Carrollton-Farmers Branch Independent School District

Thompson Elementary

2022-2023 Campus Improvement Plan

Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: May 4, 2022

Demographics

Demographics Summary

Thompson Elementary is an established K-5th Title I campus in Carrollton-Farmers Branch ISD located in Carrollton, TX. Carrollton is a suburban community located north of Dallas. Carrollton is considered to be a working class community and was ranked in the top 25 places to live in Texas in 2022 due to its affordability, highly ranked schools, and safe neighborhoods. Thompson is a predominantly neighborhood school, except for the student population that chooses to attend the dual language program or the students that are transferred to Thompson to receive special education services. Our dual language program provides native English speakers the opportunity to learn Spanish alongside native Spanish speakers. This program serves the majority of students at Thompson Elementary. There are typically two dual language classrooms and two monolingual classrooms at each grade level, but the dual language classrooms have larger class size averages. Approximately ¾ of the student population live within walking distance of the campus.

Thompson offers Communications and ABC as self-contained special education programs. As of January 2022, 428 students were enrolled. The student population is declining year to year. In the 2020-2021 school year, there were 463 students, in the 2019-2020 school year there were 470 students, and in the 2018-2019 there were 492 students. The neighborhood Thompson serves is made up of predominantly rental/owned homes and one apartment complex. Currently, there is no available land to build, so we anticipate that Thompson's growth or decline will be based on the families that decide to move in or leave the existing residences. Carrollton-Farmers Branch is an open enrollment district, which allows students to choose the school in which they attend no matter their attendance zone. Founders Classical Academy, Harmony Science Academy, and Life School are three charter schools that are located in our surrounding attendance zone. As of now, Thompson has plenty of room for growth.

We celebrate all of the cultures that make up our students and staff. 79.4% of students are Hispanic, 9.8% of students are White, 7% of students are Black African American and 2.1% are Asian. There are 1.64% claiming Two-or-More Races.

The mobility rate for Thompson Elementary in 2021-2022 was 11.52% which is below the state average of 15.3%. Attendance rates at Thompson are typically around 97%. This year, due to mandatory quarantines and an abundance of caution due to fear of COVID infection, our current attendance rate is 93.49%, which is higher than the district average of 91.4%.

Thompson Elementary serves 42.99% emergent bilingual students, 11% Gifted and Talented students, 20.79% Special Education students, and 3.5% Dyslexic students. Additionally, 67.29% are economically disadvantaged and 61.22% are identified as at-risk.

Over the last several years, Thompson has made an effort to create and implement a student character development program. The staff determined how they wanted students to define themselves as Thompson Cougars: respectful, caring, determined, problem-solvers, and leaders today and tomorrow. The implementation of these character traits have been incorporated into the fabric of the school community.

Thompson Elementary currently employs 40 professional staff, all of which are current members of PTA. 40% of teachers are within their first 5 years of teaching experience as compared to the district average of 32%. 51% of teachers at Thompson are White, 40% are Hispanic, 6% are Asian, and 3% are African American. This does not currently mirror our student population with regards to race and ethnicity. Thompson typically welcomes a few new teachers each year, and due to a strong mentoring program from district level coaches and administration, the turnover rate is relatively low.

Staff Diversity Representation

Staff	Student

Gender:

- Female 97%

- Male 3%

Gender:

- Female 48.83%

- Male 51.17%

Ethnicity & Race:

- Hispanic-Latino 40.1%

- American-Indian 0%

- Asian 6.2%

- Black-African American 3.1%

- White 50.6%

- Pacific Islander 0%

- Two-or-More 0%

Ethnicity & Race:

- Hispanic-Latino 79.44%

- American Indian-Alaskan-Native 0.47%

- Asian 2.10%

- Black-African American 7.01%

- Native Hawaiian-Pacific Islander 0%

- White 9.81%

- Two-or-More 1.17%

Demographics Strengths

1. Many families choose to attend Thompson for the dual language program.

2. Thompson has a lower mobility rate than the state average.

3. The implementation of a student character development program has become embedded in campus culture.

4. Thompson is a school in an established neighborhood community.

5. Thompson has created committees to implement plans to celebrate the diversity of our students and staff.

6. Thompson has qualified 11% of students for the GT program, which is above the state guideline of 10% of students.

7. All staff are current PTA members.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Families of students participating in our Dual Language program require more language support for work at home. **Root Cause:** Work is often sent home in the language of instruction for that week, and not all families of Dual Language students are bilingual.

Problem Statement 2: Historically across grade levels, bilingual class sizes are typically larger than monolingual classes. **Root Cause:** Families choose to enroll in the Dual Language program at Thompson, which increases bilingual student enrollment causing larger class sizes.

Problem Statement 3: The overall student population is declining year over year. **Root Cause:** Working class families are moving to areas that are more affordable. They are seeking new job opportunities, due to potential job loss throughout COVID. Due to open enrollment and charter school options, not all students who could attend Thompson actually do.

