

Salado Independent School District

Thomas Arnold Elementary

2023-2024 Improvement Plan

Accountability Rating: C

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment by Grade		Emergent Bilingual	84
EE	4	Immigrant	7
PreK	62	Eco Disadvantage	283
Kindergarten	157	Military Connected	242
1st grade	140	Foster Care	5
2nd grade	149	Dyslexia	34
3rd grade	191		
4th grade	158	Gifted & Talented	58
5th grade	170	Homeless	2
TOTAL	1031	Special Education	143
Enrollment by Sex			
Male	536		
Female	495		
TOTAL	1031		
ADA Eligibility			
0 Enrollment not in membership	4		
1 - Eligible for full day	878		

Enrollment by Grade		Emergent Bilingual	84
2 - Eligible for half day	46		
3 - Transfer	86		
4 - Ineligible for full day	0		
5 - Ineligible for half day	14		
6 - Transfer for half day	3		
TOTAL	1031		

Student Achievement

Student Achievement Summary

Texas Education Agency 2021-22 STAAR Performance THOMAS ARNOLD EL (014908102) - SALADO ISD - BELL COUNTY												
	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Education
STAAR Performance Rates by Tested Grade, Subject, and Performance Level												
Grade 3 Reading												
At Approaches Grade Level or Above	2022	76%	80%	80%	*	61%	87%		*	*		75%
	2021	67%	75%	75%	-	62%	81%		*	-	-	100%
At Meets Grade Level or Above	2022	51%	49%	49%	*	39%	53%		*	*		50%
	2021	39%	44%	44%	-	38%	49%		*	-	-	20%
At Masters Grade Level	2022	30%	29%	29%	*	20%	33%		*	*		38%
	2021	19%	21%	21%	-	12%	27%		*	-	-	0%
Grade 3 Mathematics												
At Approaches Grade Level or Above	2022	71%	73%	73%	*	55%	81%		*	*		63%
	2021	62%	67%	67%	-	61%	72%		*	-	-	60%
At Meets Grade Level or Above	2022	43%	40%	40%	*	27%	45%		*	*		50%
	2021	31%	27%	27%	-	24%	28%		*	-	-	20%
At Masters Grade Level	2022	21%	20%	20%	*	9%	26%		*	*		13%
	2021	14%	12%	12%	-	5%	16%		*	-	-	0%
Grade 4 Reading												
At Approaches Grade Level or Above	2022	77%	80%	80%	*	67%	86%		*	*	-	86%
	2021	63%	70%	70%	*	61%	73%		-	*	-	*
At Meets Grade Level or Above	2022	54%	53%	53%	*	43%	57%		*	*	-	43%
	2021	36%	47%	47%	*	36%	52%		-	*	-	*

Texas Education Agency											
At Masters Grade Level	2022	28%	34%	34%	*	24%	38%	*	*	-	43%
	2021	17%	27%	27%	*	12%	32%	-	*	-	*
Grade 4 Mathematics											
At Approaches Grade Level or Above	2022	70%	82%	82%	*	67%	89%	*	*	-	86%
	2021	59%	78%	78%	*	58%	85%	-	-	-	*
At Meets Grade Level or Above	2022	43%	49%	49%	*	33%	56%	*	*	-	57%
	2021	36%	49%	49%	*	21%	58%	-	-	-	*
At Masters Grade Level	2022	23%	28%	28%	*	12%	35%	*	*	-	29%
	2021	21%	32%	32%	*	15%	37%	-	-	-	*
Grade 5 Reading											
At Approaches Grade Level or Above	2022	81%	80%	80%	*	64%	86%	-	-	-	*
	2021	73%	83%	83%	*	68%	87%	-	-	-	100%
At Meets Grade Level or Above	2022	58%	60%	60%	*	40%	67%	-	-	-	*
	2021	46%	58%	58%	*	39%	64%	-	-	-	71%
At Masters Grade Level	2022	36%	37%	37%	*	26%	42%	-	-	-	*
	2021	30%	34%	34%	*	16%	40%	-	-	-	29%
Grade 5 Mathematics											
At Approaches Grade Level or Above	2022	77%	80%	80%	*	67%	85%	-	-	-	*
	2021	70%	77%	77%	*	58%	83%	-	-	-	71%
At Meets Grade Level or Above	2022	48%	46%	46%	*	31%	50%	-	-	-	*
	2021	44%	44%	44%	*	29%	48%	-	-	-	57%
At Masters Grade Level	2022	25%	21%	21%	*	10%	26%	-	-	-	*
	2021	25%	28%	28%	*	16%	31%	-	-	-	43%
Grade 5 Science											
At Approaches Grade Level or Above	2022	66%	83%	83%	*	64%	92%	-	-	-	*
	2021	62%	82%	82%	*	62%	88%	-	-	-	100%
At Meets Grade Level or Above	2022	38%	51%	51%	*	33%	58%	-	-	-	*
	2021	31%	42%	42%	*	22%	49%	-	-	-	43%
At Masters Grade Level	2022	18%	22%	22%	*	12%	26%	-	-	-	*
	2021	13%	17%	17%	*	19%	18%	-	-	-	0%
All Grades All Subjects											
At Approaches Grade Level or Above	2022	74%	80%	80%	63%	63%	87%	*	88%	*	79%
	2021	67%	79%	76%	58%	61%	81%	*	*	-	88%

