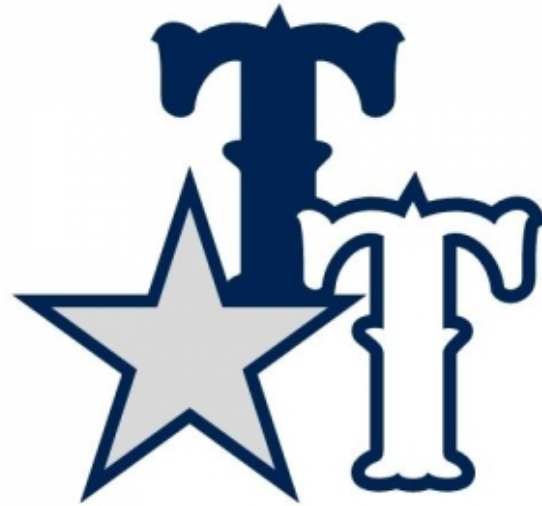


Abilene Independent School District
Thomas Elementary
2023-2024 Campus Improvement Plan



Public Presentation Date: July 10, 2023

Mission Statement

AISD will equip learners to make a positive impact in their world through relevant, innovative, and challenging learning experiences.

Vision

Equipped Learners. Brighter Futures.

Core Beliefs

Texans have HEART. They are Helpful Eager Achieving Resilient Thankful

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Comprehensive Needs Assessment

Demographics

Demographics Summary

As of April 28, 2022, Thomas Elementary was serving 407 students in grades K-5. Thomas is a Title 1 Campus. According to current data, the student population is approximately 30% white, 42% Hispanic, 18 % black, and 10% other. Of these 66% are economically disadvantaged, 11% are serviced by the Gifted and Talented program. 23% receive services from special education and 12% are considered Emergent Bilinguals. The Newcomer program has brought 1st and 2nd year refugees to Thomas as well as two interpreters and two teachers.

Our campus mobility rate is comparable to the state average at 13.9%. Thomas elementary's enrollment is holding near the same numbers as last year. The campus student attendance rate averages 92.72%. Thomas was not rated due to a Declared State of Disaster. Sam Thomas Elementary focuses on daily achievement and high academic standards. Our students are taught to value knowledge, responsibility and leadership. Solid curriculum and effective teaching instill a curiosity for lifelong learning. Thomas will continue to use Engage 2 Learn teacher coaching this fall as well. Our faculty stresses the importance of politeness, patience, teamwork, compassion, and self-worth.

Demographics Strengths

Thomas Elementary has many strengths. Some of the most notable strengths include:

- 1) Reward programs for attendance (individual, class& school-wide)
- 2) Interventions for our at-risk students which include IXL math and reading and tutors during the school day. We also have two interventionists.
- 3) Thomas Elementary integrates the Practical Academics and Life Skills (PALS) students which helps all students be more accepting of students with various ability levels.
- 4) Our school pilot campus for Capturing Kids Hearts.
- 5) Our school has adopted the CHAMPS classroom management plan and Foundations program for large, gathering areas as well as in the classroom.
- 6) Our school houses the Newcomer program since the 2020-2021 school year.
- 7) 11% of the student population participates in the Gifted and Talented Program and we have implemented a GT pullout program.
- 8) Our school offers one to one chrome-books.
- 9) Teachers have access to Flocabulary and Buerk rubrics.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our attendance rate was 93.7% for the 21-22 school year. This is an increase, but still well below our campus goal. **Root Cause:** All parents do not

understand the importance of attendance.

Problem Statement 2: The staff diversity needs to increase to be reflective of our student population. **Root Cause:** There is a shortage of available applicants with diversity and qualifications that our school needs.

Problem Statement 3: We need more books and increased cultural diversity in books to promote student engagement and practice on reading skills. **Root Cause:** There has been more emphasis on acquiring technology than actual books.

Student Achievement

Student Achievement Summary

Thomas received the following Accountability Rating for the 2021 school year:

Student Achievement raw component score

- STAAR performance 45

School Progress raw component Score

- Relative Performance (Eco Dis: 71.4%) 45

Closing the Gaps % of indicators Met

- Academic Achievement Status 63%
- Student success 20%

% Participation (All Tests)

- 2018-19 100%
- 2020-21 100%

All other areas were not rated in 2020-21 school year.

Thomas elementary received the Leader in Me distinction of being a "Lighthouse School" on April 15, 2019 and continues to implement the 7 habits daily school wide.

Student Achievement Strengths

3rd grade reading STAAR scores grew 5% points from 2019(68) - 2021(73).

Spring 5th grade reading benchmark scores were #1 in the district with record setting masters score of 38%.

Hispanic population scored higher than any other population in 4th grade reading and math.

5th grade math was above state and district average.

5th grade science was above state and district average.

4th grade math was above state and district average.

3rd grade math was above state and district average.

While our economically disadvantaged students did not meet the campus percentage of approaches for all grade levels, there was significant improvement. They are only lagging by 5%.

Implementation of Patterns of Power & Patterns of Wonder to focus on writing skills.

Continued growth in all areas of BOY, MOY, and EOY MAP data.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Need focused intervention for math in all grade levels. **Root Cause:** Due to learning loss during COVID, students are behind in math.

Problem Statement 2: 4th grade writing STAAR results were 48% passing in 2021. **Root Cause:** We need to focus on writing interventions from Kinder - 5th grades.

Problem Statement 3: We need to focus on the African American population's growth in all academic areas. **Root Cause:** Newcomer population is growing at Thomas, which brings in more ethnically diverse students.

School Culture and Climate

School Culture and Climate Summary

One of the core beliefs at Thomas Elementary is that students learn best in an environment where difference are valued and mistakes are seen as opportunities to learn and grow. With the Newcomer program, diverse population has increased. Students learn how to accept and tolerate the difference in cultures. Discipline statistics remain stable with 1.5% of students making up 34% of Thomas referrals for the 21-22 school year. Thomas students focus is on knowing what they did wrong and what is expected. They are taught conflict resolution procedures.

Thomas Elementary was 3rd place overall in the City Wide UIL competition held in March.

School Culture and Climate Strengths

Discipline referral have decreased over the past 7 years and remain stable.

Campus activities promote student participation with both inclusive, (UIL, leadership, etc.) and exclusive opportunities(Gifted & Talented, Junior Lighthouse team, choir, etc.).

