion, use of structured conversations, writing activities, etc. Staff Responsible for Monitoring: Admin Team, Instructional Support Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Use of research based strategies during instruction- interactive word walls, hands-on learning, talk-read-talk-write, partnering students by language and content proficiency, QSSSA, etc. Strategy's Expected Result/Impact: Increased performance in Science on STAAR and MAP scores Increased teacher knowledge and implementation of effective Tier 1 and targeted Tier 2 Science instruction and interventions done with fidelity Staff Responsible for Monitoring: Admin Team, Instructional Support Team Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide opportunities for vertical alignment and big-picture planning in science for 3-5 teachers utilizing the Collaborative Team Framework and district resources in order to plan for the most effective Tier 1 instruction. Strategy's Expected Result/Impact: Explicit instruction targeting areas for growth and T2 instruction based on CFAs and data analysis Explicitly taught vocabulary TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

2021-22 SBIC

Committee Role	Name	Position
Administrator	Stephanie Paholski	Assistant Principal
Administrator	Zack Pruett	Principal
District-level Professional	Jeanna Davis	Administrative Assistant SLI
Office Manager	Mirna Avila	Thomas Office Manager
District-level Professional	Ginger Teaff	Curriculum Specialist
District-level Professional	Leah Herrema	Instructional Technology
Classroom Teacher	Andrew Vallejo	3rd grade teacher
Classroom Teacher	Kristen Bell	special education teacher
Classroom Teacher	Jacob Gnew	5th grade teacher
Classroom Teacher	Jessica Bates	2nd grade teacher
Parent/Teacher	Jessica Pagan	4th grade bilingual teacher & parent
Community/Business Representative	Kory Knott	Sr. Pastor of Custer Road UMC
Community Representative	Kim Donahue	Community Representative
Non-classroom Professional	Meaghan Tichenor	School Counselor
Non-classroom Professional	Tamika Waller	Intervention Teacher
Non-classroom Professional	Eboni Walls	Intervention Teacher
Non-classroom Professional	Daniela Kerpens	Title One Intervention Teacher
Paraprofessional	Rebecca Reveles	Campus Secretary & Parent
Parent	Mandy Oskierko	Parent
Community/Business Representative	Kyle Ray	Pastor of Sent Church

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,694.00
+/- Difference					\$8,694.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,620.00
+/- Difference					\$1,620.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Michael Heggerty/Phonemic Awareness: Kindergarten Resource (English and Spanish)		\$902.82
1	1	2	Primary Resource (Spanish and English)		\$1,382.23
1	1	3	English/Spanish Books-Scholastic		\$283.55
1	1	3	Alphabetic Letters		\$322.08
1	1	3	English/Spanish Books		\$1,414.47
1	2	1	Adult Temps		\$11,900.00
1	2	3	Books (pre-k)		\$350.92
1	2	4	Participation in the 2021 Virtual Statewide Parental Involvement Conference		\$700.00
2	2	1	Think It Up Reading (2nd -5th), Math (3rd-5th) and Science (5th) Books		\$8,035.20
Sub-Total					\$25,291.27
Budgeted Fund Source Amount					\$319,647.00
+/- Difference					\$294,355.73

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$9,100.00
+/- Difference					\$9,100.00
Grand Total Budgeted					\$339,061.00
Grand Total Spent					\$25,291.27
+/- Difference					\$313,769.73

Addendums

Thomas - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 32% in 2019 to 34% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
33% 2019 Baseline: 32%	34%	36%	38%	40%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	21	25	54	*	40	*	*	23	21	*	21	31	36	32
2020	22	27	54	*	40	*	*	24	23	*	22	31	37	33
2021	25	29	55	*	41	*	*	25	26	*	24	32	39	34
2022	28	33	55	*	41	*	*	27	30	*	27	32	41	36
2023	32	37	56	*	42	*	*	30	35	*	30	33	44	38
2024	37	43	58	*	44	*	*	33	41	*	35	35	47	40
2019-2021	4	4	1	*	1	*	*	2	5	*	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Thomas - STAAR Grade 5 Science														
The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 15% in 2019 to 17% by June 2021.														
Yearly Target Goals														
2020		2021			2022			2023			2024			
16% 2019 Baseline: 15%		17%			18%			19%			20%			
Closing the Gaps Student Groups Yearly Targets														
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	0	12	39	*	*	*	20	17	9	0	8	19	4	15
2020	1	13	39	*	*	*	20	18	10	1	9	19	5	16
2021	4	16	39	*	*	*	21	19	13	2	10	19	6	17
2022	7	18	40	*	*	*	22	21	16	4	11	20	8	18
2023	11	22	40	*	*	*	24	24	20	6	13	20	10	19
2024	16	27	41	*	*	*	26	27	25	9	16	21	13	20
2019-2021	4	4	0	*	*	*	1	2	4	2	2	0	2	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Thomas

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students		51	24					13	63		39	77	15	92
2019	20	27	38					8	19		33	30	27	29
2020	22	29	38					9	21		35	30	28	30
2021	24	32	39					11	24		37	31	30	31
2022	27	35	40					13	28		39	32	32	33
2023	31	40	41					15	33		43	33	35	35
2024	36	45	42					18	39		47	34	39	37

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Thomas

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students		51	24					13	63		39	77	15	92
2019	13	33	50					8	27		46	39	20	36
2020	15	35	50					9	29		47	39	21	37
2021	17	37	51					11	31		48	40	22	37
2022	20	40	51					13	34		50	40	24	38
2023	24	44	52					15	38		52	41	26	40
2024	29	49	53					18	43		55	42	29	41

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

HB3 Campus Goals - All Grades STAAR at Meets Standard

Thomas

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	20	30	56		56		17	27	25	33	30	35	36	35
2020	22	32	56		56		18	28	27	34	32	35	37	36
2021	24	35	57		57		20	30	30	36	34	36	39	37
2022	27	38	58		58		21	32	34	38	36	37	41	39
2023	31	43	59		59		24	34	39	41	40	38	44	41
2024	36	48	60		60		27	37	45	44	44	39	48	43

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	16	37	52		56		17	22	31	58	39	39	30	37
2020	18	39	52		56		18	23	33	59	40	39	31	38
2021	20	41	53		57		19	25	35	60	41	40	32	38
2022	23	44	53		57		20	27	38	62	43	40	34	39
2023	27	48	54		58		21	29	42	64	45	41	36	41
2024	32	53	55		59		23	32	47	67	48	42	39	42

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● Apply classroom interventions 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. ● K-8 Measure MVPA and physical activity time 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local 	ESSA	
Principal	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		
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