Houston Independent School District

243 Thompson Elementary School

2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: August 30, 2021

Demographics

Demographics Summary

Ruby L. Thompson Elementary is in the South-Central area of Houston in the Riverside Terrace neighborhood. There are multi-family housing units and residential homes near the school. Educational services are provided to approximately 420 students in Pre-Kindergarten to 5th grade. The ethnic breakdown of the student population is 90% African American, 9% Hispanic and 1% White. The student attendance for the 2020-2021 school year was 90.67%. The professional staff at Thompson consist of 22 classroom teachers, 4 core enrichment teachers, 6 Sped and and 1 general ed teaching assistants, 3 clerks, 1 administrative assistant, 1 full-time counselor, 1 full-time school nurse, 1 full-time wraparound specialist and 1 teacher specialist. Approximately 10% of the staff are male and 90% are female. The teaching staff at Thompson is comprised of 18% of teacher with 10 or less year of experience, 60% of teachers with more than 10 years of teaching experience and 22% of teachers with 20 years or more of teaching experience. Approximately 10% of the students are classified at Gifted and Talented, 3% of our population are English Language Learners (ELL), 10% receive 504 services and 10% receive Special Education Services and 100% of our students are economically disadvantaged.

Demographics Strengths

Our demographic strengths are that more than 60% of our teachers have 10 years or more teaching experience and 22% of our teachers have 20 years or more years of experience. These strengths have allowed our scholars the access to veteran teachers with an abundance of content knowledge and expertise in their content areas.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Our problem of practice aligned to our demographics data is that our seasoned teachers, which make up the majority of the staff had little to no experience with new technology platforms that were needed to provide relevant and engaging lessons to our scholars during the pandemic. **Root Cause:** The root cause of the teachers limited background with technology platforms is due to inexperience in providing virtual instruction and exposure to the integration of technology to students prior to the pandemic.

Student Learning

Student Learning Summary

Thompson Elementary earned an overall rating of "C," from the Texas Education Agency which was carried over from the 2018-2019 school year due to the pandemic. The final rating was based on the three Domains: 1. Student Achievement, 2A. Academic Growth, 2B. Relative Performance, and 3. Closing the Gaps. Thompson Elementary earned a C in Domain I; B in Domain 2B; and a D in Domain 3.

Based on the Spring 2021 data, the percentage of students meeting the Approaches Standard in Reading was 58%, 51% in Mathematics, 53% in Writing, and 40% in Science.

The scores from this year during the pandemic were significantly lower compared to the 2018-2019 school year due to a high percentage of virtual student disengagement.

In comparision to the 2018-2019 STAAR results and this year our scores dropped at the Approaches level in every subject area:

Reading-(-14%)

Math-(-23%)

Science-(-21%)

Writing-(-18%)

Based on the drastic drops in each subject area we have included built-in intervention during the instructional schedules, revamped our campus-wide math program, created plans with an intentional focus on writing intergration during reading and have added science lab for ancillary to ensure that we close instructional gaps due to the learning loss during the pandemic.

Student Learning Strengths

Our student learning strength was that despite the pandemic and disengagement during the virtual instruction, we were able to capture 50% or more scholars at the Approaches level in Reading STAAR in 3rd and 5th grades. Additionally, our 3rd and 5th grade students scored higher in the Approaches, Meets and Masters levels on the Reading STAAR assessment than in other subject assessment areas.

- 3rd R- 61% Approaches, 26% Meets and 3% Masters
- 5th R- 66% Approaches, 32% Meets and 18% Masters

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: The problem of practice and reason that we did not meet our yearly goals are due to students not receiving cohesive and aligned lessons, effective small group instruction and relevant lessons that provide real world experiences. **Root Cause:** The root cause of the problem of practice is that there were COVID limitations and teachers were reluctant to provide small group instruction in light of the pandemic. Additionally, campus professional development execution was limited to virtual experiences that simply didn't meet the coaching needs of some of the teachers.

Problem of Practice 2 (Prioritized): Teacher capacity. **Root Cause:** Student data and teacher walkthrough data revealed that teachers lack the capacity and the pedagogy awareness to effectively plan and implement rigorous lessons that are aligned to the state standards and planning practices that yields adequate student growth.

Problem of Practice 3: Leadership capacity **Root Cause:** Previous data revealed that strong systems around intervention, instructional planning, observation and feedback, behavioral support, and data analysis must be evident. Leaders will need to have a laser like focus on systems that need to be planned and create a solid roll-out plan to ensure teachers are fully aware of the expectations.

School Processes & Programs

School Processes & Programs Summary

Thompson Elementary begins an intensive recruitment process during the beginning of the second semester so that we can screen the most highly effective teachers. All vacancies are usually filled by the end of June and teachers attend summer professional development so that teachers are properly trained prior to the start of the new school year. All novice teachers that are new to teaching and new to the campus also participate in our campus New to Thompson bootcamp so that they can get acclimated to the "Thompson Way." All new teachers are assigned a mentor and receive ongoing coaching and training.

Thompson develops it's instructional leaders by participating in weekly admin trainings, weekly callibaration walks and by planning together. The process for developing a focused improvement plan that addresses the root causes of low performances begins with identifying areas of concerns and trends during the campus walks. All leadership as well as other campus stakeholders are included in the school improvement process. Thompson creates it's professional development based on campus initiatives , data and teacher needs.