Thomas has a strong communication pipeline to keep all parties on campus informed and up to date on campus news and activities.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Lack of parent, student, and staff participation in school surveys. **Root Cause:** Everyone has such busy lives it is difficult to get them to complete the surveys sent out.

Problem Statement 2: Having the Newcomer program at Thomas makes it difficult to communicate with Newcomer parents. **Root Cause:** Newcomers do not speak English. We have at least 5 different languages spoken at Thomas.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff members at Thomas Elementary met the federal and state highly qualified requirements resulting in students being surrounded by staff that hold high expectations for learning.

Staff Quality, Recruitment, and Retention Strengths

100% of staff are highly qualified.

Kinder - 3rd grade teachers will have completed Texas Reading Academy by June 2022.

The majority of Thomas teachers are ESL certified.

Average years of teacher experience at Thomas is 14 years.

Thomas faculty & staff start out each year with a welcome back supper at the home of the principal.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher demographics do not reflect the student population. More qualified male teachers and Hispanic teachers are needed to reflect our students demographics. **Root Cause:** The Abilene ISD teacher application pool has a majority of white female applicants.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum, instruction, and assessment focus at Thomas Elementary is guided by the TEKS Resource System and the results of campus based assessments. Grade levels follow the district's year at a glance for each six weeks and plan together according to the TEKS to be taught during that six weeks.

All grade levels use IXL, MAP, Kinder - 2 use Mclass, Heggerty and Foundations to determine their students' levels and instructional needs. Grades 2-5 use district benchmarks to help focus on the needs of their students for both reading and math and grades 3-5 use STAAR data to help drive instruction.

All grade levels use pre & post assessments in math, reading, and science as created during Design Days to support essential standards determined by the district. All grade level use Buerk rubrics with leveled resources and students focus on leveling up during the six weeks.

Special courses and programs such as physical education, music, special education, dyslexia and EL's instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for EB students.

Bi-weekly Professional Learning Community meetings are held to review data, strategically plan, and for professional learning. Grade levels have a daily common planning time. All decision regarding professional development, programs and practices are based upon the needs identified in this improvement plan.

Curriculum, Instruction, and Assessment Strengths

High achievement in STAAR across sub-pops.

Implementation of Buerk rubrics to monitor TEKS.

Implementation of best practices through coaching conversations.

All grade levels have a daily MTSS/RTI time where students' individual needs are met through small group instruction.

Identifying students through MTSS to provide interventions to minimize learning loss/gaps.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students individual needs can be met through small group instruction. **Root Cause:** Learning loss due to COVID.

Problem Statement 2: Time for vertical planning during the school year. **Root Cause:** Schedules are already filled with necessary requirements that time does not allow for vertical alignment during the school day.

Parent and Community Engagement

Parent and Community Engagement Summary

Thomas Elementary works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. Because of the diversity of our campus and our economically disadvantaged students, Thomas has a Parent Coordinator to help strengthen connections between home and school. Thomas conducts a fall festival and family literacy night with community involvement from the local high schools and universities. We make monthly call-outs to our parents along with emails and Remind messages to keep them updated on important events at school. We take pride in the fact that parents report our office staff as very parent-friendly.

Parent and Community Engagement Strengths

Parent coordinator who plans a fall parent night, PAC meeting, spring parent night, and solicits parent input through parent surveys to help improve our school.

Community members are invited to our Leadership Event.

PTO involvement with Thomasville(AR points used to buy items), Fall festival, 5th grade track meet, and Reindeer Romp activities during the school year.

Leaders Among Us night where each grade level recognized leaders in the community.

Meet the teacher & Open House at the beginning of the year.

Various opportunities for parents to be on campus: choir concerns, turkey trot, field days, 5th grade track meet, etc.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of parent participation in surveys sent out during the school year. **Root Cause:** Parents are busy and do not take the time to complete the surveys.

Problem Statement 2: An analysis of parent sign-in sheets reveals that parent involvement is not equal among the parents of all student groups. **Root Cause:** Newcomer parents do not speak English and it is difficult for them to communicate with school personnel. Parents work two jobs and can not attend things during the day and/or evening.

Problem Statement 3: Encourage more involvement with community leaders. **Root Cause:** Hard to schedule events that will work with the community leaders schedules.

School Context and Organization

School Context and Organization Summary

Thomas is rich with practices to meet the academic needs of our students. From TEKS guided curriculum to individualized instruction, the needs of students are weighed carefully. Campus and district-level assessments provide useful data that helps to guide specific instruction. District implementation of MAP diagnostic testing and program assessments such as Accelerated Reader Star, BAS and IXL math and reading provide measures for educational growth and gaps. Grades 3-5 have implemented Stemsopes into their science curriculum. Grades K-2 have implemented Foundations to provide phonemic awareness into their curriculum. Additional programs that have been implemented are Mclass/Amplify as well as Flocabulary. Thomas teachers strategically provide relevant instructions through small groups and tutoring. These are critical interventions for RTI students and those who need additional support. The district has implemented CMAPS classroom management program and Foundations to have consistency across the district with discipline. We also have a behavior specialist on staff who has greatly impacted the positive culture of our school. HB 4545 tutoring has been implemented for those students who were not successful on the 2021 STAAR in math, reading or writing. This is offered during the school day.

In addition, standard procedures have been established and routinely practiced for the safety and well-being of everyone. Fire, tornado, and lock-down drills provide a calm preparedness in the event of their need. The physical school has a new level of security with the addition of cameras, perimeter fencing, additional doors that open to the main body of the school, locked foyer, locked outer doors and stricter regulations for those who request entry into the school during the instructional day. The Crisis Go app is utilized for drills and enables faculty and staff to communicate more efficiently during those activities.

Thomas has seen an increase in students self monitoring of grades and attendance. Through the implementation of Leader in Me, every student keeps a record of their own academic and personal goals in their Leadership notebook. They have conferences with their parent/guardian and show their progress in the year.