Problem Statement 4 (Prioritized): The percentage of current teaching staff within their first five years of teaching is 8% higher than the district average. **Root Cause:** The staff that are leaving have been teaching longer than 5 years, and the majority of those hired to replace them have been teaching less than 5 years due to the available applicant pool.

Problem Statement 5: Staff demographics from 2020-2021 do not mirror student demographics. **Root Cause:** Currently, the available applicant pool does not mirror our student population.

Problem Statement 6: Attendance rates have declined from the 2019-2020 school year to the 2021-2022 school year. **Root Cause:** Attendance rates have declined due to mandatory quarantines and an abundance of caution by families.

Student Learning

Student Learning Summary

Here is a reminder of the 2021 STAAR All Student Scores for perspective. An explanation of significant findings is included below.

2021 STAAR ALL STUDENTS	% DID NOT MEET Grade Level Performance	% APPROACHES Grade Level Performance	% MEETS Grade Level Performance	% MASTERS Grade Level Performance
3rd Math	37	38	16	9
4th Math	34	32	16	18
5th Math	23	31	31	15
3rd Reading	37	35	12	16
4th Reading	34	23	24	19
5th Reading	37	20	22	21
4th Writing	56	17	19	8
5th Science	50	31	15	4

A deeper analysis of STAAR Reading 2021 scores for student groups at each grade level revealed the following:

- White, Hispanic, African American, etc. The greatest variance among student groups was seen between the White population and all other student groups. In 3rd grade, 50% of the White population scored masters. In 4th grade, 43% of the White population scored masters and in 5th grade, 57% of the White population scored masters. While 12% to 14% of the Hispanic population scored masters and 13% to 25% of African American students scored masters. 63% of African American students in 4th grade scored meets and higher, compared to 43% of overall 4th grade students. 39% of Hispanic students in 5th grade scored meets or higher, compared to 43% of overall 5th grade students.

- Economically Disadvantaged (ECD) students in 3rd, 4th and 5th grade scored similarly on reading to all students in those same grade levels.

- Currently Emerging Bilingual (EB) students in 3rd, 4th, and 5th grade scored at the Approaches level with a similar percentage to all students on reading at those grade levels. However, EB students scoring at the Meets level or higher was lower than all students: 3rd EB 15% compared to 28% all students; 4th grade EB 23% compared to 43% all students; and 5th grade 24% compared to 43% all students.

- The scores for Special Education (SpEd) show the greatest variance between 3rd grade SpEd scores and 4th/5th grade SpEd scores. In 3rd grade, 18% of SpEd students scored approaches or higher, in 4th grade, 45% of SpEd students scored approaches or higher, and in 5th grade, 24% of SpEd students scored approaches or higher. SpEd students in 5th grade scored significantly lower than the overall grade level percentage. In 5th grade, 24% of SpEd students scored approaches or higher, while 43% of all 5th grade students scored approaches or higher.

A deeper analysis of STAAR Math 2021 scores for student groups at each grade level revealed the following:

- When compared to the state average at each grade level, a higher percentage of Thompson students in grades 3, 4, and 5 scored at the approaches level or higher- 3rd grade 63% compared to 62% of the state, 4th grade 66% compared to 59% of the state, and 5th grade 77% compared to 70% of the state.

- White, Hispanic, African American, etc. The greatest variance among student groups was seen between the White population and all other student groups. In 3rd grade, 100% of white students scored at the approaches level or higher, with 50% scoring meets and 33% masters, compared to all 3rd grade students averaging 16% meets and 9% masters. In 4th grade, 100% of white students scored at the approaches level or higher, with 28% scoring meets and 29% masters, compared to all 4th grade students averaging 16% meets and 18% masters. In 5th grade, 86% of white students scored at the approaches level or higher, with 28% scoring meets and 43% masters, compared to all 5th grade students averaging 31% meets and 15% masters.

- Economically Disadvantaged (ECD) students in 3rd, 4th and 5th grade scored similarly on math to all students in those same grade levels.

- Currently Emerging Bilingual (EB) students in 3rd, 4th, and 5th grade had a higher percentage score at the approaches level when compared to all students- 3rd grade- 41% EB students, 4th grade- 37% EB students, 5th grade 35% EB students. However, a lower percentage of EB students scored at the Meets level or higher, with 11% 3rd grade EB students compared to 28% all 3rd grade students, 20% 4th grade EB students compared to 43% all 4th grade students, and 38% 5th grade EB students compared to 43% all 5th grade students.

- The scores for Special Education (SpEd) show the greatest variance between 3rd grade SpEd scores and 4th/5th grade SpEd scores. In 3rd grade, 35% SpEd students scored approaches or higher, in 4th grade, 55% of SpEd students scored approaches or higher, and in 5th grade, 53% of SpEd students scored approaches or higher. SpEd students in 3rd grade also scored significantly lower than the overall grade level percentage. In 3rd grade, 35% of SpEd students scored approaches or higher, while 63% of all 3rd grade students scored approaches or higher.

