Plano Independent School District

Thomas Elementary

2022-2023

Board Approval Date: September 20, 2022

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Comprehensive Needs Assessment

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Goals

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 2022 to 2023.

Performance Objective 1: HB3 - The percent of Thomas 3rd grade students that score meets grade level or above on STAAR Reading will increase from 42% in 2022 to 43% by June 2023. The Hispanic student group performance will increase from 37% in 2022 to 39% in 2023. The Special Education student group performance will increase from 30% in 2022 to 33% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Reading - 3rd Grade

Strategy 1 Details
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
Staff Responsible for Monitoring: Administration Team, Instructional Support Team
- 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

Strategy 2 Details

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

 - **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, Michael Heggerty/Phonemic Awareness: Kindergarten Resource (English and Spanish)
 - 211 Title I, Part A

Strategy 3 Details

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

    Funding Sources: English/Spanish Books - 211 Title I, Part A, Alphabetic Letters - 211 Title I, Part A, English/Spanish Books-Scholastic - 211 Title I, Part A

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 2022 to 2023.

Performance Objective 2: The percent of Thomas students that score Meets grade level or above on STAAR Reading 3-5 will increase from 52% in 2022 to 53% by June 2023. The African American student group performance will increase from 39% in 2022 to 41% in 2023. The Special Education student group performance will increase from 33% in 2022 to 36% in 2023.

    Evaluation Data Sources: 2023 STAAR Reading Scores

Strategy 1 Details
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
 	
     Funding Sources: Adult Temps - 211 Title I, Part A

Strategy 2 Details

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

    Title I:
2.5, 2.6
 - TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 5: Effective Instruction
    Funding Sources: Solution Tree; LeAnn Nicklesen Professional Development - 211 Title I, Part A - $14,000, Flocabulary Plus Site License - 211 Title I, Part A - $3,125

Strategy 3 Details

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

    Funding Sources: Books (pre-k) - 211 Title I, Part A

Strategy 4 Details

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

    Funding Sources: Participation in the 2021 Virtual Statewide Parental Involvement Conference - 211 Title I, Part A

Strategy 5 Details

Strategy 5: Provide adult temps to increase targeted interventions and supports for students based on identified needs from data analysis.

    Strategy's Expected Result/Impact: Hiring adult temps to assist with small group instruction for students in grades K-5 will upgrade the entire educational program on the campus, as the additional supports will allow us to provide targeted intervention addressing specific student needs in the areas of reading, math and science. As a result of this direct instruction and specific, monitored intervention, more of our students will demonstrate mastery of grade level standards as indicated by progress and growth on common formative assessments and mastery of the grade level STAAR test.

    Staff Responsible for Monitoring: administration, grade level teachers working with temps, IS team

    Title I:
2.4, 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 5: Effective Instruction
 - **Targeted Support Strategy**

    Funding Sources: Adult Temps - 211 Title I, Part A - $22,800

Strategy 6 Details

Strategy 6: Increase instructional time/student time on task by purchasing additional walkie talkies to allow teachers quick access to students coming and going from the classroom for instruction.

Strategy's Expected Result/Impact: Increase in the number of staff who can communicate needs via walkie talkie.

Faster response times will allow teachers to communicate needs and have access to supports quicker.

Students will not need to wait for needed supports or intervention because teachers will be able to call quickly for support.

Staff Responsible for Monitoring: admin.

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction

Funding Sources: - 211 Title I, Part A - $2,835.90

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 2022 to 2023.

Performance Objective 1: HB3- The percent of Thomas 3rd grade students that score meets grade level or above on STAAR Math will increase from 31% in 2022 to 32% by June 2023. The African American student group performance will increase from 24% in 2022 to 27% in 2023. The Special Education student group performance will increase from 25% in 2022 to 28% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Math- 3rd Grade

Strategy 1 Details
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   **- 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

Strategy 2 Details
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   **- 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

Strategy 3 Details

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

    - 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

Strategy 4 Details

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

Strategy 5 Details

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:

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

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 2022 to 2023.

Performance Objective 2: The percent of Thomas students that score meets grade level or above on STAAR Math-3-5 will increase from 33% in 2022 to 34% by June 2023. The African American student group performance will increase from 14% in 2022 to 17% in 2023. The Special Education student group performance will increase from 25% in 2022 to 28% in 2023.

Evaluation Data Sources: 2023 STAAR Math Scores in grades 3, 4, and 5

Strategy 1 Details
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   **- 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

Strategy 2 Details
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   **- 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

Strategy 3 Details

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

 - 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

Strategy 4 Details

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

Strategy 5 Details

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

Strategy 6 Details

Strategy 6: Provide sub codes for extended planning opportunities for teachers to review and analyze data from district summative assessments to close learning gaps and enrich instruction for all learners.

Strategy's Expected Result/Impact: Increase effective Tier I instruction in all grade levels.
Planning using the interpretation of data to drive instructional goals.
Development of intervention and enrichment strategies based on specific student needs.

Staff Responsible for Monitoring: Instructional support coaches
Administration

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

Funding Sources: - 211 Title I, Part A - $9,600

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 2022 to 2023.

Performance Objective 1: The percentage of Thomas students that score Meets grade level or above on STAAR Science 5 will increase from 20% in 2022 to 21% by June 2023. The English Learner student group performance will increase from 12% in 2022 to 14% in 2023. The Economically Disadvantaged student group performance will increase from 13% in 2022 to 15% in 2023.