School Context and Organization Strengths

Thomas Strengths include:

- 1) Data notebooks created by each individual student. In these, goals are set and monitored by students in the areas of attendance, reading, math and behavior.
- 2) The commitment o Thomas staff to meet the needs of each individual student. To find opportunities for students to grow or discover their leadership abilities. Through the use of RTI, struggling students are identified with interventions implemented to help close academic gaps.
- 3) Implementation of additional in-school tutoring of students who struggle with reading and math.
- 4) Strong RTI implementation based on meeting individual student needs.
- 5) Implementation of the CHAMPS discipline management program and the Foundations program.
- 6) Behavior Specialist who encourages positive behavior campus-wide and interventions with identified students.
- 7) Enrichment opportunities offered for gifted students and those with varied interests. Examples include the gifted pullout program, trip to ACU maker lab, Choir, Jr. Lighthouse team and club Fridays.
- 8) IXL for math and reading in all grades
- 9) MAP scores help evaluate and monitor student progress.
- 10) Teachers accommodation special populations with both inclusion and pullout

11) Wide variety of languages spoken by campus staff and increased ability to communicate with refugee populations from Afghanistan and the Congo.

12) Campus goals are celebrated campus wide each six weeks.

13) Daily attendance goals celebrated in the classroom.

14) A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.

15) Implementation of Foundations and Heggerty programs in grades K-2.

16) Safety drills are performed frequently and efficiently.

Teachers accommodate special populations with more time and individualized instructional plans. (inclusion and pullout)

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Improve percent of students reading on grade level. **Root Cause:** There has not been a district phonemic awareness and phonics program in place until this year to provide a solid foundation for grades K-2.

Problem Statement 2: Phonics instruction for the upper grades to enhance student reading skills. **Root Cause:** Students are behind in phonics due to lack of phonics instruction up to this point and learning loss from COVID shut down.

Problem Statement 3: Students should take more initiative to monitor their grades, to know where they stand at all times. **Root Cause:** As students are learning to monitor academics and record their progress in their data notebooks, they should have the capability to check their grades. They could do this if they were taught how to go online and check them.

Technology

Technology Summary

Teachers have annually completed a technology survey to share their knowledge of technology skills. Teachers are encouraged to attend 6 hours of professional staff development in technology during the summer to increase their use/skills in technology. Wireless access points have been installed throughout the building for use with all computer and hand held devices. Each teacher has a document camera, projector and Promethean board. Smart Panels taking the place of project/Promethean boards this fall. All of our kindergarten students have ipads and all of 1st through 5th graders have one to one chrome-books.

Technology Strengths

- 1) one to one technology (ipad or chrome book) for all students
- 2) two computer labs for student use
- 3) Every teacher will have a smart panel in their classroom

Problem Statements Identifying Technology Needs

Problem Statement 1: There is lack of time in the classroom to implement new technology. **Root Cause:** There may be too many new technologies adopted each year, limiting time to become proficient at any one.

Problem Statement 2: Chromebooks are not repaired or replaced when they are damaged. **Root Cause:** The district may be using new types of technology so more chrome-books are not being purchased or repaired.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data






- Organizational structure data
- Action research results










Goals

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 1: Meet monthly Professional Learning Communities (PLC) with all teachers to evaluate instructional practices and student growth.

Evaluation Data Sources: PLC Agenda, MAP data, 2023-24 STAAR data, PLC minutes, PLC Action Plans











Strategy 1 Details	Reviews			
Strategy 1: Use current data to develop campus mission and vision statements. Strategy's Expected Result/Impact: Shared vision of campus success, increased student engagement and achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, and IC Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Regularly scheduled PLC with all grade level, specials, intervention and special education teams. Strategy's Expected Result/Impact: Increased student achievement and teacher performance. Staff Responsible for Monitoring: Principal, Assistant Principal, and IC Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Professional Learning workshops for certified teachers two times per semester. Strategy's Expected Result/Impact: Increased teacher knowledge, student engagement and student growth Staff Responsible for Monitoring: Principal, Assistant Principal, and IC Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Model Lead4Ward instructional playlist strategies during faculty meeting and in PLC. Implement these strategies in the classrooms. Strategy's Expected Result/Impact: Increased teacher knowledge and student engagement Staff Responsible for Monitoring: Principal, Assistant Principal, and IC Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 2: 100% of Thomas classrooms will follow the CHAMPS classroom management system.









Evaluation Data Sources: Referral data from TEAMS

Strategy 1 Details	Reviews			
Strategy 1: All teachers will complete the required CHAMPS classroom management and discipline plan. Strategy's Expected Result/Impact: Decrease classroom disruption. Staff Responsible for Monitoring: Principal, Asst. Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: School wide implementation of Foundations from the CHAMPS framework to have structure in the common areas. Strategy's Expected Result/Impact: Better student behavior in the common areas hallway & cafeteria Staff Responsible for Monitoring: Foundations team Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 3: Implement Capturing Kids Hearts (CKH) campus-wide.

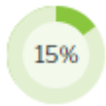



Evaluation Data Sources: CKH Survey, Parent Surveys








Strategy 1 Details	Reviews			
Strategy 1: All Thomas faculty and staff will attend Capturing Kids Hearts training and implement with fidelity. Strategy's Expected Result/Impact: Stronger campus culture and climate. Increase of student engagement Staff Responsible for Monitoring: All faculty, staff and administrative members Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize the behavior specialist to help students meet social-emotional learning needs. Strategy's Expected Result/Impact: Increased student engagement in the classroom. Staff Responsible for Monitoring: Behavior support specialist, Counselor, Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 1: The percentage of Kinder-5th grade students that MEET Growth Projections in Math will be 70% by May, 2024.

Evaluation Data Sources: EOY Student Growth Summary Reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers will conference with students every BOY and MOY to complete MAP goal setting and tracking using IXL data. Strategy's Expected Result/Impact: Increased student achievement Increased student understanding of goal setting and growth. Staff Responsible for Monitoring: Teachers, IC, Principal Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: IXL Kindergarten Math - Title I, Part A - \$488	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: All teachers will use/follow the DDCD with fidelity, utilizing TEKS resource system and Great Minds Eureka Math for instruction. Strategy's Expected Result/Impact: Increase student growth and student achievement. Staff Responsible for Monitoring: Principal, Assistant Principal and IC Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Implement Professional Learning Communities at Thomas Elementary using Engage2Learn methods. Strategy's Expected Result/Impact: Improve teaching by sharing instructional strategies and ideas in PLCs and sharing student data Staff Responsible for Monitoring: Principal, IC Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Engage2Learn Design days - Title I, Part A - \$12,000	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: 100% of teachers will utilize Lead4Ward Instructional Strategies in the classroom to increase student growth Strategy's Expected Result/Impact: Increased student engagement Staff Responsible for Monitoring: IC, Principal, and AP Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Utilize State Compensatory Education campus allocation to provide supplemental tutoring for students who are at-risk of failing in mathematics. Strategy's Expected Result/Impact: Improved student performance in mathematics. Staff Responsible for Monitoring: Campus Principal, Instructional Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Supplemental Tutoring Allocation - State Comp Ed - \$5,000	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



Accomplished



Continue/Modify














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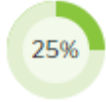




Goal 2: Expect and support active learner engagement in classrooms.