Thompson's biggest subpop is the economically disadvantaged students whom make up 99% of the student population. Our campus has embedded intervention into the master schedules to support these students in closing their instructional gaps. The campus wraparound specialist is a resources for these familes in supporting their personal needs. Additionally, our campus counselor provides ongoing SEL support through restorative circles, student groups and in-class assistance.

All students at Thompson have access to technology and teachers have been trained to incoporate various learning platforms into their daily instruction. Students are expected to utilize Imagine Literacy, Imagine Math and Education Galaxy for a minimum of 60 minutes of usage time per week. Teachers are expected to teach from bell to bell and classroom instruction is uninterrupted, sacred time at Thompson ES.

School Processes & Programs Strengths

Thompson's school process strengths are the master scheduling which allows adequate time for teacher planning, student intervention and instructional time which provides time to address the individual needs of their students. The program strength is the instructional time on task utilizing technology

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Parental involvement was low which impacted the relationships between the school staff and parents. **Root Cause:** There were limited opportunities for parents to visit the school and participate in their child's educational experience due to COVID safety protocols.

Perceptions

Perceptions Summary

The mission of Thompson Elementary is to create a challenging learning environment that encourages high expectations for success through developmentally appropriate instruction that allows for individual differences. Our school promotes a safe, orderly, caring and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff.

Thompson Elementary School is a close-knit community that operates like a true family. Students are compliant, they want to learn, and they enjoy attending school. Parents are also supportive, and they work with the school community to meet the educational, social, and emotional needs of their children. Thompson staff work hard and the students have fun engaging in educational experiences at school. School leadership pours into the students and staff and everyone takes pride in the school, and as a result Thompson has a remarkable campus culture. The staff morale is at an all-time high and the employees enjoy working at Thompson. Most of the employees are invested in the campus for the long-haul and plan to retire from Thompson Elementary School.

Perceptions Strengths

Thompson's perceptions strengths is the school's positive climate and culture. The school had a 0% student suspension rate for the year and only two teachers left the school at the end of the year to work at other campuses, which shows that the majority of the staff are happy working at Thompson. In spite of the pandemic, the campus had over 90% parent participation during all of the virtual parent meetings, events and activities during the school year. Thompson added more than 5 additional partnerships during the year and the PTO increased it's membership from less than 5 to over 25 new members.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: The problem of practice is the pandemic and Covid restrictions made it challenging for parent and community involvement , small group instruction and integration of technology which all play factors in the campus not meeting it's yearly instructional goals. **Root Cause:** The root cause was that the CDC guidelines and district COVID plan prohibited and limited instructional practices and parental collaboration that is needed to successfully meet yearly campus instructional goals.

Priority Problems of Practice

Problem of Practice 1: Teacher capacity.

Root Cause 1: Student data and teacher walkthrough data revealed that teachers lack the capacity and the pedagogy awareness to effectively plan and implement rigorous lessons that are aligned to the state standards and planning practices that yields adequate student growth.

Problem of Practice 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, 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
- EL/non-EL or LEP 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
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Board Goals

Revised/Approved: August 31, 2021

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR increase the percentage of students at meets level , from 21% to 51%, as measured by the 2022 Reading STAAR

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: By the fall semester 60% of all first and second grade students will pass their HFWE.

Evaluation Data Sources: HFWE data in OnTrack
BRR
BOY and MOY screener

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Implement a tracking system for teachers to monitor students' progress toward HFW mastery.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 60% increase in the amount of students that are reading on level.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Teacher Specialist Career Pathways Specialist Principal **Action Steps:** 1. Teachers will monitor and assess student recognition of high frequency word list through weekly. 2. Students will receive flash cards of the words to practice based on their level and progress. 3. Small group instruction will include activities that teach HFW in context and for comprehension and purpose. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Phonics Resources - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $500				
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Measurable Objective 2: Build teacher capacity through the implementation of an integrated grammar and writing curriculum.

Evaluation Data Sources: 1. Professional Development Calendar

2. PLC Agendas

3. AIM

4. Campus Data

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: 100% of the Reading instructional staff will be provided detailed support and strategies for instructional best practices that increase academic performance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of all Reading teachers will be rated as effective as measured by the Appraisal and Incentive Management system **Staff Responsible for Monitoring:** Admin Teachers **Action Steps:** 1. Teachers will receive ongoing Reading/Writing training from Consultant Group Trice to assist with effective implementation writing across the grade levels. 2. Weekly PLCs for teachers to share best practices, instructional strategies, and review student data. 3. At-Bats with targeted and specific feedback. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Trice Consultant Services - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - $37,500				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Measurable Objective 3: Create an accelerated instruction learning plan for all 4th and 5th grade students that were not successful on 2021 Reading STAAR.

