

Plano Independent School District

Thomas Elementary

2020-2021



Board Approval Date: October 20, 2020
Public Presentation Date: October 9, 2020

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Comprehensive Needs Assessment

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, 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): : 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.

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 (15%) and the English Learner (8%) and Economically Disadvantaged (9%) student groups.

Root Cause 1: 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 1 Areas: Student Learning

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 2: There is a lack of a shared understanding and successful implementation of the components of Guided Reading

Problem Statement 2 Areas: Student Learning

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 3: There is a need to address effective instructional strategies during first instruction. There is a need to address effective differentiation strategies.

Problem Statement 3 Areas: Student Learning

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 4: There is a need to address effective instructional strategies during Tier I writing instruction.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- 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 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
- 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
- T-PSS 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 9, 2020

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 and STAAR Writing from 2019 to 2021.







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 31% by June 2021. The English Learner student group performance will increase from 33% in 2019 to 37% in 2021. The Economically Disadvantaged student group performance will increase from 19% in 2019 to 24% in 2021.










Targeted or ESF High Priority








HB3 Goal

Evaluation Data Sources: 2021 STAAR Reading - 3rd Grade

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide extended planning to discuss formative assessments to understand and interpret data from tier I instruction. Strategy's Expected Result/Impact: Walkthrough data indicating formative assessments being done in Tier I instruction. Planning notes indicating formative assessment implementation. Staff Responsible for Monitoring: Admin Team, Instructional Support Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide ongoing Jan Richardson guided reading, reading record, and formative assessment training Strategy's Expected Result/Impact: Increased teacher knowledge and implementation of effective guided reading instruction done with fidelity Regular attendance by admin/IS team in grade-level planning Guided reading lesson plans Staff Responsible for Monitoring: Administration Team, Instructional Support Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional learning on content area literacy instruction in math, science and social studies using district curriculum personnel, Admin, and the IS team Strategy's Expected Result/Impact: Increased knowledge of content area balanced literacy instruction. Lesson plans that include content area literacy instruction Agendas and notes from extended planning indicating a focus on content area literacy instruction. Staff Responsible for Monitoring: Administration Team, Instructional Support Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Use of Literacy resources and tools to supplement our guided reading Jan Richardson Reading Program. Target skills through hiring an adult temp to help tutor students during the day. Use of Fontas and Pinnell Resources green, red and gold Leveled Literacy Intervention Kits. Strategy's Expected Result/Impact: Implementation of effective reading instruction done with fidelity Increased MAP and STAAR scores Staff Responsible for Monitoring: Administration Team, Instructional Support Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2 Funding Sources: Fontas and Pinnell Leveled Green, Red and Gold Leveled Literacy Intervention Program Kits - 211 Title I, Part A - \$14,514	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide ongoing professional learning and support for effective instructional strategies targeted to improve the learning of Economically Disadvantaged and English Learner student groups. Strategy's Expected Result/Impact: A stronger understanding of research-based instructional methods/best practices that will increase English Learners and Economically Disadvantaged students' achievement. Increased understanding and implementation of effective language supports (i.e., structured conversations). Increased growth on Reading Records, MAP, and Reading STAAR. Staff Responsible for Monitoring: Administration Team, Instructional Support Team Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Plan and implement intentional Intervention/Enrichment plans that are data-driven with Fountas and Pinnell Leveled Literacy Intervention kits, and target skills as well as hire an adult temp to help tutor students during the day. Strategy's Expected Result/Impact: Increased performance in Reading on STAAR and MAP scores Increased teacher knowledge and implementation of effective targeted Tier 2 Reading instruction and interventions done with fidelity Admin/IS regular attendance in grade-level planning with a focus on effective Tier 2 Reading instruction and interventions Staff Responsible for Monitoring: Administration Team, Instructional Support Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
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







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 and STAAR Writing from 2019 to 2021.

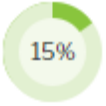


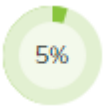
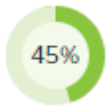




Performance Objective 2: The percent of Thomas students that score Meets grade level or above on STAAR Reading 3-5 will increase from 35% in 2019 to 37% by June 2021. The Special Education student group performance will increase from 27% in 2019 to 30% in 2021. The Economically Disadvantaged student group performance will increase from 25% in 2019 to 30% in 2021.








Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Reading

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: 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 student Reading achievement Increase in Reading STAAR scores Walkthrough data indicating formative assessments being done in Tier I instruction. Planning notes indicating formative assessment implementation. Staff Responsible for Monitoring: Admin Team, Instructional Support Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide ongoing Jan Richardson guided reading, reading record, and formative assessment training Strategy's Expected Result/Impact: Increased teacher knowledge and implementation of effective guided reading instruction done with fidelity. Regular attendance by admin/IS team in grade-level planning. Guided reading lesson plans. Staff Responsible for Monitoring: Administration Team, Instructional Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional learning on content area literacy instruction in math, science, and social studies using district curriculum personnel, Admin, and the IS team. Strategy's Expected Result/Impact: Increased knowledge of content area literacy instruction. Lesson plans that include content area literacy instruction. Agendas and notes from extended planning indicating a focus on content-area literacy instruction. Staff Responsible for Monitoring: Administration Team, Instructional Support Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Use of Literacy resources and tools to supplement our guided reading Jan Richardson Reading Program and target skills through hiring an adult temp to help tutor students during the day. Strategy's Expected Result/Impact: Implementation of effective reading instruction done with fidelity Increased STAAR and MAP scores Staff Responsible for Monitoring: Administration Team, Instructional Support Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2 Funding Sources: Benchmark Education 3-6 Spanish Anchor Comprehension Workshop - 211 Title I, Part A - \$11,357.50	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide ongoing professional learning and support for effective instructional strategies targeted to improve the learning of Special Education and English Learner student groups. Strategy's Expected Result/Impact: A stronger understanding of research-based instructional methods/best practices that will increase. English Learners and Special Education students' achievement. Increased understanding of effective language supports (i.e., Structured Conversations) Language Learning Walks Increased growth on all four language proficiency levels on 2021 TELPAS. Increased assessment scores for Special Education students. Professional development on structured conversations (QSSSA) Staff Responsible for Monitoring: Admin Team, Instructional Support Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			

Strategy 6 Details	Formative Reviews		
Strategy 6: 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. Strategy's Expected Result/Impact: Increased performance in Reading on STAAR and MAP scores Increased teacher knowledge and implementation of effective targeted Tier 2 Reading instruction and interventions done with fidelity Admin/IS regular attendance in grade-level planning with a focus on effective Tier 2 Reading instruction and interventions Staff Responsible for Monitoring: Administration Team, Instructional Support Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
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







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 and STAAR Writing from 2019 to 2021.








Performance Objective 3: The percent of Thomas students that score Meets grade level or above on STAAR Writing 4 will increase from 32% in 2019 to 34% by June 2021. The Economically Disadvantaged student group performance will increase from 21% in 2019 to 26% in 2021. The English Learner student group performance will increase from 21% in 2019 to 24% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Writing

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide extended planning to discuss formative assessments to understand and interpret data from tier I Writing instruction Strategy's Expected Result/Impact: Increase in effective planning Increase in student Writing achievement Increase in Writing STAAR scores Walkthrough data indicating formative assessments being done in Tier I instruction. Planning notes indicating formative assessment implementation. Staff Responsible for Monitoring: Administration Team, Instructional Support Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 4	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide ongoing professional learning and support for effective instructional strategies targeted to improve the learning of Economically Disadvantaged and English Learner student groups. Strategy's Expected Result/Impact: A stronger understanding of research-based instructional methods/best practices that will increase English Learners and Economically Disadvantaged students' achievement Increased understanding of effective language supports (i.e., Structured Conversations) Language Learning Walks Increased growth on all four language proficiency levels on 2021 TELPAS Staff Responsible for Monitoring: Administration Team, Instructional Support Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 4	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Use of research-based Writing resources and tools to support our Tier I writing instruction Strategy's Expected Result/Impact: Increase in student Writing achievement Increase in Writing STAAR scores Staff Responsible for Monitoring: Administration Team, Instructional Support Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 4 Funding Sources: Precision SPARK Full color Poster and Banner Printer - 211 Title I, Part A - \$4,995	Formative		
	Nov	Feb	June
	 20%	 50%	 90%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Student Learning
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.

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 2021.







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 37% by June 2021. The Special Education student group performance will increase from 8% in 2019 to 11% in 2021. The African American student group performance will increase from 13% in 2019 to 17% in 2021.








Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: 2021 STAAR Math - 3rd

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide a variety of instructional practices that result in students exploring and making sense of multiple representations, mathematical strategies, and precise mathematical language. 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 3	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 Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 3	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: 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. 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 targeted tier 2 Math instruction and interventions done with fidelity Admin/IS regular attendance in grade-level planning with a focus on effective tier 2 Math instruction and interventions Staff Responsible for Monitoring: Administration and Instructional Support Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 3	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
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.







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 2021.

