

Academy at Carrie Frances Thomas empowers learners to become responsible citizens and use their passions to reach goals and maximize their potential.

We expect all student to grow academically, socially, behaviorally and become more culturally aware as they receive high-quality instruction from all teachers and staff members; success for all no matter what it takes!

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Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in math literacy between the beginning and end of year.

a) In addition, all students in grades prekindergarten - 3rd grade will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in math.


b) All students in 4th and 5th grade who failed one or more subjects on the 2021 STAAR will receive 30-60 hours of Accelerated Instruction from the teachers and/or certified tutors.


HB3 Goal

Evaluation Data Sources: Campus Common Assessments, CBAs, ST Math, Education Galaxy, Numeracy Assessment, CLI Engage--Circle (prekindergarten), math TEA Interims

Strategy 1 Details	Reviews			
Strategy 1: All students will show growth and demonstrate increase at the meets and masters performance levels. All students in 4th and 5th grade who failed one or more subjects on the 2021 STAAR will receive 30-60 hours of Accelerated Instruction from the teachers and/or certified tutors.	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: All students will make at least one year's growth in reading literacy and writing between the beginning and end of year.

a) In addition, all students in grade prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and language arts.

b) All students in 4th and 5th grade who failed one or more subjects on the 2021 STAAR will receive 30-60 hours of Accelerated Instruction from the teachers and/or certified tutors.

HB3 Goal

Evaluation Data Sources: Fountas and Pinnell Benchmark Assessment System, Running Records, Campus Common Assessments, CBAs, CLI--Engage--prekindergarten, iStation, reading TEA interims, mClass data (K-2), CLI Engage--CIRCLE assessments (prekindergarten), TELPAS

Strategy 1 Details	Reviews
<p>Strategy 1: Implement Guided Reading with fidelity in every classroom through the Reading Workshop Model. Implement Fountas & Pinnell and Benchmark resources in every K-5 classroom with fidelity.</p> <p>Actions: A) Conduct mini lesson that incorporate the signposts during instruction.</p> <p>B) Utilize Fountas and Pinnell/Benchmark for shared reading/interactive read alouds and guided reading in all K-5 classrooms; and utilize Fountas and Pinnell/Benchmark Phonics/Syllables Word Study K-5. Prekindergarten will use the CIRCLE curriculum to develop basic literacy and writing skills.</p> <p>C) Utilize Comprehension tool kit in the classrooms.</p> <p>D) Utilize Leveled Literacy intervention kits for Tier II and III students.</p>	

enhance learning of all students.

K) Hold a Literacy Night and World Read Aloud Day.

L) Provide rigorous literacy instruction using district and campus resources for all prekindergarten - 5th grade students. Utilize ESSER Tutors for designated 4th and 5th grade students so they can receive Accelerated Learning

M) All students will need to score a 70% or above on CFA to increase their achievement to be able to obtain meets or masters

N) TELPAS, taken by our EL students, will increase composite scores by at least 5%

Staff Responsible for Monitoring: Teachers

Strategy 2 Details

Reviews

Strategy 3 Details

Reviews

Strategy 3: Implement the reading academy and coaching model established by TEA based on the HB3 requirements.

Strategy 1 Details	Reviews

Strategy 1 Details

Reviews

Strategy 1 Details

Reviews

Strategy 1: Utilize data from all progress monitoring targets for PK - 3rd in reading and mathematics to determine if there are any subgroups that may not be performing at high levels and develop a plan of action for these subgroups.

Actions: A) Meet all progress monitoring deadlines so we will have the data necessary to determine trends in levels of achievement for all subgroups

B) Train teachers in digging deeper into the data and to specifically look at subgroups such as ethnicity, gender and special education/504, etc. with the intent of developing plans to close the academic gaps that may exist

Staff Responsible for Monitoring: Administrators

Teachers

Instructional Coaches--SpEd and GenEd

Title I:



2.4, 2.6


- **TEA Priorities:**


Build a foundation of reading and math


Problem Statements: Student Learning 2 - School Processes & Programs 1


Funding Sources: Campus Personnel - 211 - Title I - \$79,707, Campus Personnel - 199 - General Funds: SCE -