Performance Objective 2: The percentage of Kinder-5th grade students that MEET Growth Projections in Reading will be 70% by May, 2024.

Evaluation Data Sources: EOY Student Growth Summary Reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers will conference with students every six weeks to complete MAP goal setting and tracking. Strategy's Expected Result/Impact: Increased student achievement Increased student understanding of goal setting and growth. Staff Responsible for Monitoring: Teachers, IC, Principal 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	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: All teachers will utilize Lead4Ward Instructional Strategies in the classroom to increase student growth Strategy's Expected Result/Impact: Increased student engagement and growth Staff Responsible for Monitoring: Teachers, Assistant Principal, Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Improve academic achievement in reading by utilizing the Title One Literacy Library, Balanced Literacy Leveled Libraries, Fountas & Pinnell Benchmark Assessment System, and Pearson instructional materials in all classrooms to provide differentiated ELA instruction for all students Strategy's Expected Result/Impact: Thomas' developing readers will show growth in comprehension and fluency. Staff Responsible for Monitoring: Teachers, Reading Intervention Teacher, Skills Development Teacher Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: \$135422.84 - Title I, Part A	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Newcomer students will have access to library books in their native language. Strategy's Expected Result/Impact: Students will check out books in their language to take home and read with their family members and increase print awareness in their own language. Staff Responsible for Monitoring: Librarian, Principal Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - Title III (LEP) - \$681.14	Formative			Summative
	Oct	Jan	Apr	June
				

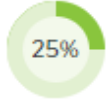




Strategy 5 Details		Reviews			
Strategy 5: Teachers will conference with students every BOY and MOY to complete MAP goal setting and tracking using IXL data. Strategy's Expected Result/Impact: Increased student achievement Increased student understanding of goal setting and growth. Staff Responsible for Monitoring: Teachers, IC, Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Apr	June
					
Strategy 6 Details		Reviews			
Strategy 6: Utilize State Compensatory Education campus allocation to provide supplemental tutoring for students who are at-risk of failing in reading. Strategy's Expected Result/Impact: Improved student performance in reading. Staff Responsible for Monitoring: Campus Principal, Instructional Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Supplemental Tutoring Allocation - State Comp Ed		Formative			Summative
		Oct	Jan	Apr	June
					

Strategy 7 Details	Reviews			
Strategy 7: Tutors and teachers will have access to STAAR prep materials for 3-5, math and reading. Strategy's Expected Result/Impact: Improved student performance on STAAR in reading and math. Staff Responsible for Monitoring: Campus principal, instructional coordinator Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Countdown to STAAR-reading, math - Title I, Part A - \$4,755, FAST FOCUS Math - Title I, Part A - \$2,070	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 3: The percentage of 3rd-5th grade students that MEET Growth Projections in Science will be 70% by May, 2024.

Evaluation Data Sources: EOY Student Growth Summary Reports









Strategy 1 Details	Reviews			
Strategy 1: Teachers will conference with students every six weeks to complete MAP goal setting and tracking. Strategy's Expected Result/Impact: Increased student achievement Increased student understanding of goal setting and growth. Staff Responsible for Monitoring: Teachers, IC, Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Third, fourth, and fifth grade classes will be provided with hands-on STEMscopes materials to increase engagement and STAAR achievement . Strategy's Expected Result/Impact: Increased fifth grade STAAR scores by 10% Increased MAP growth scores for 3rd-5th Staff Responsible for Monitoring: Principal, IC, fifth grade science teacher Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title I, Part A - \$1,944	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will conference with students every BOY and MOY to complete MAP goal setting and tracking using IXL data. Strategy's Expected Result/Impact: Increased student achievement Increased student understanding of goal setting and growth. Staff Responsible for Monitoring: Teachers, IC, Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: IXL Science for 3rd-4th grade - Title I, Part A - \$469	Formative			Summative
	Oct	Jan	Apr	June
	✗	✗	✗	✗
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 4: ESL students will be provided instruction from certified ESL teachers daily.





Evaluation Data Sources: SBEC information

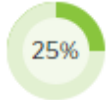






Strategy 1 Details	Reviews			
Strategy 1: ESL students will be provided Sheltered Instruction in the classroom and pull-out instruction by an ESL teacher daily. Strategy's Expected Result/Impact: ESL students will receive instruction necessary to acquire the English language and become proficient in the English Language. Staff Responsible for Monitoring: Principal, IC Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: ESL students will be provided Summitt K-12 instruction during ESL/Gen Ed instruction. Strategy's Expected Result/Impact: Increased academic growth Staff Responsible for Monitoring: ESL Teacher, Gen Ed Teacher, Principal and IC Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 5: Technology will be utilized in the classrooms weekly for instruction and prepare students for online assessments.

Evaluation Data Sources: lesson plans, walk through documentation



Strategy 1 Details	Reviews			
Strategy 1: Student use of iPads, Chromebooks, and teachers will use new Promethean panels on carts with presentation computer on back of panel. Strategy's Expected Result/Impact: Students will be more proficient in the use of technology devices and software resulting in higher level learning and thinking. Staff Responsible for Monitoring: Principal, IC, Counselor, Asst. Principal Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Chromebooks for accelerated math and reading programs - Title I, Part A - \$9,840, Headphones for Chromebook usage - Title I, Part A - \$2,691	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Newcomer class will increase their knowledge of the English language using Chromebooks in their Newcomer ELA class. Strategy's Expected Result/Impact: Newcomer students gain knowledge of the English language through different methods. Staff Responsible for Monitoring: Newcomer teachers, IC Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title III (LEP) - \$4,258.90	Formative			Summative
	Oct	Jan	Apr	June
				







Strategy 3 Details	Reviews			
Strategy 3: Implement the use of Flocabulary in all classrooms and in all content areas. Strategy's Expected Result/Impact: Student engagement will increase in all content areas with the use of Flocabulary, an online resource that's interactive. Staff Responsible for Monitoring: IC, principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title I, Part A - \$2,750	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Teachers in grades 3-5 will utilize Sirius Learning Solutions with their students in preparation for Math, Reading, and Science STAAR. Strategy's Expected Result/Impact: Increase STAAR performance Staff Responsible for Monitoring: IC, principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title I, Part A - \$3,885	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 6: 100% of K-2 students will show growth on MOY and EOY Reading & Math MAP Scores by May, 2023.