Texas Education Agency											
At Meets Grade Level or Above	2022	48%	53%	50%	44%	35%	55%	*	63%	*	54%
	2021	41%	50%	45%	0%	30%	50%	*	*	-	50%
At Masters Grade Level	2022	23%	25%	27%	6%	16%	32%	*	25%	*	28%
	2021	18%	23%	24%	0%	12%	28%	*	*	-	18%
All Grades ELA/Reading											
At Approaches Grade Level or Above	2022	75%	81%	80%	67%	64%	86%	*	*	*	83%
	2021	68%	79%	76%	*	64%	80%	*	*	-	100%
At Meets Grade Level or Above	2022	53%	58%	54%	67%	41%	60%	*	*	*	50%
	2021	45%	54%	50%	*	38%	55%	*	*	-	54%
At Masters Grade Level	2022	25%	28%	33%	17%	23%	38%	*	*	*	33%
	2021	18%	24%	28%	*	13%	34%	*	*	-	15%
All Grades Mathematics											
At Approaches Grade Level or Above	2022	72%	78%	78%	67%	63%	85%	*	*	*	78%
	2021	66%	78%	74%	*	59%	80%	*	-	-	69%
At Meets Grade Level or Above	2022	42%	46%	45%	33%	30%	50%	*	*	*	56%
	2021	37%	45%	41%	*	25%	46%	*	-	-	46%
At Masters Grade Level	2022	20%	22%	23%	0%	10%	29%	*	*	*	22%
	2021	18%	22%	25%	*	12%	29%	*	-	-	31%
All Grades Science											
At Approaches Grade Level or Above	2022	76%	83%	83%	*	64%	92%	-	-	-	*
	2021	71%	83%	82%	*	62%	88%	-	-	-	100%
At Meets Grade Level or Above	2022	47%	53%	51%	*	33%	58%	-	-	-	*
	2021	44%	54%	42%	*	22%	49%	-	-	-	43%
At Masters Grade Level	2022	21%	23%	22%	*	12%	26%	-	-	-	*
	2021	20%	27%	17%	*	19%	18%	-	-	-	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above											
3rd Graders											
Reading and Mathematics	2022	36%	33%	33%	*	25%	38%	*	*	*	25%
	2021	24%	21%	21%	-	17%	24%	*	-	-	0%
Reading and Mathematics Including EOC	2022	36%	33%	33%	*	25%	38%	*	*	*	25%
	2021	24%	21%	21%	-	17%	24%	*	-	-	0%
Reading Including EOC	2022	51%	49%	49%	*	39%	53%	*	*	*	50%
	2021	38%	44%	44%	-	38%	49%	*	-	-	20%

Texas Education Agency											
Math Including EOC	2022	43%	40%	40%	*	27%	45%	*	*	*	50%
	2021	31%	27%	27%	-	24%	28%	*	-	-	20%
4th Graders											
Reading and Mathematics	2022	36%	38%	38%	*	26%	43%	*	*	-	43%
	2021	26%	35%	35%	*	18%	40%	-	-	-	*
Reading and Mathematics Including EOC	2022	36%	38%	38%	*	26%	43%	*	*	-	43%
	2021	26%	35%	35%	*	18%	40%	-	-	-	*
Reading Including EOC	2022	54%	53%	53%	*	43%	57%	*	*	-	43%
	2021	36%	47%	47%	*	36%	52%	-	*	-	*
Math Including EOC	2022	43%	49%	49%	*	33%	56%	*	*	-	57%
	2021	36%	49%	49%	*	21%	58%	-	-	-	*
5th Graders											
Reading and Mathematics	2022	41%	40%	40%	*	21%	46%	-	-	-	*
	2021	34%	37%	37%	*	26%	40%	-	-	-	57%
Reading and Mathematics Including EOC	2022	41%	40%	40%	*	21%	46%	-	-	-	*
	2021	34%	37%	37%	*	26%	40%	-	-	-	57%
Reading Including EOC	2022	58%	60%	60%	*	40%	67%	-	-	-	*
	2021	46%	58%	58%	*	39%	64%	-	-	-	71%
Math Including EOC	2022	48%	46%	46%	*	31%	50%	-	-	-	*
	2021	44%	44%	44%	*	29%	48%	-	-	-	57%
3rd - 8th Graders											
Reading and Mathematics	2022	34%	33%	37%	33%	24%	42%	*	*	*	33%
	2021	26%	31%	31%	*	21%	35%	*	-	-	38%
Reading and Mathematics Including EOC	2022	36%	37%	37%	33%	24%	42%	*	*	*	33%
	2021	28%	35%	31%	*	21%	35%	*	-	-	38%
Reading Including EOC	2022	53%	55%	54%	67%	41%	60%	*	*	*	50%
	2021	41%	49%	50%	*	38%	55%	*	*	-	54%
Math Including EOC	2022	43%	44%	45%	33%	30%	50%	*	*	*	56%
	2021	37%	46%	41%	*	25%	46%	*	-	-	46%