Evaluation Data Sources: 1. Campus Assessments

2. District Benchmarks

3. STAAR

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Provide identified students with at least 30 additional hours of intervention.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By focusing on individual student weaknesses from prior year's STAAR standards not mastered students will meet the standard on the 2022 STAAR Reading test.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin Teacher Specialist Teachers				
Action Steps: 1. Embed grade-level intervention time into the master schedule. 2. Provide in-class support and tutor pullouts through campus personnel and outside vendors. 3. Provide twice weekly fall tutorials after school.				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				
Funding Sources: Extra-Duty Pay for Tutorials - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - $20,000				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: Increase the percentage of students at meets, from 21% to 41%, as measured by the 2022 Math STAAR

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: By the end of the 2021-2022 school year 85% of all second grade students will read, write, and represent whole numbers up to 1200

Evaluation Data Sources: District Snapshots
Common Assessments
Math Screener
Imagine Math progress

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teacher will track student data and create differentiated lesson plans for small groups.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The percentage of Tier 3 students in 2nd grade will decrease by at least 20% from Renaissance BOY to Renaissance EOY	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin Teachers Math Intervention Teacher **Action Steps:** 1. Implementation of weekly HB3 math strategies walkthrough guide to observe look-fors in the classrooms. 2. Teachers will monitor and assess student recognition using the number of the day during warm ups. 3. Whole group and small group instruction to focus on numeracy and fluency during Guided Math. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Math Journals - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $2,300				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Measurable Objective 2: 100% of the math instructional staff will be provided detailed support and strategies for instructional best practices that increase academic performance.

Evaluation Data Sources: 1. Professional Development Calendar
2. PLC Agendas
3. AIM

4. Campus Data
5. Vontoure training

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Provide individualized instructional coaching and support for teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of all math teachers will be rated as effective as measured by the Appraisal and Incentive Management system	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin Teachers Math Intervention Teacher				
Action Steps: 1. Teachers will receive ongoing Math training from Consultant Group Vontoure Math to assist with effective implementation of incorporating tech into math lessons to increase student engagement. 2. Weekly PLCs for teachers to share best practices, instructional strategies, and review student data. 3. At-Bats with targeted and specific feedback.				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				
Funding Sources: Vontoure Math Contracted PD Services - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - $7,421.43				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 3: Create intervention groups based on the ITR report and Renaissance BOY to ensure growth
of at least 80% across all grade levels.

Evaluation Data Sources: District Snapshots
Common Assessments
Math Screener
Imagine Math progress
STAAR Math Assessment

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will progress monitoring to ensure Tier 2 and Tier 3 students are receiving their designated allotment of time.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The percentage of Tier 3 students in grades 3-5 will decrease by at least 20% from BOY to EOY. **Staff Responsible for Monitoring:** Admin District Support Teachers **Action Steps:** 1. Small group intervention pullouts for grades 3-5 by tutors and campus support. 2. Daily intervention time built into the master schedule. 3. Targeted students will attend before and after school tutorials and Saturday Academy. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Tutors - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $25,000				
0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue	

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: By the end of the 2021-2022 school year, we will decrease our overage students from 25 students to 10 students or less.

  Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: By the end of the 2022 school year, 80% of students in 3rd and 5th grades will meet grade level promotion requirements.

  Evaluation Data Sources: Report cards
  Progress Reports
  IAT referrals
  GPC committee meeting minutes

  HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Students in 3rd and 5th grades will participate in during school and afterschool tutorials to ensure that each student's individual instructional needs are met	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 80% of more students in grades 3rd and 5th will meet grade level promotion standards **Staff Responsible for Monitoring:** Admin Teachers Math intervention teacher Career Pathways Teachers **Action Steps:** 1. Gather data 2. Group students based on needs 3. Identify individual skills needs per student 4. Create skill based tutorial groups 5. Facilitate tutoring 6. Ongoing data tracking **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Teacher Extra Pay for Afterschool Tutorials - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - $15,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Measurable Objective 2: By the end of the 2022 school year, 80% of all 3rd and 5th grade students will end the year on or above grade level on their EOY Renaissance 360 assessment.

Evaluation Data Sources: BOY Renaissance 360 assessment
MOY Renaissance 360 assessment
EOY Renaissance 360 assessment

HB3 Board Goal

Strategy 1 Details		Reviews		
Strategy 1: Students in grades 3rd and 5th will participate in at least 60 minutes of intervention during the instructional day.		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 80% of all 3rd and 5th grade students will end the year on or above grade level on their EOY Renaissance 360 assessment				
Staff Responsible for Monitoring: Teachers Admin Teacher Specialist				
Action Steps: 1. Create skill based groups 2. Monitor and track data 3. Facilitate small groups 4. Ongoing interventions and data tracking				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Measurable Objective 3: By the end of the 2022 school year, 80% of all students at Thompson Elementary will end the year on or above grade level on their EOY Renaissance 360 assessment

Evaluation Data Sources: BOY Renaissance 360 assessment
MOY Renaissance 360 assessment
EOY Renaissance 360 assessment

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: All students in grades K-5th at Thompson will participate in at least 60 minutes of intervention during the instructional day.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 80% of all students in grades K-5th grades will end the year on or above grade level on their EOY Renaissance 360 assessment				
Staff Responsible for Monitoring: Admin Teacher Teacher Specialist				
Action Steps: 1. Create skill based groups 2. Monitor and track data 3. Facilitate small groups 4. Ongoing interventions and data tracking				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: CLOSING THE GAPS- Increase the percentage of students receiving special education services at Meets or above by 3% as measured by the 2021-2022 Reading STAAR.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: By Spring 2022, 80% of students identified to receive Special Education services in reading in grades 3-5, will show 90% academic mastery in meeting their reading goals identified in their IEP.