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Utilize Foundations phonics instruction and Heggerty phonemic awareness program to improve the percentage of students reading on grade level. Provide supplemental supplies, technology, curriculum, and training to support instruction. Use a balanced literacy approach to teaching young, early readers the meta-cognitive skills and strategies of reading and writing. Strategy's Expected Result/Impact: Evidence of improved performance of students shown in application and understanding of curriculum Evidence of teacher implementation of varied curriculum to meet specific student needs Grades, Benchmarks, MAP data, IXL reading, STAAR results Staff Responsible for Monitoring: Principal, Instructional Coordinator, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Foundations - Title I, Part A - \$10,974, Foundations Multi-Level K-2 Kit, Posters and Reference Charts - State Comp Ed - \$2,255.69, Scholastic - dictionaries/thesaurus for 2nd grade - Title I, Part A - \$1,220.36, myHeggerty Online Subscription - Title I, Part A - \$178, resupply of Foundation materials - Title I, Part A - \$752.76	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
Strategy 2: Implement Professional Learning Communities at Thomas Elementary using Engage2Learn methods. Strategy's Expected Result/Impact: Improve teaching by sharing instructional strategies and ideas in PLCs and sharing student data Staff Responsible for Monitoring: Principal, IC Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Engage2Learn Design days - Title I, Part A - \$12,000	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Kindergarten students will utilize IXL reading & math during stations to fill in learning gaps. Strategy's Expected Result/Impact: on grade reading and math skills Staff Responsible for Monitoring: Classroom teachers, IC Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Title I, Part A - \$653	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: 100% of teachers will utilize Lead4Ward Instructional Strategies in the classroom to increase student growth Strategy's Expected Result/Impact: Increased student engagement Staff Responsible for Monitoring: IC, Principal, and AP Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



Accomplished



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



Discontinue

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 7: 100% of students in grades K-2 and selected students in grades 3-5 will be provided daily systematic phonics instruction by May 2023.

Evaluation Data Sources: MClass scores










Strategy 1 Details	Reviews			
Strategy 1: Teachers will include decodable readers in their classroom instruction that aligns with their Foundations phonics instruction in K-2. Strategy's Expected Result/Impact: Decrease the number of students scoring "Well below" on MClass BOY, MOY, and EOY. Staff Responsible for Monitoring: Principal, IC, Interventionists Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Geodes PD for K-2 Teachers, Interventionist & IC - Title I, Part A - \$660	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Interventionists will provide explicit small group phonics instruction for students in K-5 based on MClass (K-2) and MAP (3-5) data. Strategy's Expected Result/Impact: Increased MClass scores for K-2, increased MAP scores for 3-5 Staff Responsible for Monitoring: Principal, IC, Interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Wilson Language Foundations Grade 3, Just Words Durables, Geodes Tutor Kit - Title I, Part A - \$5,600	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: ESL teachers will provide explicit small group phonics instruction for Newcomers using the Foundations phonics curriculum. Strategy's Expected Result/Impact: Increased MClass, Foundations and MAP scores for Newcomers Staff Responsible for Monitoring: Principal, IC, Assistant Principal, ESL Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Foundations Multi-level kits - Title I, Part A - \$1,998	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Partner with Thomas PTO to increase parent involvement.







Evaluation Data Sources: Sign In Sheets and Information Documentation

Strategy 1 Details	Reviews			
Strategy 1: Partner with PTO to distribute information to all parents at the beginning of the school year. Strategy's Expected Result/Impact: Increase PTO membership Staff Responsible for Monitoring: Principal Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Partner with PTO to have a minimum of 2 events per semester for parents and students. Strategy's Expected Result/Impact: Increased parent engagement. Staff Responsible for Monitoring: PTO President and Principal Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 2: 100% of Thomas students will experience career-related activities and leadership roles at school by May, 2023.


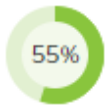




Evaluation Data Sources: Classroom job inventory, school-wide job bulletin board, Thomasville

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for 4th and 5th grade students to work at Thomasville. Students will experience the interview process with community leaders. Strategy's Expected Result/Impact: Thomas students are provided leadership opportunities throughout the year to take ownership of their school. Staff Responsible for Monitoring: Teachers, Counselor Title I: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

Performance Objective 1: Celebrate student success every six weeks at school-wide program.

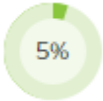





Evaluation Data Sources: Report Cards , Attendance Data, Accelerated Reader data, Students' Personal Goals data

Strategy 1 Details	Reviews			
Strategy 1: School wide celebration per 6 weeks. Strategy's Expected Result/Impact: Promote and celebrate student success to motivate and encourage students to work hard. Staff Responsible for Monitoring: Leader in Me Lighthouse facilitator, LIM Lighthouse committee Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

Performance Objective 2: Hold leadership event once a year.







Evaluation Data Sources: Calendar, Lighthouse agenda

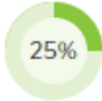





Strategy 1 Details	Reviews			
Strategy 1: Conduct a Spring Open House event for parents and community. Strategy's Expected Result/Impact: Communicating Thomas Elementary's success stories with parents and community . Staff Responsible for Monitoring: Administration Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

Performance Objective 3: Share campus successes, celebrations and opportunities weekly on social media accounts.