School Culture and Climate

School Culture and Climate Summary

Grade Level Glows and Grows

<https://docs.google.com/spreadsheets/d/1ZF0jA0SBcjVQoS2NFYojbkwAD8cTq095wRecX0itHZo/edit?usp=sharing>

This survey was done to gather information about how our grade-level teams are working, what we can celebrate, and in what areas we need to grow.

Staff Marigolds & Finishing Strong

<https://docs.google.com/spreadsheets/d/14OBRvvbw41QcKFyq1f59QLHqj0hCaXiSExZJzEWrWNg/edit?usp=sharing>

This survey helped give insight into what the teachers see in each other as supportive staff. I asked for input as to what they needed from our leadership team, and what goal they had for themselves to help them finish the year strong.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Texas Education Agency 2021-22 Staff Information THOMAS ARNOLD EL (014908102) - SALADO ISD - BELL COUNTY				
Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	95.3	100.0%	100.0%	100.0%
Professional Staff:	78.9	82.7%	65.3%	64.1%
Teachers	69.2	72.6%	54.9%	49.3%
Professional Support	6.7	7.0%	6.0%	10.7%
Campus Administration (School Leadership)	3	3.1%	3.3%	2.9%
Educational Aides:	16.5	17.3%	13.0%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1	n/a	1	4,194.0
Part-time Librarians	0	n/a	1	607
Full-time Counselors	2	n/a	4	13,550.0
Part-time Counselors	0	n/a	2	1,176.0
Total Minority Staff:	9.5	10.0%	12.9%	52.1%
Teachers by Ethnicity:				
African American	0	0.0%	0.0%	11.2%
Hispanic	4.9	7.1%	6.6%	28.9%
White	64.3	92.9%	92.7%	56.4%
American Indian	0	0.0%	0.7%	0.3%
Asian	0	0.0%	0.0%	1.9%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	0	0.0%	0.0%	1.2%

Texas Education Agency

Teachers by Sex:

Males	4.9	7.1%	26.4%	24.1%
Females	64.3	92.9%	73.6%	75.9%

Teachers by Highest Degree Held:

No Degree	0	0.0%	0.0%	1.4%
Bachelors	62.2	89.9%	79.1%	72.6%
Masters	7	10.1%	20.6%	25.2%
Doctorate	0	0.0%	0.3%	0.8%

Teachers by Years of Experience:

Beginning Teachers	5.9	8.6%	5.9%	7.9%
1-5 Years Experience	17.3	24.9%	21.2%	26.7%
6-10 Years Experience	13.5	19.5%	15.9%	20.6%
11-20 Years Experience	25	36.1%	35.2%	28.6%
21-30 Years Experience	7	10.1%	16.6%	13.2%
Over 30 Years Experience	0.5	0.7%	5.1%	2.9%

Number of Students per Teacher	14.6	n/a	14.8	14.6
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Staff Information

Campus

District

State

Experience of Campus Leadership:

Average Years Experience of Principals	5	6.5	6.3
Average Years Experience of Principals with District	5	4.8	5.4
Average Years Experience of Assistant Principals	4	5.3	5.5
Average Years Experience of Assistant Principals with District	4	5.3	4.8

Average Years Experience of Teachers:	10.7	13.5	11.1
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Average Years Experience of Teachers with District:	4.8	5.8	7.2
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Average Teacher Salary by Years of Experience (regular duties only):