Evaluation Data Sources: STAAR Accommodated Assessment
IEP
District Snapshots
Common Assessments
Math and Reading Screener
Imagine Math/Literacy progress
STAAR Math Assessment
BRR

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: 100% of General Ed and Special Education support staff will be provided detailed support and strategies for instructional best practices that increase academic performance in reading.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All students receiving special education will meet their reading goals as outlined in their IEP's **Staff Responsible for Monitoring:** Admin Teachers **Action Steps:** 1. Weekly collaboration and planning between the general and special education teachers 2. Weekly PLCs for teachers to share best practices, instructional strategies, and review student data. 3. At-Bats with targeted and specific feedback. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Measurable Objective 2: By Spring 2022, 2% of students identified to receive Special Education services in grades 3-5, will pass the Reading STAAR assessment at the Meets level.

Evaluation Data Sources: STAAR Accommodated Assessment
IEP
District Snapshots
Common Assessments
Math and Reading Screener
Imagine Math/Literacy progress
STAAR Reading and Math Assessments
BRR

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Students receiving special education services in reading will receive daily small group pull-outs and receive skill-based, targeted instruction in their individual areas of need.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be able to pass the STAAR reading assessment at the Meets level					
Staff Responsible for Monitoring: Admin General Ed teachers Resource Teacher Special Education TA					
Action Steps: 1. Pull student data and identify students 2. Create a pull out schedule 3. Facilitate small group instruction for the students 4. Monitor and track data and make ongoing adjustments to instruction 5. Provide enrichment opportunities for students to receive additional intervention					
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Instructional Resources for Special Education Students - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $2,500					
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Measurable Objective 3: By Spring 2022, 100% of students identified to receive Special Education services in grades 3-5, will pass the STAAR Reading Accommodated assessment at the Meets level.

Evaluation Data Sources: STAAR Accommodated Assessment

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Implement a tracking system for Sped teachers to monitor students' progress towards their individual reading mastery.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of Sped students will be able to complete reading goals that are assessed on the STAAR Accommodated test **Staff Responsible for Monitoring:** Admin Sped Teachers **Action Steps:** 1. Teachers will monitor and assess student progress through weekly testing. 2. Small group instruction will include activities that teach in context and for comprehension and purpose. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: Additional Campus Goals

Goal 1: ATTENDANCE- By June 2022, Thompson Elementary will increase their yearly overall attendance rate from 90% to 98% to meet the district attendance expectations.

    Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: By June 2022, Thompson ES will be at 98% attendance for the 2021-2022 school year.

    Evaluation Data Sources: A4E Attendance Tracking
    Daily unofficial attendance calls and tracking (8:30 AM)

    HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Identify student cohort with the lowest attendance and monitor.	**Formative**			**Summative**
Strategy's Expected Result/Impact: With higher attendance for the year students academic achievement will increase which will assist us in meeting our academic goals.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SIR Clerks Teachers Admin				
Action Steps: 1. Teachers will take unofficial attendance at 8:30 each morning 2. Clerks will call parents of students that haven't arrived by 8:30 3. Attendance tracker will be displayed in a common area in the school 4. Perfect attendance classes will be announced on the afternoon announcements 5. School-wide attendance incentive will be planned per 6 week period 6. Perfect attendance celebration per 6 week cycle				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				
Funding Sources: Supplies and Materials for Incentives - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Measurable Objective 2: Thompson Elementary will improve it's attendance by taking daily unofficial attendance tracking at 8:30 each morning

    Evaluation Data Sources: Attendance in A4E
    Teacher attendance trackers

Measurable Objective 3: Thompson Elementary will improve it's attendance by calling parents of all students that haven't reported to campus by 8:30 each morning

> **Evaluation Data Sources:** Attendance in A4E
> Teacher attendance trackers
> Unofficial Attendance trackers

Board Goal 5: Additional Campus Goals

Goal 2: DISCIPLINE- Thompson Elementary will maintain a 0% out of school suspension rate by the end of the 2021-2022 school year.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By June 2022, Thompson Elementary School will employ a schoolwide discipline and support model, that will support an increase student behavior by maintaining our 0% OSS rate.

Evaluation Data Sources: A4E Discipline Tracking
Discipline referral tracking
Parent communication logs
Classroom Visit for management issues

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Providing relevant Tier 2 and Tier 3 behavioral interventions for students who present with chronical discipline problems.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease exclusionary discipline incidents by 50%. **Staff Responsible for Monitoring:** Admin Counselor Teachers Support Staff Safety Committee Wraparound Specialist **Action Steps:** 1. Daily SEL lessons during morning meetings. 2. Counselor to conduct weekly classroom visits for identified students. 3. Small group and individual counseling sessions for Tier 2 and Tier 3 behaviors. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 2: Increase behavior interventions for 100% of identified students.

Evaluation Data Sources: 1. Discipline Incidents
2. Classroom Removals
3. Counselor Data

Measurable Objective 3: Teachers will increase the number of positive referrals to the office and to parents by 15% at the end of the 2021-2022 school year.

Evaluation Data Sources: Referrals
Parent Contact Logs

Board Goal 5: Additional Campus Goals

Goal 3: VIOLENCE PREVENTION- 95% of all students will indicate that Thompson ES is a safe and nurturing environment as measured by Spring School Climate Survey.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By the end of June of 2022, Thompson Elementary School will be able to meet all safety requirements as mandated by the school, district, HISD Counseling services , and HISD Social and Emotional Learning dept.