Evaluation Data Sources: Social media posts and statistics






Strategy 1 Details	Reviews			
Strategy 1: Create new campus Facebook and Instagram accounts. Strategy's Expected Result/Impact: Share campus specific successes, celebrations and opportunities weekly on social media accounts and reach those other than PTO Members. Staff Responsible for Monitoring: Principal Title I: 2.6, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Post weekly on each Thomas social media account. Strategy's Expected Result/Impact: Increased parent and community knowledge of school happenings; increased parent and community participation and interaction on social media accounts. Staff Responsible for Monitoring: Principal Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				









Strategy 3 Details	Reviews			
Strategy 3: Send out monthly newsletter. Strategy's Expected Result/Impact: Increase communication Staff Responsible for Monitoring: Teachers and Administration Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 1: 100% of faculty will promote a safe campus environment. 100% of Thomas students will participate in safety lessons, activities and drills.

Evaluation Data Sources: Drill schedule and log
School Calendar

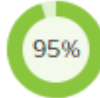




Strategy 1 Details	Reviews			
Strategy 1: 100% of all Thomas faculty and staff will attend safety training before school begins. Strategy's Expected Result/Impact: Clear understanding of safety procedures and expectations. Staff Responsible for Monitoring: Principal and Safety Personnel Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: All required drills will be completed monthly by staff and students. Strategy's Expected Result/Impact: Clear understanding of safety procedures and safety expectations. Staff Responsible for Monitoring: Assistant Principal and Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				









Strategy 3 Details	Reviews			
Strategy 3: All classroom doors will remain locked during instruction and when students are present. Strategy's Expected Result/Impact: Student safety Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, IC Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Door audits will be completed weekly on all outside doors to ensure that they are locked and in good working order weekly. Strategy's Expected Result/Impact: Safe campus Staff Responsible for Monitoring: Assistant Principal and Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 2: 100% of the Thomas students will participate in bullying and character education by May 2023.

Evaluation Data Sources: School calendar, student data notebook & Lesson plans

Strategy 1 Details	Reviews			
Strategy 1: All faculty and staff will be trained in Capturing Kids Hearts. Strategy's Expected Result/Impact: Stronger campus culture. Staff Responsible for Monitoring: Principal, Asst. Principal and Counselor Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct bullying education with all students. Strategy's Expected Result/Impact: Students will respect each other and be aware of what a bully is. Staff Responsible for Monitoring: Counselor Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide daily words of affirmation in morning announcements. Strategy's Expected Result/Impact: Students will reflect on the Words of Wisdom and apply them into their daily life. Staff Responsible for Monitoring: Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Conduct internet safety and cyberbullying training to all students. Strategy's Expected Result/Impact: Students will be aware of internet safety and cyberbullying to help keep them safe. Staff Responsible for Monitoring: LRC Associate, Computer Teacher, Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Safety devices installed on campus to improve and enhance the safety of all students and staff including cameras for monitoring, secured fencing around the school, and required ID check-in for all visitors. Plan developed for morning safety routine. Strategy's Expected Result/Impact: Enhanced safety for all at Thomas Elementary Staff Responsible for Monitoring: Principal, IC, Asst. Principal, Secretary Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: \$1200.00 - Campus Budget	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



Accomplished



Continue/Modify









Discontinue

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 3: 100% of Thomas students will participate in school health activities and the schools required physical activities.










Evaluation Data Sources: Lesson plans & School calendar

Strategy 1 Details	Reviews			
Strategy 1: Implement a coordinated school health program through nurse services, counselor services, health and physical education classes, and food service. Strategy's Expected Result/Impact: Students will be aware of their health and the services we have available on campus. Staff Responsible for Monitoring: Counselor, Nurse, Physical Education Teachers, Food Service Manager Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 4: Increase daily attendance rate to 97%.

Evaluation Data Sources: ADA Rate

Strategy 1 Details	Reviews			
Strategy 1: Post "Importance of Attendance" post on social media monthly. Strategy's Expected Result/Impact: Increase parent knowledge. Staff Responsible for Monitoring: Principal & Title I Coordinator Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Title I Parent Coordinator will contact all absent student's by 8:30 am. Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Title I Coordinator Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I

1.1: Comprehensive Needs Assessment

Documentation is in Plan4Learning's ***Needs Assessment*** section.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Documentation is in Plan4Learning's ***Formative and Summative Year-End Reviews*** section.

2.3: Available to parents and community in an understandable format and language

Please see Title1Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

Campus Funding Summary

Campus Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	5	\$1200.00		\$0.00
Sub-Total					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Supplemental Tutoring Allocation		\$5,000.00
2	2	6	Supplemental Tutoring Allocation		\$0.00
2	6	1	Foundations Multi-Level K-2 Kit, Posters and Reference Charts		\$2,255.69
Sub-Total					\$7,255.69
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	IXL Kindergarten Math		\$488.00
2	1	3	Engage2Learn Design days		\$12,000.00
2	2	3	\$135422.84		\$0.00
2	2	7	FAST FOCUS Math		\$2,070.00
2	2	7	Countdown to STAAR-reading, math		\$4,755.00
2	3	2			\$1,944.00
2	3	3	IXL Science for 3rd-4th grade		\$469.00
2	5	1	Chromebooks for accelerated math and reading programs		\$9,840.00
2	5	1	Headphones for Chromebook usage		\$2,691.00
2	5	3			\$2,750.00
2	5	4			\$3,885.00
2	6	1	myHeggerty Online Subscription		\$178.00
2	6	1	resupply of Foundation materials		\$752.76
2	6	1	Foundations		\$10,974.00
2	6	1	Scholastic - dictionaries/thesaurus for 2nd grade		\$1,220.36
2	6	2	Engage2Learn Design days		\$12,000.00

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	3			\$653.00
2	7	1	Geodes PD for K-2 Teachers, Interventionist & IC		\$660.00
2	7	2	Wilson Language Foundations Grade 3, Just Words Durables, Geodes Tutor Kit		\$5,600.00
2	7	3	Foundations Multi-level kits		\$1,998.00
Sub-Total					\$74,928.12
Title III (LEP)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4			\$681.14
2	5	2			\$4,258.90
Sub-Total					\$4,940.04