Beginning Teachers	\$46,645	\$46,859	\$51,054
1-5 Years Experience	\$48,400	\$49,522	\$54,577
6-10 Years Experience	\$49,741	\$51,132	\$57,746
11-20 Years Experience	\$55,256	\$55,042	\$61,377
21-30 Years Experience	\$59,625	\$61,399	\$65,949
Over 30 Years Experience	\$61,868	\$62,742	\$71,111

Texas Education Agency

Average Actual Salaries (regular duties only):				
Teachers		\$52,222	\$54,213	\$58,887
Professional Support		\$58,386	\$64,279	\$69,505
Campus Administration (School Leadership)		\$70,327	\$86,248	\$84,990
Instructional Staff Percent:		n/a	65.7%	64.9%
Contracted Instructional Staff (not incl. above):		0	0.1	2,113.6

----- Campus -----

Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	2	2.9%	2.0%	6.2%
Career and Technical Education	0	0.0%	3.6%	5.2%
Compensatory Education	7.7	11.2%	5.1%	3.0%
Gifted and Talented Education	1	1.4%	1.0%	1.7%
Regular Education	50.9	73.6%	67.8%	70.8%
Special Education	7.5	10.9%	9.5%	9.6%
Other	0	0.0%	11.0%	3.5%

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Math Curriculum Survey

<https://docs.google.com/spreadsheets/d/1zaRwC-78JBDDKKWGE3ravonpbEDAgvSvJ3msWYNW0csw/edit?usp=sharing>

BAS Survey

<https://docs.google.com/spreadsheets/d/1dGs9tYSd79f2OTmyfzcibXKbOEhj388MyCxiPNkNW94/edit?usp=sharing>

Phonics Survey

https://docs.google.com/spreadsheets/d/15cGzS7VW7k_uMTMI1I8-vo9lv1V5Q-G0OoKwRDH1KM8/edit?usp=sharing

Science Survey

https://docs.google.com/spreadsheets/d/1AiLR47gIp0bKQcrtK9iitZEihWu1C4h6_T8QQPZrAco/edit?usp=sharing

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- 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
- 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

Goals

Goal 1: Thomas Arnold Elementary will increase the percentage of 3rd grade students that score meets grade level or above on STAAR Reading and Math from 49% to 60% by June 2026.

Performance Objective 1: Provide professional development and new Tier I instructional materials: Empowering Writers & Eureka Math curriculum to increase alignment and content knowledge of language arts and math TEKS. Teachers will utilize new curriculum consistently throughout the year.

High Priority

Evaluation Data Sources: PD surveys; walkthroughs; unit assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development through CRIMSI and Region 12 as well as coaching to support implementation throughout the year. Strategy's Expected Result/Impact: Teachers will understand how to use and implement the curriculum with fidelity. Staff Responsible for Monitoring: Admin, Instructional Coach Title I: 2.4, 2.5, 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	Formative		
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 1: Thomas Arnold Elementary will increase the percentage of 3rd grade students that score meets grade level or above on STAAR Reading and Math from 49% to 60% by June 2026.

Performance Objective 2: Grade-level teams effectively utilize PLC time to identify learning targets, create common assessments, analyze student assessment data, and determine how to adjust their teaching strategies to meet the needs of students in order to continue improving reading and math scores.

High Priority

HB3 Goal

Evaluation Data Sources: teacher surveys on effectiveness of PLC time
benchmark scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide teachers with PLC training and guidance to work through the process. Strategy's Expected Result/Impact: Teachers will utilize planning time during the day more effectively to target student-driven data decisions. Staff Responsible for Monitoring: admin; instructional coach Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

Goal 1: Thomas Arnold Elementary will increase the percentage of 3rd grade students that score meets grade level or above on STAAR Reading and Math from 49% to 60% by June 2026.

Performance Objective 3: Provide intervention time for all students to work on filling gaps in learning or building a deeper understanding of newly learned skills.

HB3 Goal
Evaluation Data Sources: MAP/STAAR/ end of unit assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Create flexible groupings during WIN Time to ensure that all student needs are being met. Strategy's Expected Result/Impact: Growth for all students Staff Responsible for Monitoring: Interventionist, Teachers, & Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Goal 1: Thomas Arnold Elementary will increase the percentage of 3rd grade students that score meets grade level or above on STAAR Reading and Math from 49% to 60% by June 2026.