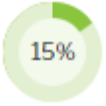









Performance Objective 2: The percent of Thomas students that score Meets grade level or above on STAAR Math 3-5 will increase from 37% in 2019 to 38% by June 2021. The Special Education student group performance will increase from 22% in 2019 to 25% in 2021. The Economically Disadvantaged student group performance will increase from 31% in 2019 to 35% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Math

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide a variety of instructional practices that result in students exploring and making sense of multiple representations, mathematical strategies, and precise mathematical language. 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 Classroom visits indicating effective tier 1 Math instruction done with fidelity Number Talks Walkthrough feedback focused on tier I Math instruction Purchase Teach transform 3-5 STAAR Prep and GO English and Spanish Purchase Manipulatives TEKS Review (K-5 English and Spanish Online) Staff Responsible for Monitoring: Administration and Instructional Support Team Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Problem Statements: Student Learning 3 Funding Sources: Geometric Solid, Base Ten Blocks, Unfix Cubes, Double-Side Counters, Coins - 211 Title I, Part A - \$4,736.25, Teach Transform 3-5 STAAR Prep - 211 Title I, Part A - \$450	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: Increased performance in Math in grades K-5 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 3	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide ongoing planning support to grade levels to encourage the use of instructional strategies that support the targeted TEKS in math with district and admin assistance Strategy's Expected Result/Impact: Increased performance in Math in grades K-5 Increased teacher knowledge and implementation of effective targeted tier 2 Math instruction and interventions done with fidelity Admin/IS regular attendance in grade-level planning with a focus on effective tier 2 Math instruction and interventions Staff Responsible for Monitoring: Administration and Instructional Support Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 3 Funding Sources: High Resistance Chair Bands for classroom chairs, sensory fidgets, helps kids focus and learn - 211 Title I, Part A - \$349.50, ECR4Kids ACE Active Core Engagement Wobble Stools for Kids- 18" - 211 Title I, Part A - \$2,749.50, YOGU Inflated Air Stability Wobble Cushions - 211 Title I, Part A - \$1,374.50	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: 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. Strategy's Expected Result/Impact: Increased MAP and STAAR scores Increased performance in Math on STAAR and MAP scores Increased teacher knowledge and implementation of effective targeted Tier 2 Math instruction and interventions done with fidelity Admin/IS regular attendance in grade-level planning with a focus on effective Tier 2 Math instruction and interventions Staff Responsible for Monitoring: Administration Team and Instructional Support Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 3	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
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.





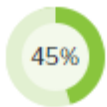

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

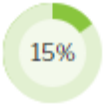
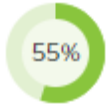





Performance Objective 1: The percent of Thomas students that score Meets grade level or above on STAAR Science 5 will increase from 15% in 2019 to 17% by June 2021. The English Learners student group performance will increase from 8% in 2019 to 10% in 2021. The Economically Disadvantaged student group performance will increase from 9% in 2019 to 13% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR - Science

Summative Evaluation: Exceeded 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: All teachers across all grade levels are teaching the science content with fidelity monitored through weekly lesson plans submitted in one location. Teachers will identify and implement effective Tier 1 instruction monitored by formative assessments, admin, and peer walkthroughs. Staff Responsible for Monitoring: Admin Team, Instructional Support Team, Team Leaders Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize Collaborative Team Framework and district resources to plan effective Tier I Science instruction Strategy's Expected Result/Impact: Notes and feedback from district curriculum personnel and grade-level planning focused on the Collaborative Planning protocol HRS level 2 surveys focused on the Collaborative Planning Protocol Grade level Planning agendas and notes indicating a focus on analyzing Science TEKS and use of the district's pacing guides Admin/IS team attendance at grade level planning meetings Walkthrough feedback with a focus on Tier 1 Science instruction Staff Responsible for Monitoring: Admin Team, Instructional Support Team Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Increased performance in Science on STAAR and MAP scores Increased teacher knowledge and implementation of effective targeted Tier 2 Science instruction and interventions done with fidelity Admin/IS regular attendance in grade-level planning with a focus on effective Tier 2 Science instruction and interventions Staff Responsible for Monitoring: Admin Team, Instructional Support Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
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.

Site Based Improvement Committee

Committee Role	Name	Position
Paraprofessional	Mirna Avila	Office Manager
Administrator	Zack Pruett	Principal
Administrator	Kimberly Blackwell	Assistant Principal
Classroom Teacher	Andrew Vallejo	3rd Grade Teacher
District-level Professional	Ginger Teaff	Curriculum Specialist
District-level Professional	Jeanna Davis	School Leadership and Innovation
District-level Professional	Leah Herrema	Instructional Technology Specialist
Classroom Teacher	Nora Valdez	5th Grade Team Leader
Classroom Teacher	Jacob Gnew	5th Grade Teacher
Parent/Teacher	Jessica Pagan	Parent/Teacher
Classroom Teacher	Jessica Bates	2nd Grade Teacher
Community Representative	Kory Knott	Pastor
Non-classroom Professional	Imelda Pacheco	Intervention Teacher
Non-classroom Professional	Tamika Waller	Intervention Teacher
Parent	Rebecca Reveles	Parent/Paraprofessional
Community Representative	Kimberly Donahue	Community Representative
Business Representative	Pastor Kyle Sent Church	Pastor Sent Church
Parent	Mandy Oskierko	Parent

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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