   Evaluation Data Sources: 2023 STAAR - Science

Strategy 1 Details
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   **- TEA Priorities:**   Improve low-performing schools   **- ESF Levers:**   Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 2 Details
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   **- TEA Priorities:**   Improve low-performing schools   **- ESF Levers:**   Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 3 Details

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

    - TEA Priorities:
Improve low-performing schools
    - ESF Levers:
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 4 Details

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

State Compensatory

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

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard   Thomas

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading   Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	17	46	12	0	3	0	20	61	2	43	66	15	81
2022	29	37	67		67		30	43	100	40	44	33	42
2023	31	39	68		68		33	45	100	42	45	34	43
2024	33	41	68		68		36	47	100	44	45	36	43
2025	35	43	69		69		40	49	100	47	46	38	44
2026	39	47	71		71		46	53	100	51	48	41	46
2027	43	51	72		72		53	57	100	56	49	44	47

HB3 Campus Goals - All Grades STAAR at Meets Standard   Thomas

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading   Grade 4

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	17	46	19	0	4	0	18	59	7	43	66	21	87
2022	41	54	84		75		44	51	71	56	64	43	59
2023	43	56	85		76		47	53	72	58	65	44	60
2024	45	58	85		76		50	55	72	60	65	46	60
2025	47	60	86		77		54	57	73	63	66	48	61
2026	51	64	88		79		60	61	75	67	68	51	63
2027	55	68	89		80		67	65	76	72	69	54	64

HB3 Campus Goals - All Grades STAAR at Meets Standard

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading   Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	10	39	10	0	2	0	13	46	2	33	52	12	64
2022	50	54	50		100		23	59	0	48	54	67	56
2023	52	56	51		100		26	61	1	50	55	68	57
2024	54	58	51		100		29	63	1	52	55	70	57
2025	56	60	52		100		33	65	2	55	56	72	58
2026	60	64	54		100		39	69	4	59	58	75	60
2027	64	68	55		100		46	73	5	64	59	78	61

HB3 Campus Goals - All Grades STAAR at Meets Standard   Thomas

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading   All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	44	131	41	0	9	0	51	166	11	119	184	48	232
2022	39	48	71		78		33	50	64	48	54	46	52
2023	41	50	72		79		36	52	65	50	55	47	53
2024	43	52	72		79		39	54	65	52	55	49	53
2025	45	54	73		80		43	56	66	55	56	51	54
2026	49	58	75		82		49	60	68	59	58	54	56
2027	53	62	76		83		56	64	69	64	59	57	57

HB3 Campus Goals - All Grades STAAR at Meets Standard

Thomas

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	17	46	12	0	3	0	20	61	2	43	66	15	81
2022	24	28	50		33		25	28	100	33	36	7	31
2023	27	30	51		34		28	30	100	35	37	9	32
2024	30	33	53		36		31	33	100	37	39	11	34
2025	33	37	55		38		35	37	100	40	41	14	36
2026	39	41	57		40		40	41	100	44	43	18	38
2027	45	47	60		43		47	47	100	49	46	23	41

HB3 Campus Goals - All Grades STAAR at Meets Standard

Thomas

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math — Grade 4

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	17	46	19	0	4	0	18	59	7	43	66	21	87
2022	6	35	58		50		28	29	57	40	41	14	34
2023	9	37	59		51		31	31	58	42	42	16	35
2024	12	40	61		53		34	34	60	44	44	18	37
2025	15	44	63		55		38	38	62	47	46	21	39
2026	21	48	65		57		43	42	64	51	48	25	41
2027	27	54	68		60		50	48	67	56	51	30	44

HB3 Campus Goals - All Grades STAAR at Meets Standard

Thomas

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	10	39	10	0	2	0	13	46	2	33	52	12	64
2022	10	41	20		0		23	35	0	42	35	25	33
2023	13	43	21		1		26	37	1	44	36	27	34
2024	16	46	23		3		29	40	3	46	38	29	36
2025	19	50	25		5		33	44	5	49	40	32	38
2026	25	54	27		7		38	48	7	53	42	36	40
2027	31	60	30		10		45	54	10	58	45	41	43

HB3 Campus Goals - All Grades STAAR at Meets Standard   Thomas

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math   All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	44	131	41	0	9	0	51	166	11	119	184	48	232
2022	14	34	46		33		25	30	55	38	38	15	33
2023	17	36	47		34		28	32	56	40	39	17	34
2024	20	39	49		36		31	35	58	42	41	19	36
2025	23	43	51		38		35	39	60	45	43	22	38
2026	29	47	53		40		40	43	62	49	45	26	40
2027	35	53	56		43		47	49	65	54	48	31	43

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 5   **Grade 5**

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	10	39	10	0	2	0	13	46	2	33	52	12	64
2022	10	15	20		50		23	13	0	12	19	25	20
2023	13	17	21		51		26	15	1	14	20	27	21
2024	16	20	23		53		29	18	3	16	22	29	23
2025	19	24	25		55		33	22	5	19	24	32	25
2026	25	29	27		57		38	27	8	23	26	36	27
2027	31	35	30		60		45	33	12	28	29	40	30

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
Principal, Executive Director for Student & Family Services	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● 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.

	● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	**Coordinated Health Program** **Coordinated School Health** ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. [Campus Wellness Plan](#) ● 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. **Fitness** ● 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. **Physical Activity Requirements** ● 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.	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	● K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. ● 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. **Attendance** ● K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal, Human Resources	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● 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, Executive Director for Student and Family Services	**Parent Involvement** ● 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 community informed. Funding source: State and Local - 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		