Performance Objective 4: Provide intervention time for all students to work on filling gaps in learning or building a deeper understanding of newly learned skills. While doing this we will strengthen our tier 2 & 3 math and reading programs to build foundational skills for all students. Programs: LLI, Reading Eggs, Exact Path, Book Nook, Zearn, Math Seeds, Imagine Learning, Learning Farm, Mathletics, Learning Ally,

High Priority

HB3 Goal

Evaluation Data Sources: Pre & post tests for Tier2 and Tier3 students;
Program progress monitoring data points
Decrease in students need of Tier 2 & Tier 3 services





Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Reading Academy training for all PreK- Grade 5 reading teachers by Jun 2024. Strategy's Expected Result/Impact: The percentage of students who score meets or higher on the STAAR Reading assessment in grades 3-5 will increase from 56% to 60% by June 2024 Staff Responsible for Monitoring: Campus Administration Campus teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 283-ESSER Supplemental - \$12,000, - 282-ESSER III - \$5,000	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Rearrange the way intervention is structured in our schedule to provide opportunities for additional small group intervention for each grade level. Strategy's Expected Result/Impact: fill gaps in student learning for reading/math	Formative		
	Nov	Feb	June

<p>Staff Responsible for Monitoring: teachers/interventionist/admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 1: Thomas Arnold Elementary will increase the percentage of 3rd grade students that score meets grade level or above on STAAR Reading and Math from 49% to 60% by June 2026.

Performance Objective 5: Develop and implement a plan to ensure all HB 4545 objectives are met and any gaps created by the loss of instructional time during COVID are remediated.





Evaluation Data Sources: STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Students in 3rd, 5th grades who did not meet standard in STAAR math and reading will have an individualized plan developed by their accelerated learning committee and will have 15 hours of tutoring in each subject area of need.. Strategy's Expected Result/Impact: Increased percentage of students passing STAAR math and reading assessments. Staff Responsible for Monitoring: Campus Administrators Teachers 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: - 279-TCLAS Grant - \$170,000	Formative		
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 2: Thomas Arnold Elementary will encourage and maintain strong relationships and/or partnerships between all stakeholders. Communication will be clear, timely and comprehensive and include school safety, recognition of staff, students, and community achievements.

Performance Objective 1: Thomas Arnold Elementary will have consistent and timely parent communication.





Evaluation Data Sources: parent and community surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: We will provide weekly parent emails and weekly staff emails. Staff Responsible for Monitoring: Mullins/admin Title I: 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: We will post weekly communication and important events on our TAE school Facebook page and through Class Tag. Strategy's Expected Result/Impact: Keep parents informed of weekly events Staff Responsible for Monitoring: admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Thomas Arnold Elementary will encourage and maintain strong relationships and/or partnerships between all stakeholders. Communication will be clear, timely and comprehensive and include school safety, recognition of staff, students, and community achievements.

Performance Objective 2: Thomas Arnold Elementary will have timely recognition of students and staff to include student performances.

Evaluation Data Sources: community surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Recognition of staff and/or students at monthly board meetings Strategy's Expected Result/Impact: improve staff and student morale Staff Responsible for Monitoring: campus administration ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Social media posts of classroom learning and student achievements. Strategy's Expected Result/Impact: improve student morale Staff Responsible for Monitoring: teachers/admin/counselors	Formative		
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 2: Thomas Arnold Elementary will encourage and maintain strong relationships and/or partnerships between all stakeholders. Communication will be clear, timely and comprehensive and include school safety, recognition of staff, students, and community achievements.

Performance Objective 3: Thomas Arnold Elementary will provide opportunities for parents to be involved with and become a partner in their child's education.

Evaluation Data Sources: Parent Involvement Night Sign In sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: We will hold at least one open house per school year. Staff Responsible for Monitoring: admin Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: We will hold at least one family math night and one family reading night per school year. Strategy's Expected Result/Impact: parents become aware of strategies to help their learn improve learning at home Staff Responsible for Monitoring: admin; parent involvement committee Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: We will hold one parent and community event per year that encourages the community to be a part of our school culture. Strategy's Expected Result/Impact: build awareness of the importance of school and being supported by the whole community Staff Responsible for Monitoring: admin; teachers that are part of PTO Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will hold parent conferences with each family at least once throughout the school year to discuss student progress. Strategy's Expected Result/Impact: parents are more aware of where their child performs Staff Responsible for Monitoring: admin; teachers; Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Implement communication tool (Class Tag) for all classrooms/teachers to provide consistency across the entire elementary campus. Strategy's Expected Result/Impact: one communication tool for all announcements and communication between school and parents Staff Responsible for Monitoring: teachers/admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 2: Thomas Arnold Elementary will encourage and maintain strong relationships and/or partnerships between all stakeholders. Communication will be clear, timely and comprehensive and include school safety, recognition of staff, students, and community achievements.

Performance Objective 4: Staff will participate in Capturing Kids Hearts professional development in order to build a community in the classroom.