Strategy 1 Details	Reviews			
<p>Strategy 1: We will utilize CHAMPS and Capturing Kids' Hearts campus-wide, as well as, follow the district approved SEL program each week in all classes.</p> <p>Actions: A) Train staff to implement the Behavioral RtI Plan</p> <p>B) Make sure all staff members have been trained in Capturing Kids' Hearts and continue with follow up/further training for Capturing Kids' Hearts for administrators.</p> <p>C) Make sure all classroom have a Respect/Social Contract hung in every room/hall created by the class and referred to frequently.</p> <p>D) Utilize all parts of Capturing Kids' Hearts with fidelity in each classroom--signals, Good Things, Launch, 4 Questions, Building Relationships, etc.</p> <p>E) Utilize CHAMPS in the classrooms and in all common areas including the lunchroom and hallways--example: Level 0 Voice Level in the hallways.</p> <p>F) Use Class Dojo, mindfulness practices, and other recommended classroom management strategies.</p> <p>G) Use district approved SEL program in every classroom one time per week as indicated by the district.</p> <p>H) Utilize district regular/special education Behavioral Interventionists to assist with student issues and provide training to de-escalate problem behavior in the classroom.</p> <p>I) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Counselor All Staff Regular Education Behavioral Interventionist Special Education Behavioral Interventionist</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: Professional Development - 211 - Title I - \$15,000, Crisis Counselor - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

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Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

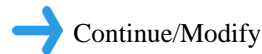
Performance Objective 1:

Strategy 1 Details

Reviews

Strategy 1: Consistently review student progress as it relates to the Campus Improvement Plan in RTI meetings, planning

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the data from the district Safety Survey for students, parents and staff members to improve the safety of our building's occupants at all times.</p> <p>Assistant principal will work closely with the head custodian regarding any safety concerns and complete quarterly response to Safety and Security Audit, as well as ensure all drills and safety trainings are completed.</p> <p>Actions: A) Review data gleaned from Safety Surveys and make changes where possible to increase safety.</p> <p>B) Review quarterly responses to Safety and Security Audits.</p> <p>C) Monthly campus walks with assistant principal and head custodian to look specifically for any safety or security issues.</p> <p>D) Weekly administration and head custodian meetings to discuss campus safety and security issues.</p> <p>E) Report and safety or security issues immediately through the proper channels.</p> <p>F) Have PPE available for staff and students at all times.</p> <p>G) Ensure teachers and students are able to wear their masks, should they choose, during each school day.</p> <p>H) Ensure proper hand-washing is occurring for all students and staff and that all students and staff are consistently utilizing the hand-sanitizer stations that are located all throughout the building.</p> <p>I) Weekly formal door checks of all doors outside for the district Door Log</p> <p>J) Daily door checks by staff members for both indoor and outside doors</p> <p>K) Ensure all teachers are aware of the new phone codes for safety purposes and all have received training.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Head Custodian</p> <p>Title I: 2.4</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				


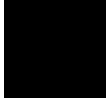






Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of

work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: Annual report of worker's compensation claims

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement district-wide safety program.</p> <p>Implement campus-wide healthy habits to increase overall health of all staff members.</p> <p>Actions: A) Complete online safety videos and successfully pass all quizzes as shown with documentation on the district website.</p> <p>B) Train staff on campus safety procedures and policies as shown by handbook acknowledgement.</p> <p>C) Utilize step stools when in need of reaching higher items on shelves--no rolling chairs.</p> <p>D) Participate in campus-wide health initiatives--free flu shots, weight loss and exercise programs, 5 K walk/run with staff members, etc.</p> <p>Staff Responsible for Monitoring: All staff Principal Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: All students and staff will learn and work in a safe and responsive environment.


Performance Objective 3: The campus will meet all compliance requirements for improvement planning.

Evaluation Data Sources: Annual review of campus improvement plan requirements

Strategy 1 Details	Reviews			
<p>Strategy 1: Review the campus improvement plan 4 times during the year and at least three times with the Site-Based Decision Making Committee and 1 time with the Leaders of Learners Team.</p> <p>Actions: A) Work with LOL Team in August/September to develop the CIP based on the data gleaned from the Campus Needs Assessment</p> <p>B) Review the CIP with LOL Team in November</p> <p>C) Review the CIP with the SBDM Committee in January</p> <p>D) Review the CIP with the SBDM Committee in March</p> <p>F) Review the CIP with the SBDM Committee in late May just prior to the summative review in June</p> <p>Staff Responsible for Monitoring: Administrator Site-Based Decision Making Committee Leaders of Learners Team</p> <p>Title I: 2.4, 4.2</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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 No Progress

 Accomplished

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