Evaluation Data Sources: Outside referrals to district counseling services

HB3 Board Goal

Strategy 1 Details			Reviews		
Strategy 1: Intentional school-wide systems that ensure student health, safety and well-being			**Formative**		**Summative**
Strategy's Expected Result/Impact: There will be zero out of school suspensions for the 2021-2022 school year.	**Nov**	**Jan**	**Mar**		**June**
Staff Responsible for Monitoring: Admin Counselor SIR Teachers Wraparound Specialist Safety Committee					
Action Steps: 1. Daily SEL lessons during morning meetings. 2. Implement restorative practices for all students in grade PK-5.					
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Board Goal 5: Additional Campus Goals

Goal 4: SPECIAL EDUCATION- 80% of all SPED students will show one year's growth in their reading level as measured by the EOY Running Records.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: By June 2022, 100% of students identified to receive Special Education services in grades 3-5, will show academic growth in reading.

Evaluation Data Sources: IEP
STAAR Accommodated Assessment
District Snapshots
Common Assessments
Math and Reading Screener
Imagine Literacy progress
STAAR Reading Assessment
BRR

HB3 Board Goal

Board Goal 5: Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.- By June 2022, the number of identified GT students at Thompson ES will increase from 4% to 10%.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Students will receive daily rigorous instructional resources in all classes

Evaluation Data Sources: Teaching Material

HB3 Board Goal

Measurable Objective 2: Teachers will implement HOT and other instructional practices in all lesson to provide students with daily rigorous instruction on all levels.

Evaluation Data Sources: Lesson Plans
Evidence of differentiated instruction
HOT

HB3 Board Goal

Measurable Objective 3: Teachers will receive professional development to best engage gifted and talented scholars

Evaluation Data Sources: PLC Meetings
PD Calendar

Board Goal 5: Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT- By June 2022, Thompson Elementary School will move from a Gold Family Friendly campus to a Platinum Family Friendly campus

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: By June 2022 , Thompson Elementary will increase parent involvement by planning monthly parent engagement activities

Evaluation Data Sources: District FACE data
Campus event attendance sheets
Wraparound Services

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Parents will be able to participate in at least one campus activity per month		**Formative**			**Summative**
Strategy's Expected Result/Impact: At 20% increase in parental involvement		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin Teacher Counselor Wraparound Specialist					
Action Steps: 1. Plan a parent engagement event per month					
Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Measurable Objective 2: Thompson ES will increase community partnerships by 20%

Evaluation Data Sources: Wraparound Services data

Measurable Objective 3: Thompson ES will invite community partners to at least one campus event per semester during the 2021-2022 school year

Evaluation Data Sources: Campus activity calendar
Emails to community partners
Flyers dropped off to community businesses

Board Goal 5: Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES
The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

> **Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

> **Evaluation Data Sources:** Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Susan Rodgers
> Estimated number of students to be screened:410
> Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

> **Evaluation Data Sources:** Vision screening records for all applicable students completed by SCHOOL NURSE: Susan Rogers
> Estimated number of students to be screened: 312
> Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

> **Evaluation Data Sources:** Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Susan Rogers
> Estimated number of students to be screened:312
> Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

> **Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Susan Rogers
> Estimated number of students to be screened: 160
> Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

> **Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: N/A
> Estimated number of students to be screened: N/A

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team Susan Rogers
Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report summitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Susan Rogers
Number of AEDs on campus:2

Board Goal 5: Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)
The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By June 2022, Thompson ES will have participated in 2 campus-wide initiative that are designed to educate students and parents on wellness and nutrition educational opportunities.

Evaluation Data Sources: Campus activity calendar

HB3 Board Goal

Board Goal 5: Additional Campus Goals

Goal 9: Students will perform adequate growth in Student Growth and move the campus from a F to B in Domain II by Spring 2022

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 80% of students will meet their expected student growth measure on the 2022 Reading STAAR assessment

Evaluation Data Sources: 1. Common Assessments
2. Mock STAAR
3. Reading STAAR

Strategy 1 Details	Reviews			
Strategy 1: Push student growth through intensive small group instructional opportunities	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will meet their expected growth measure on the STAAR assessments	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin Teachers				
Action Steps: 1. Provide daily opportunities to work with students in a small group setting				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 2: 80% of students will meet their expected student growth measure on the 2022 Math STAAR assessment

Evaluation Data Sources: 1. Common Assessments
2. Mock STAAR
3. Math STAAR

Strategy 1 Details	Reviews			
Strategy 1: Engage students in rigorous first tier daily instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will meet their expected growth measure on the 2022 Math STAAR Assessment	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin Teachers				
Action Steps: 1. Teachers will create student-centered, objective-driven lessons 2. Admin will provide feedback to weekly lesson plans 3. Teachers will execute instructional strategies 4. Admin will provide on the stop feedback and offer coaching opportunities for teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Measurable Objective 3: 80% of students will meet their expected student growth measure on the 2022 Math and Reading STAAR assessments

Evaluation Data Sources: 1. Common Assessments
2. Mock STAAR
3. Reading and Math STAAR Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide intervention to scholars that fail to show TEK mastery on their instructional material	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will meet their expected growth measure on the 2022 Reading and Math STAAR Assessments	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin Teachers				
Action Steps: 1. Teachers will track student's TEK mastery 2. Students that do not show TEK mastery will be grouped according to their needs 3. Students will receive intervention **TEA Priorities:** Build a foundation of reading and math				
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

State Compensatory

Budget for 243 Thompson Elementary School

Total SCE Funds: $15,512.01
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

We are planning to utilize the SCE for tutorials for students that need additional instructional support. We are also purchasing instructional resources for students that are at-risk so that we can provide intentional and targeted materials to close their instructional gaps.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Thompson Elementary School has a "Met Standard, C" rating based on student performance carried over from the 2018-2019 school year. This year our school improvement plan will continue to focus on two root causes which are strengthening the capacity of our teachers and leaders. An analysis of the student data and teacher walkthrough data revealed that teachers didn't have the capacity nor the pedagogy awareness to effectively plan and implement rigorous lessons that are aligned to the state standards and planning practices that yields adequate student growth. There is an achievement gap that continues to exist between our Economically Disadvantaged students, whom make-up 100% of the student body. Our attendance rate has fluctuated between 94-95% over the past 3 years. After analyzing this data, it is apparent that teacher capacity must continue to be grown to ensure effective teachers are in every classroom.