High Priority
Evaluation Data Sources: monthly check-ins (huddles)

Strategy 1 Details	Formative Reviews		
Strategy 1: Incorporating CKH practices throughout the classrooms and modeling for staff monthly. Strategy's Expected Result/Impact: Positive culture and relationships across the campus. Decrease number of discipline referrals due to implementation of CKH practices within the classroom. Staff Responsible for Monitoring: Admin & Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>Continue/Modify</div></div><div><div>Discontinue</div></div></div></div>			

Goal 3: Maintain a safe and secure environment for all students and employees through the utilization of our Salado ISD PD and school marshal program as measured by status reports and police department data.

Performance Objective 1: Ensure weekly door checks, timely safety drills, update all doors with electronic locking system that is locked throughout the day, Salado ISD PD and school marshals present on each campus

Evaluation Data Sources: Door check data collection
Safety drill data collection

Strategy 1 Details	Formative Reviews		
Strategy 1: Salado PD will share safety data with campus administrators weekly. Strategy's Expected Result/Impact: Building maintenance is up to code to ensure safety of the buildings. Staff Responsible for Monitoring: Salado PD & Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Campus Funding Summary

279-TCLAS Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$170,000.00
Sub-Total					\$170,000.00
283-ESSER Supplemental					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$12,000.00
Sub-Total					\$12,000.00
282-ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$5,000.00
Sub-Total					\$5,000.00

Addendums

Thomas Arnold Parent and Family Engagement Policy

Statement of Purpose

Thomas Arnold Elementary is committed to the goal of providing a quality education for every child. In order to accomplish this goal, partnerships must be established with parents, families, and the community. Everyone gains if school and home work together to promote high achievement for our children. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. The District recognizes and encourages parents in the four key roles that they play in their children's learning as:

- Teacher – helping their child at home,
- Supporter – contributing their skills to the school,
- Advocate – helping their child receive fair treatment, and
- Decision Maker – participating in joint problem-solving with the school at every level.

Parent Involvement in Developing the Policy

The District and Campus Improvement Site-based Committees are composed of parents, community leaders, business representatives, and district personnel. The Committee has direct input in the development and revision of the parent and family engagement policy on an annual basis. Parent comments from parent/teacher conferences, parent surveys, and other meetings to solicit parent and family input are used in the development and revision of this policy. Light meals or snacks may be provided to encourage attendance and childcare may be offered as needed during site-based committee meetings when Title I program/requirements are being addressed.

Thomas Arnold Elementary Parent/Student/School Compact

In order for school, parents, and students to share responsibility for high student achievement, the School/Parent/Student Compact outlines school, parent, and student responsibilities necessary for effective learning to take place. The Compact is reviewed/revised each year by the Site-based Committee. The Compact is provided at the beginning of the school year and is included in the registration packet. The school official, parent and student are encouraged to sign and return the Compact to the home campus. A copy is also distributed to parents. The Compact is reviewed with parents at the Fall Parent-Teacher conference as the compact relates to student achievement.

Increasing Communication and Providing Title I Communication in Parent's Home Language

Letters home, newsletters, flyers, phone calls, campus improvement plans and other related Title I, Part A communication will be provided in English and Spanish. Translators will be available for Title I related meetings, parent-teacher conferences, or at the request of a parent for other attended functions. The campus will strive to provide and encourage two-way communication between home and school. Campus personnel will receive annual training on the value of utilizing and increasing parent participation and enhancing communication efforts. Parent input for personnel training is included in parent surveys and through input from the Campus Site-based Committee.

Annual Title I Parent-Family Meeting

The annual Title I meeting will be provided to inform parents and families of Thomas Arnold Elementary's participation under the Title I, Part A program; campus parent involvement requirements and opportunities; and their right to be involved in their student's education. Two meetings with the same content will be provided, one in the evening and one in the morning to

provide flexibility for parent schedules. All Thomas Arnold Elementary parents and families will be invited and encouraged to attend. Translation services will be provided as needed.

Types of Parental Involvement

The Superintendent, in coordination with the campus Principal, provides technical assistance and other support necessary to help the school plan and implement effective parental, family, and community involvement efforts. Realizing the value of parents and their contribution to the partnership of creating successful students, input will be requested to assist education personnel in building upon that partnership relationship to strengthen ties between home and school. The campus will encourage all parents and families to be an active part of their student's education.

The following are possible opportunities for home-school partnerships that parents are encouraged to take advantage of throughout the year at Thomas Arnold Elementary.

- Annual Title I meeting
- Parent/Teacher Conferences
- Open House
- Thomas Arnold Elementary School/Parent/Student Compact
- Thomas Arnold Elementary School website
- Parent Surveys
- Watch Dog Program
- PTO
- Parent School Volunteers

Questions, concerns, and/or comments may be directed to Katie Mullins, Principal, at 254-947-6925.