Addendums

Campus: Thomas Elementary

FY: 2021

Calendar: 1

Campus Percentage of Attendance

For Dates: 08-24-2020 - 05-27-2021

Attendance Absence Group: State Reported Abs - Exclude RAP

Date: 06/01/2021

Time: 2:09 PM

Page 1 of 3

Date Range: 08-24-2020 - 05-27-2021 Number of Instructional Days 166

Grade	Membership			Official Absences			Membership Minus Absences	Percentage of Attendance	Membership Minus Ineligible and ABS	ADM	ADA
	Membership	# Full Day Students	# Half Day Students	Total Absences	# Full Day Absences	# Half Day Absences					
EE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
KG	9,540.0	9,540.0	0.0	532.0	532.0	0.0	9,008.0	94.43	9,008.0	57.47	54.27
01	11,772.0	11,772.0	0.0	605.0	605.0	0.0	11,167.0	94.87	11,167.0	70.92	67.28
02	9,876.0	9,876.0	0.0	555.0	555.0	0.0	9,321.0	94.39	9,321.0	59.5	56.16
03	10,287.0	10,287.0	0.0	347.0	347.0	0.0	9,940.0	96.63	9,940.0	61.97	59.88
04	10,680.0	10,680.0	0.0	477.0	477.0	0.0	10,203.0	95.54	10,203.0	64.34	61.47
05	11,630.0	11,630.0	0.0	490.0	490.0	0.0	11,140.0	95.79	11,140.0	70.07	67.11
Total	63,785.0	63,785.0	0.0	3,006.0	3,006.0	0.0	60,779.0	95.29	60,779.0	384.25	366.14

The Leader in Me Core Paradigms

Revised 2/17/21

Paradigm of Leadership

NOT THIS

BUT THIS

Leadership is for the few.

Everyone can be a leader.

- Jobs for everyone
- Cooperative groups- job/duty
- Give duties to students-let go
- Assign those challenging students to be leaders in room
- 6 wks celebrations led by students
- Choice boards
- Older grades peer tutoring younger students
- Student lighthouse poll on events & rewards
- Thomasville
- Student Lighthouse
- Announcements

Paradigm of Potential

NOT THIS

BUT THIS

A few people are gifted.

Everyone has genius.

- Everyone is gifted in different areas, but we need to find what areas in order to help them channel it.
- "The word" genius is key because it implies expertise.
- Much bigger than academic gifts
- Give opportunity to develop genius. (art, music, etc.)
- Club Fridays
- Showcase students in simple ways
- Different methods of doing work

Paradigm of Change

NOT THIS

BUT THIS

To improve schools, the system needs to change.

Change starts with me.

- We have to change first, before we see it in the student.
- Engage2learn coaching
- Teacher choice boards
- Accepting/embracing change this COVID year
- Listen & give new ideas a try
- Communicate ways we are personally improving, share goals

Paradigm of Motivation

NOT THIS

BUT THIS

Educators control and direct student learning.

Educators empower students to lead their own learning.

- Incorporate student data notebooks
- Students facilitate their own conference
- Independent academic goals each 6 weeks
- Tracking data in notebooks
- Teachers have formatted their classrooms to focus on discovery learning

Paradigm of Education

NOT THIS

BUT THIS

Help students achieve academically.

Develop the whole person.

- Through Leader in Me-character development
- Focus on different learning styles & talents
- Show how academics are relevant to real life. Get community involvement.
- Celebrate improvement-not just perfection. Use personal data notebooks to unlock students' motivation.
- Field trips to college campus
- Career day

3.1/4.28/4.3/4.6/4.5/4.52

15/16/17/18/19/20

2.1/2.6/4.0/3.6/3.7/3.31

15/16/17/18/19/20

3.1/3.3/4.5/4.3/4.3/4.28

15/16/17/18/19/20

2.0/3.1/3.3/3.8/3.9/3.66

15/16/17/18/19/20

2.6/3.7/4.3/4.6/4.3/4.5

15/16/17/18/19/20

2020 - 2021 Title 1 Parental Involvement Survey Results

Total Number of Surveys Returned:		146								
1. Do you understand what Title 1 is?	YES		NO		NO ANSWER					
	124	85%	19	13%	58	40%				
2. Did you receive the following Title 1-related items?	YES		NO		NOT SURE		NO ANSWER			
	School Compact	117	80%	4	3%	18	12%	54		37%
	Parent Involvement Policy	119	82%	3	2%	15	10%	52		36%
	Campus/School Report Card letter	131	90%	0	0%	9	6%	55		38%
	Federal Report Card letter	0	0%	0	0%	0	0%	0		0%
3. Federal Title 1 funds are used to provide some of the programs and services at our school. To the best of your knowledge, please check the one(s) that were used by you and/or your child this year:	CHECKED		NO ANSWER							
	Title 1 Computers/Chrombooks/Pads (lab and/or classroom)	107	73%	22	15%					
	Title 1 Document Cameras/Digital Cameras/Projectors	54	37%	31	21%					
	English as a Second Language (ESL)/Bilingual Program	12	8%	73	50%					
	Literacy Library	66	45%	19	13%					
	Literacy Success (LL) Reading Intervention Program	39	27%	46	32%					
	Skills Development, Mathematics, Behavior or Other Intervention	53	36%	32	22%					
	Parent Coordinator	24	16%	61	42%					
	Parent Advisory Council (PAC) Meeting(s)	70	48%	15	10%					
	4. Do parents have opportunities to volunteer, participate, and observe in your child's school and/or classroom? OMIT for 20-21	YES		NO		NOT SURE		NO ANSWER		
		0	0%	0	0%	0	0%	0	0%	
5. Have you participated in a Parent Center, Make-It-Take-It Workshop, Literacy Night, etc. on our campus, by ZOOM or on the website? (if you answered "No," what change(s) would be needed to have you participate?)	YES		NO		NOT SURE		NO ANSWER			
	73	50%	59	40%	12	8%	59	40%		
(Type comments on YELLOW tabbed worksheet below.)										
6. Has the school provided instruction and a high-quality curriculum in a supportive and effective learning environment?	YES		NO		NOT SURE		NO ANSWER			
	131	90%	3	2%	9	6%	58	40%		
7. Were you kept informed about your child's academic progress at school? (Report cards, progress reports, testing results, etc.)	YES		NO		NOT SURE		NO ANSWER			
	127	87%	2	1%	10	7%	49	34%		
8. Are there parent-teacher conferences at least once annually to discuss your child's achievement? (can be face-to-face or via phone or ZOOM/Facetime)	YES		NO		NOT SURE		NO ANSWER			
	125	86%	2	1%	12	8%	49	34%		
9. Do you feel that parents have reasonable access to the teachers and staff at school?	YES		NO		NOT SURE		NO ANSWER			
	127	87%	2	1%	9	6%	48	33%		
10. Have you found the teachers and staff at the school to be friendly and helpful?	YES		NO		NOT SURE		NO ANSWER			
	124	85%	2	1%	12	8%	48	33%		
(Type comments on RED tabbed worksheet below.)										
(Type comments on GREEN tabbed worksheet below.)										
12. Other Comments?										