Our second root cause is leadership capacity. Leaders must be the planners and monitors of strong systems. Previous data revealed that strong systems around intervention, instructional planning, observation and feedback, behavioral support, and data analysis must be evident. Leaders will need to have a laser like focus on systems that need to be planned and create a solid roll-out plan to ensure teachers are fully aware of the expectations. Monitoring systems will be executed weekly to ensure accountability is in place. It is the role of the Principal to provide ongoing professional development for leadership team members such as calibration opportunities, book studies, campus instructional rounds, etc. These trainings will provide ongoing systems of support and grow campus leaders to ensure that they are able to transfer best practices that yields teacher growth. Leaders will need to be knowledgeable on collecting, tracking and analyzing student data to provide support for teachers. Leadership team members will conduct weekly data PLC's and professional development sessions where they will model how to analyze, plan and monitor the effectiveness of data tracking on campus. It is the role of the leadership team to create and monitor the effectiveness of campus intervention and ensure that all intervention systems are intentional, targeted and strictly aligned to student data.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: Campus leaders, stakeholders and members of the SDMC committee met and collaborated to create this plan.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the

implementation of strategies and students' progress includes: Campus calibrations, weekly check-ins and ongoing progress monitoring.

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

The SIP is available to parents in the following locations: Thompson Website Thompson Elementary / Homepage (houstonisd.org)

The SIP was made available to parents by: Principal, Brame-Manuel

We provide the SIP to parents in the following languages:

- English
- Spanish (Upon Request)

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies: Effective small group instruction and accelerated learning opportunities.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include: Accelarated learning opportunities, push-in and pull-put support, Saturaday tutorials, built-in intervention in master schedule and after-school tutoring.

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:
- Ongoing coaching and professional development opportunities
- Weekly PLC meetings
- Weekly calibration walks
- Modeling and coteaching opportunities

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent
- Administration
- Wraparound Specialist
- Counselor

The PFE was distributed

- On the campus website

The languages in which the PFE was distributed include

- English
- Spanish (By Request)

Four strategies to increase Parent and Family Engagement include:

- Ongoing school communication
- Opportunities for parents to participate in school events
- Parent education classes
- PTO involement

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - Meet the Teacher, August 26, 2021 @ 4:00
- Meeting #1 Alternate - August 27, 2021 @ 12:00
- Meeting #2 - Open House , September 23, 2021 @ 4:00
- Meeting #2 Alternate - September 24, @ 12:00
- Meeting #3 - Fall Literacy Night, October 29, @ 5:00
- Meeting #3 Alternate - November 1, @ 12:00
- Meeting #4 - Math/Science Night, March 24, 2022 @ 4:00
- Meeting #4 Alternate - March 25, 2022 @ 12:00

Title I Personnel

Name	Position	Program	FTE
Amanda Philpott	Math Interventionist	Math	100%
Joi Taylor	Teacher Specialist	Literacy	100%

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">1991010001 - General Fund - Regular Program</td></tr>
<tr><th>Board Goal</th><th>Goal</th><th>Measurable Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
</table>

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	1	Trice Consultant Services	6200 - Contracted Services	$37,500.00
2	1	1	1	Math Journals	6300 - Supplies and Materials	$2,300.00
2	1	2	1	Vontoure Math Contracted PD Services	6200 - Contracted Services	$7,421.43
4	1	2	1	Instructional Resources for Special Education Students	6300 - Supplies and Materials	$2,500.00
5	1	1	1	Supplies and Materials for Incentives	6300 - Supplies and Materials	$1,000.00
					Sub-Total	$50,721.43
				**2110000000 - Title 1 Basic Programs**		
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	1	Phonics Resources	6300 - Supplies and Materials	$500.00
1	1	3	1	Extra-Duty Pay for Tutorials	6100 - Payroll	$20,000.00
2	1	3	1	Tutors	6200 - Contracted Services	$25,000.00
3	1	1	1	Teacher Extra Pay for Afterschool Tutorials	6100 - Payroll	$15,000.00
					Sub-Total	$60,500.00
					Grand Total	$111,221.43

Addendums

School Name and Campus #:

Thompson Elementary 243

Principal Name: Erica Brame-Manuel

Area Office: EAO3

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on __9-30-21__ as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

Erica Brame-Manuel
Principal

__10-5-21__
Date

Signatures below indicate review and approval of this document.