What is a School-Parent Compact	<p>Our annual school -parent compact offers ways that we can work together to help our students succeed. This compact provides strategies to help connect learning at school and at home.</p> <p>Effective Compacts: Link to academic achievement goals Focus on student learning Share strategies that staff, parents, and students can use Explain how teachers and parents will communicate about student progress Describe opportunities for parents to observe, volunteer, an</p>
Jointly Developed	<p>The parents, students, and staff worked together and shared ideas to develop the school-parent compact.</p> <p>Results of survey SBDM review</p> <p>Held each year to review and revise the compact based on the school's academic achievement goals and students' needs</p> <p>Parents are welcome to provide feedback at any time. All feedback will be collected and reviewed during the annual revision meeting with parents.</p>
Building Partnerships	<p>There are many opportunities at our school for parents to volunteer and play a role in their child's education. Please consider joining the faculty, staff, and fellow parents through some of the following events and programs:</p> <p>Watch DOGS volunteer program Meet the teacher night Open House Monster Math Night Grade level field trips</p> <p>Please see the attached Year At A Glance to see the dates for involvement opportunities.</p>

Communication about student learning	<p>Thomas Arnold Elementary is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:</p> <p>Daily communication folders Current grades available through the Parent Portal Parent-teacher conferences in the fall, and available upon request Progress reports 4 times a year and report cards once per 9 weeks Principal monthly newsletter Social media accounts on Facebook and Instagram Grade level and/or class specific communication app, email, and/or social media methods All teachers are accessible by school email School website Parent Surveys PTO</p> <p>Communication is available in English and Spanish.</p>
Goals for student achievement	<p>District School</p>
Teachers	<p>Thomas Arnold Elementary teachers will work with students and their families to support students' success in meeting or exceeding the Texas Education Knowledge and Skills in all subject areas. Some of our key ways to do this will be..</p> <p>Communicating with parents via multiple methods</p> <p>Designing family engagement nights to share classroom strategies and concepts with families</p>
Parents	<p>Thomas Arnold Elementary parents can help their students' success in reading and math by..</p> <p>Checking their child's folder/planner daily Reading with their kids at least 20 minutes each day Practicing math facts with their child Attending school events to learn tips and strategies to use at home (or access materials/resources online) Participating in at least one of the communication methods offered by TAE</p>

Students	<p>Thomas Arnold Elementary students can make connections between learning at home and school by...</p> <p>Sharing their daily folder/planner with their families</p> <p>Reading 20 minutes per night</p> <p>Practicing grade appropriate math facts (addition/subtraction or multiplication)</p>
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TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA
Campus-level Data

2022 - 2023 Fall Collection, Resubmission

LEA: 014908 - SALADO ISD
Campus: 014908102 - THOMAS ARNOLD EL

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	4	0.39%
PRE-KINDERGARTEN	72	7.00%
KINDERGARTEN	130	12.63%
GRADE 1	151	14.67%
GRADE 2	185	17.98%
GRADE 3	153	14.87%
GRADE 4	172	16.72%
GRADE 5	162	15.74%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	1,029	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	538	52.28%
FEMALE	491	47.72%
TOTAL	1,029	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	2	0.19%
"1" ELIGIBLE FOR FULL DAY	863	83.87%
"2" ELIGIBLE FOR HALF DAY	54	5.25%
"3" TRANSFER FOR FULL DAY	91	8.84%
"4" INELIGIBLE FOR FULL DAY	15	1.46%
"5" INELIGIBLE FOR HALF DAY	1	0.10%
"6" TRANSFER FOR HALF DAY	3	0.29%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSHP VIRTl LRNG	0	0.00%
TOTAL	1,029	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	70	6.80%
IMMIGRANT	4	0.39%
ECONOMIC DISADVANTAGE	331	32.17%
MILITARY CONNECTED	232	22.55%
FOSTER CARE	9	0.87%
DYSLEXIA	45	4.37%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

TOTAL ENROLLMENT		1029		
ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll	
AMER. INDIAN/ALASKAN	1	0.10%	0.10%	
ASIAN	3	0.29%	0.29%	
BLACK/AFRICAN AMER.	15	1.46%	1.46%	
HISPANIC/LATINO	273	26.53%	26.53%	
WHITE	688	66.86%	66.86%	
HAWAIIAN/PAC ISLAND	4	0.39%	0.39%	
TWO OR MORE	45	4.37%	4.37%	
TOTAL	1,029	100.00%	100.00%	