2020-2021 Parent Survey Results Report (Comments)

5. Re: Attending Parent Centers- If you answered "No," what change(s) would be needed to have you participate? write each comment in one cell!! The cell will expand to fit the length of the comment	(Please
due to my job	
I need a ride because I have no car.	
It is a scheduling problem. The school has provided the opportunities. Thank you.	
No changes needed, just bad timing this year, had previous engagements.	
Times would need to be after 4 pm, letters need to be sent home. I have not received any flyers about parent training, workshops etc.	
Just being aware of when they are.	
It is a scheduling problem. The school has provided the opportunities. Thank you.	
None, just hard because of other things going on (sports).	
More notice in advance to help everyone's schedule.	
No more rona.	
I have other kids to take care of.	
We have multiple children can't bring them all.	
None, my work schedule is what doesn't allow me to attend.	
End of Global Pandemic.	
Working two jobs has just made it hard to participate.	
Time.	
We (the parents) would need to change our availability. At this time, availability changes are not feasible.	
No more rona.	
No more rona.	
None, my work schedule is what doesn't allow me to attend.	
Make it where siblings can attend/help.	
The availability. Childcare plays a huge role as well	

2020 - 2021

the length of the comment)

Love the school and teachers never had an issue and anytime I needed help or had a problem it was always taken care of.

I understand that we are in a pandemic and for that I believe we should be or have access to the teachers and staff on regular basis, not just when you have a meeting set up or a conference.

Field Trips. To learn more about companies and things around Abilene. Field trips are exciting and can be a great learning experience for children.

For the bullying to stop towards my daughter.

Take away the "OOPS yor late" sign please, thank you

More parent teacher interaction would be good so that students don't get to far behind. Beyond a turn around point.

We can't wait for restrictions to be lifted so that we can attend special events throughout the year. We love being able to go into the classroom and school to see the wonderful things happening at Thomas.

Thomas is a great school!

Love our school!

talked to multiple parents with a problem in the 4th grade. Mostly communication issues.

[illegible]

2020 - 2021 Parent Survey Results Report (Comments)

12. Other Comments? (Please write each comment in one cell. The cell will expand to fit the length of the comment. Write the next comment in the next cell)

Thomas Elementary is amazing!
I think y'all have done an excellent job with Covid restrictions. Y'all have handled everything so well and my daughter has enjoyed her first year.
As a single working 40 hours a week is sometimes hard to keep up with folder ... and sometimes homework. But trying our best and trying to make it work. (Nothing on teachers part that's wrong, only they need to understand sometimes I can't help my child cause I don't sometimes understand the work.)
Thank you for all you do! We have a wonderful school!
Honestly I would like to see the behavior charts/notes whatever you want to call them be done away with teachers nit pick kids and "write them up" for any and everything they can which not only causes the child stress, but the parent as well! I understand children need to be held accountable for their actions, but there has to be another way. Also recess should NOT be taken away from children as a punishment. Most children need that time to run off pent up energy.
We have an amazing school! We are so thankful for all of you!
We have an amazing school! We are so thankful for all of you!
Let the colored kids have colored hair next year. Thank you for listening to my comments. My kids will see you next year maybe
That we can speak directly with the teachers by msg or telephone.
Our student was falling virtually, teachers prompted him to come to school so they could help him better. He is still falling in person learning.
We loved family nights this year!
Thomas Elementary is full of amazing teachers and staff that have kept us well informed all year and made what could have been a difficult year, amazing and memorable for our child Thank you for ALL you do!
So thankful for Thomas! Those we have interacted with have a positive attitude and truly love what they do. Wouldn't want my child anywhere else this year.
We love Thomas Elementary!
I have found the teachers and staff to be very helpful and responsive.
This has been a tough year for everyone and the staff were beyond anything I could have hoped for. The safety issues were addressed and my time there was a risk of exposure of COVID-19, I was informed.
After her teacher passed, I was informed quickly and they found another teacher quickly. The aids have been amazing in the classroom.
The staff and teachers at Thomas go above and beyond in every aspect. Their love for the students comes through every day.
So proud of all the teachers and staff - and how hard they worked this year! You should be so proud!
Y'all are amazing. Than you for what you do!

Measure	Score
Leadership	76
Family Involvement	82
Barriers to Engagement	93
Family Efficacy	77
School & Family Partnerships	76
Staff Social/Emotional Teaching Readiness	87
Modeling Interpersonal Effectiveness	88
Modeling Personal Effectiveness	87
Modeling Whole Person Wellness	90
Social & Emotional Learning Support	84
Student Leadership	59
Confidence	67
Group Leadership	65
Interpersonal Effectiveness	62
Personal Effectiveness	62
Public Speaking	51
Social Etiquette	58
Whole Person Wellness	56
Industry & Perseverance	56
Culture	75
Staff Satisfaction	89
Staff Empowerment	88
Staff Fulfillment	90
Student Engagement	58
Learning Engagement	61
School Belonging	55
Supportive Environment	78
School Climate	90
School Events	89
Student Empowerment	58

Teacher Expectations	75
Academics	70
Student Led Achievement	58
Academic Goal Achievement	53
Growth Mindset	53
Parent Perception of Student-led Achievement	72
Self-Efficacy for Enlisting Social Resources	62
Self-Efficacy for Self-Regulated Learning	51
Student Motivation	58
Teacher Efficacy	83
Goal Focus and Achievement	83
Instructional Efficacy	84

48

49

53

53

27

48

57

57

30

30

30

Number of Respondents

28

27

27

30

30

30

30

30

30

49

48

41

48

48

48

53

50

53

30

30

30

55

53

57

39

30

31

48

Student Surveys



Staff Surveys



Parent Surveys



Survey Links



Survey Links

Student Surveys

<https://www.leaderinme.com/>

Copy

Email

Staff Surveys

<https://www.leaderinme.com/>

Copy

Email

Parent Surveys

<https://www.leaderinme.com/>

Copy

Email



Your Score: /100



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