_____
PTO/PTA or other Parent Representative

_____
Date

Stacey Simpson
SDMC Teacher Representative

__10 5-2021__
Date

_____
School Support Officer/Lead Principal

__10-6-21__
Date

_____
Area Office Superintendent

__10-6-21__
Date

_____
Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(if applicable or still in use under grant contract)

_____
Date

Day 1- Monday, August 16, 2021- Thompson Elementary School Professional Development Guide

Time	Activity	Description	Materials	Presentation
8:00 AM – 9:00 AM	Welcome Breakfast- Café (Meet and Greet)	Principal and ADMIN will host breakfast from 8:00-9:00 am. Welcome to TES. Principal will introduce the A- Team, Executive Team, new faculty, and staff, and set session norms. ~Key Distribution, Committee Sign-Up, and T-Shirt Distribution~	• Breakfast food • Supply boxes • Table tents w/norms	A-Team
9:00 AM – 9:30 AM	Introductions & The State of Thompson Address	Campus leadership will position themselves around the cafeteria and transition to the monitor to present their content data as The State of Thompson is delivered.	• Technology	A-Team
9:30 AM- 10:00 AM	Team Building Activity	**Barter Puzzle** The staff will be divided into multiple groups and each group will be given a different jigsaw puzzle to solve in a set amount of time. Each set will have a few puzzle pieces missing, which will be in the possession of opposing teams. The teams will then have to negotiate to get the remaining pieces of the puzzle from each other by trading pieces, and sometimes, even group members.	• Puzzles (Nine 100-piece puzzles) • Guiding Questions • Timer	Simpson
10:00AM- 10:10 AM	Our Values	**What's Important to Us as We ALL Return to the Building** *Pitch Breakout Sessions*	• Technology	Manuel
10:10-10:15		**Transition**		
10:15 AM 12:10 PM	Breakout Rotations Rotation I- 10:15 -10:35 5 min transition Rotation II- 10:40 -11:00 5 min transition Rotation III- 11:05 - 11:25 5 min transition	**The Four Essential Elements of Thompson Culture** • *Breakout I:* **Communication & Relationships -** Participants will engage in learning that will provide them with an understanding of the importance of a positive school culture and reviving a hands-on approach with students in an in-person setting. *Transitioning from 200 Students to 400+ Students.* Participants will explore effective communication strategies to ensure messages are properly articulated and well received. Teachers will understand the importance of communication to gain trust and build respectful relationships. *So, What I Hear You Saying Is…* • *Breakout II:* **Attendance**- Participants will engage in dialogue to gain an understanding of ALL aspects of attendance as it pertains to student achievement. *Let's Talk Attendance*	• Portable speakers • Materials for each Session • Rotation Guides • Technology	**Breakout I:** Simpson & A. Williams **Breakout II:** Lee & Pickron **Breakout III:** McClellan & Brooks

	Rotation IV 11:35-11:55	• *Breakout III*: **Social and Emotional Learning (SEL)-** Participants will discuss the importance of SEL after the pandemic. Teachers will practice SEL strategies they can use in the in-person setting and will practice them with their peers. <mark>*We're ALL Back Now What*</mark> • *Breakout IV*: **Professional Learning Communities (PLC)-** Participants will engage in learning to gain an understanding of the effective PLC framework utilized at Thompson and why it directly impacts teacher growth and student achievement. <mark>*This Is How We Do It*</mark>		**Breakout IV:** Taylor & Philpott
	11:55-12:10	**Thompson Culture Camp Debrief** • Participants will debrief and share their take-a-ways from the mornings learning.	• Chart Paper • Markers	Booker
12:10 PM-1:10 PM	**Lunch**	**Lunch (Provided)**	• Jazz music • Food/Drinks	All
1:15 PM-3:30 PM **Prek-2nd-** ELA/SS (1:15-2:25)/Math/S (2:25-3:30) *3rd-5th will plan in content specific group the entire time (1:15-2:25)/Math/S (2:25-3:30) ELA/SS	Content Systems & Structures	**Instructional Framework & Digital Tools** Teachers will meet and get acclimated with the content specific systems and structure of their respective departments. Teachers will also participate in a real-time model of the *Tier I* lesson cycle utilized by their respective departments. 5E- Math and Science Gradual Release- ELAR & Social Studies • **Modeling** • **CFU** • **Practice** • **Feedback (Assess)** **SPED-** Instructional Stations in the Pals, SLL, Pull-Out setting **Electives**- Exploring the HUB, department expectations, instructional systems, and digital resources.	• Technology • Chart Paper • Markers • Instructional Schedules • Curriculum • Calendars	**Content Leadership:** Taylor Philpott Porter Burton Murray

Day 2 – Tuesday, August 17, 2021-Thompson Elementary School Professional Development Guide

Time	Activity	Description	Materials	Presentation
8:00 AM – 8:15 AM	Welcome & Updates	Principal will welcome staff to day #2 of PD and review plan for the day.	• Technology	Manuel
8:15 AM- 8:30	Ice Breaker	**Circle of Questions** The employees are divided in two equal sized teams. One team forms a circle facing outwards and the other makes a bigger circle facing inwards (all new teachers to Thompson), surrounding the first team. Members from both circles get the chance to ask questions suggested by employers to the competing team. Understandably, asking question introduces employees, facilitating team building for adults.	• Activity Materials	Lee
8:30 AM- 9:00	Opening Day Expectations	Expectations for opening day: ADA, visibility, setting the tone, transitions, and classroom expectations	Planning materials	Pickron, Lee & Admin
9:00-12:00 PM		Content Planning **Instructional Framework: Content Planning** Teachers will meet and get acclimated with the content specific systems & structure of their respective departments and use district and campus curriculum guides to review first 25 day roll out, lesson plan template to forward plan:	• Curriculum Calendars • Chart paper • Markers • Technology	**Math & Sped-** Vontoure **ELA-** Taylor **Science-** Burton **Core** Enrichment-Murray
12:00 PM-1:00 PM	**Lunch (Provided)**			