MIGRANTS	Count	%Group	%Enroll	
AMER. INDIAN/ALASKAN	0	0.00%	0.00%	
ASIAN	0	0.00%	0.00%	
BLACK/AFRICAN AMER.	0	0.00%	0.00%	
HISPANIC/LATINO	0	0.00%	0.00%	
WHITE	0	0.00%	0.00%	
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	
TWO OR MORE	0	0.00%	0.00%	
TOTAL	0	0.00%	0.00%	

OTHER ECON DISADV	Count	%Group	%Enroll	
AMER. INDIAN/ALASKAN	0	0.00%	0.00%	
ASIAN	0	0.00%	0.00%	
BLACK/AFRICAN AMER.	0	0.00%	0.00%	
HISPANIC/LATINO	3	100.00%	0.29%	
WHITE	0	0.00%	0.00%	
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	
TWO OR MORE	0	0.00%	0.00%	
TOTAL	3	100.00%	0.29%	

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll	
AMER. INDIAN/ALASKAN	1	0.30%	0.10%	
ASIAN	1	0.30%	0.10%	
BLACK/AFRICAN AMER.	10	3.05%	0.97%	
HISPANIC/LATINO	173	52.74%	16.81%	
WHITE	127	38.72%	12.34%	
HAWAIIAN/PAC ISLAND	1	0.30%	0.10%	
TWO OR MORE	15	4.57%	1.46%	
TOTAL	328	100.00%	31.88%	

BILINGUAL	Count	%Group	%Enroll	
AMER. INDIAN/ALASKAN	0	0.00%	0.00%	
ASIAN	0	0.00%	0.00%	
BLACK/AFRICAN AMER.	0	0.00%	0.00%	
HISPANIC/LATINO	0	0.00%	0.00%	
WHITE	0	0.00%	0.00%	
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	
TWO OR MORE	0	0.00%	0.00%	
TOTAL	0	0.00%	0.00%	

ESL	Count	%Group	%Enroll	
AMER. INDIAN/ALASKAN	0	0.00%	0.00%	
ASIAN	0	0.00%	0.00%	
BLACK/AFRICAN AMER.	0	0.00%	0.00%	
HISPANIC/LATINO	52	92.86%	5.05%	
WHITE	4	7.14%	0.39%	
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	
TWO OR MORE	0	0.00%	0.00%	
TOTAL	56	100.00%	5.44%	

Alternative Language Program	Count	%Group	%Enroll	
AMER. INDIAN/ALASKAN	0	0.00%	0.00%	
ASIAN	0	0.00%	0.00%	
BLACK/AFRICAN AMER.	0	0.00%	0.00%	
HISPANIC/LATINO	14	100.00%	1.36%	
WHITE	0	0.00%	0.00%	
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	
TWO OR MORE	0	0.00%	0.00%	
TOTAL	14	100.00%	1.36%	

GIFTED & TALENTED	Count	%Group	%Enroll	
AMER. INDIAN/ALASKAN	0	0.00%	0.00%	
ASIAN	0	0.00%	0.00%	
BLACK/AFRICAN AMER.	0	0.00%	0.00%	
HISPANIC/LATINO	10	18.87%	0.97%	
WHITE	42	79.25%	4.08%	
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	
TWO OR MORE	1	1.89%	0.10%	
TOTAL	53	100.00%	5.15%	

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA
Campus-level Data

2022 - 2023 Fall Collection, Resubmission

LEA: 014908 - SALADO ISD
Campus: 014908102 - THOMAS ARNOLD EL

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	0	0.00%
"6" ATTENDS SCHOOL WIDE	1,029	100.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	1,029	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	1	0.10%
UNACCOMPANIED YOUTH CODE 3	1	0.10%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	1	0.10%

* Unaccompanied Youth Total Should Match Homeless Count

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	0.50%	0.10%
BLACK/AFRICAN AMER.	5	2.48%	0.49%
HISPANIC/LATINO	102	50.50%	9.91%
WHITE	85	42.08%	8.26%
HAWAIIAN/PAC ISLAND	1	0.50%	0.10%
TWO OR MORE	8	3.96%	0.78%
TOTAL	202	100.00%	19.63%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	2	1.63%	0.19%
HISPANIC/LATINO	31	25.20%	3.01%
WHITE	83	67.48%	8.07%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	7	5.69%	0.68%
TOTAL	123	100.00%	11.95%

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	12	16.67%
"02" PK ELIG 4+ HRS/DAY	45	62.50%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	0	0.00%
"05" PK INELIG 4+ HRS/DAY	15	20.83%
TOTAL	72	100.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	41	68.33%	3.98%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	19	31.67%	1.85%
"9" OTHER	0	0.00%	0.00%
TOTAL	60	100.00%	5.83%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%