Time	Session	Description	Materials	Facilitator
1:00 PM-3:00 PM	Content Planning Continued…….	Teachers will meet and use district and campus curriculum guides to review first 25 day roll out, lesson plan template to forward plan: Each grade level content team or department will meet in their Team Lead's classroom for planning. An Administrator will also be present in each planning session to support.	• List of items • Technology	**Math & Sped-** Vontoure **ELA-** Taylor **Science-** Burton **Core** Enrichment- Murray
3:00-3:30	Team Builder/Closure	**Race to the Middle** Participants will be divided into 2 teams and each team will select a team captain. The 2 teams will form a circle around the game facilitator. As the facilitator requests different items, the team will work to produce the item and get it to the team leader who will race to the middle to deliver the item to the game facilitator before the other team. Teachers will meet and use district and campus curriculum guides to review first 25 day roll out, lesson plan template to forward plan: • Each grade level content team or department will meet in their Team Lead's classroom for planning. An Administrator will also be present in each planning session to support.	• List of items • Technology	Howard

Day 3 – Wednesday, August 18, 2021
Professional Development Guide- Lockhart & Thompson

"Unity is strength. . . when there is teamwork and collaboration, wonderful things can be achieved." -Mattie Stepanek

Time	Activity	Description	Materials	Presentation
8:00 AM – 8:15 AM	**Welcome, Updates & Ice Breaker**	Facilitator will welcome staff to Day 3 of PD and review session norms, read department mission and discuss learning topics for the day	• Technology	Admin
8:15-8:30	**Ice Breaker**	**Blind Drawing** Played by groups of employees, this activity focuses on enhancing use of language. While playing, pairs are seated back-to-back. One of them is given a picture to describe without revealing what it contains. The other member must draw a picture by listening to this description. This activity encourages employee's communication and collaboration with team members	• Materials • Chairs	Lee/Pinson
8:30 AM – 11:30 AM	**Instructional Conferences** **Session I- 8:30-9:30** **Session II- 9:30-10:30** **Session III- 10:30-11:30** ***Ancillary teachers will meet and plan with each other**	**Instructional Big Rocks** Teachers will rotate through three intensive sessions to get acclimated to the systems and department negotiables that align to the department's priority areas for the year: • **Small Group Instruction**: (What's going on at the small group table?) **Porter/Jackson** • **Checking for Understanding**: **The Art of Questioning** (Intentional planning to check for understanding utilizing high leverage questioning strategies) **Taylor/Madison** • **Student Engagement:** (Instructional techniques that are proven to increase student engagement and drive student achievement) **Philpott/McWilliams**	• Instructional materials and resources	**Instructional Leaders:** Philpott/ McWilliams Porter/ Jackson Taylor/ Madison Burton
11:30 AM – 12:00 AM	**Reflection/Share-Out**	Staff will reflect and share-out take-aways from instructional conferences by placing post-it notes with their biggest take-aways from the conferences	• Chart Paper • Post-it notes	A. Williams

12:00 PM-1:00 PM	**Lunch (Provided)**			
1:00-3:00	**Painting our Vision/Closure**	Participants will create visual representations of their commitment to support the campus vision in a painting activity. Participants will share their pictures at the conclusion of the activity. We will close out the PD with a launch into the new school year.	• Paint • Easels • Brushes • Painting Canvas	Instructional Leaders
3:00 PM-4:00 PM	**Meet the Teacher**	Teachers will meet with their new students and parents. Teachers will introduce their selves, pass out their supply list and teacher bio.	• Supply List • Teacher Bios • August Newsletter	Entire Staff

Day 4 – Thursday, August 19, 2021
Professional Development Guide- East Area Training

Time	Activity	Description	Materials	Presentation
8:15 AM-3:30 PM	District Training • ***If a Job Alike session is relevant and offered for the employee's job role, then the employee <u>must</u> attend their Job Alike session(s).** • ***Some staff may have more than one job-alike role. There is an opportunity to select two (2) job-alike offerings, as relevant.**	**Academic PD Half-Day by Areas** **Compliance Courses** **Risk Management Modules** **Teachers will set up TEAMS classes.** **-Academic PD** **-Job A-Like** **-Choice Sessions** PreK, PALS and Teaching Assistants- 8:30-3:45- All Day Academic PD Day 1st, New Sped and New Kinder- 8:00-11:30- Reading Academy and 12:15-3:45- Academic PD All other K-5 Teachers- 8:00-11:30- Choice Sessions and 12:45-3:45- Academic PD *Job Alike Training: Counseling, Title I, SIRS, FAC, GT, Nurse, IAT, Wrap Around and all Sped	• **Technology**	District

Day 5 – Friday, August 20, 2021
Professional Development Guide- Planning is the Key to Preparedness

"The time to repair the roof is when the sun is shining." – John F. Kennedy

Time	Activity	Description	Materials	Presentation
8:00 AM-3:30 PM	Campus	**Teacher Prep Day**	• **Technology** • **Classroom Supplies**	District

Admin Classrooms Walks (2:00)