A deeper analysis of STAAR Science 2021 scores for student groups at each grade level revealed the following:

- White, Hispanic, African American, Asian, etc. The greatest variance among subpopulations was between African American students and Asian students- 38% African American students scored approaches or higher compared to 83% Asian students scored approaches or higher. When focusing on scores at the meets level or higher, White students performed better than the other student groups- 43% White students scored meets or higher compared to 25% African American students, 16% Hispanic students, and 17% Asian students.

- Economically disadvantaged (ECD) students in 5th grade scored similarly on science to all students in 5th grade. 42% of ECD students scored approaches or higher, while 58% of all students scored approaches or higher.

- Currently Emerging Bilingual (EB) students in 5th grade scored lower than all students in 5th grade. 36% of EB students scored approaches or higher, while 58% of all students scored approaches or higher.

- The scores for Special Education (SpEd) students in 5th grade scored significantly lower than the overall grade level percentage. In 5th grade, 12% of SpEd students scored approaches or higher, while 58% of all 5th grade students scored approaches or higher.

READING

Looking deeper at multiple data points 21-22 MAP data, and current reading levels are as follows:

MAP Reading English

	Spring 2021			Fall 2021			Winter 2022			Spring 2022		
	App+	Meets+	Mast	App+	Meets+	Mast	App+	Meets	Mast	App+	Meets+	Mast
Kinder	69	37	17	76	23	8	72	23	12	75	35	12
1st	60	22	6	76	36	21	60	20	11	62	22	12
2nd	65	45	21	70	31	8	69	35	7	76	28	8

MAP Reading English

	App+	Meets+	Mast	App+	Meets+	Mast	App+	Meets	Mast	App+	Meets+	Mast
3rd	70	40	20	69	44	22	64	42	21	74	40	18
4th	67	36	17	70	37	16	69	43	17	70	42	23
5th	70	31	15	75	40	20	71	43	18	73	41	20

MAP Reading Spanish

	Spring 2021			Fall 2021			Winter 2022			Spring 2022		
	App+	Meets+	Mast	App+	Meets+	Mast	App+	Meets	Mast	App+	Meets+	Mast
Kinder	73	42	19	51	13	5	50	16	8	74	29	5
1st	81	67	48	71	33	18	68	28	11	62	19	11
2nd	70	36	12	70	22	5	83	28	13	84	30	14
3rd	50	15	5	52	37	10	70	32	16	67	39	22
4th	55	20	4	45	19	3	69	20	6	64	28	11
5th	50	20	2	56	40	11	82	45	12	76	54	17

STUDENT READING LEVELS - Percent Scoring Approaches or Higher

GRADE	1st 9-weeks 21-22	2nd 9-weeks 21-22	3rd 9-weeks 21-22
KINDER	– –	64%	70%
1ST	77%	67%	63%
2ND	77%	79%	82%
3RD	77%	85%	79%
4TH	76%	67%	61%
5TH	61%	68%	63%

The most significant finding(s) during the analysis of all READING academic achievement data is:

- When looking at MAP Reading English, 4th and 5th grade show the greatest increase in students scoring at the meets level or higher, going from Spring 2021 MAP scores of 36% meets or higher in 4th grade and 31% meets or higher in 5th grade to Winter 2022 scores with 43% 4th and 5th grade students scoring at the meets or higher level.

- When looking at MAP Reading Spanish, 5th grade shows the greatest increase in students scoring at the meets level or higher, going from Spring 2021 MAP scores of 55% scoring at the approaches level or higher to Winter MAP 82% scoring at the approaches level or higher.

- The percentage of 1st and 4th grade students approaching grade level expectation or higher for reading level has steadily decreased this school year. The other grade levels have increased the percentage of students approaching grade level in reading or have been inconsistent over the year.

- When comparing students scoring at the approaches level or higher on 2022 Winter MAP Reading to 2nd 9-weeks Reading levels, 4 out of 6 grade levels' data do not correlate with one another. 4th and 1st grade MAP scores tend to correlate better with Reading Levels.

MATH

Looking deeper at multiple data points, including 21-22 MAP data are as follows:

MAP Math

	Spring 2021			Fall 2021			Winter 2022			Spring 2022		
	App+	Meets+	Mast	App+	Meets+	Mast	App+	Meets	Mast	App+	Meets+	Mast
Kinder	72	48	19	66	25	10	68	42	15	84	25	7
1st	67	40	21	79	34	6	61	28	12	58	25	13
2nd	56	17	3	65	19	3	65	20	6	64	24	5
3rd	72	33	4	63	30	6	57	33	9	65	37	6
4th	64	27	15	73	35	8	66	32	4	76	41	14
5th	76	34	12	76	40	11	73	45	16	77	53	21

The most significant finding(s) during the analysis of all MATH academic achievement data is

- When looking at MAP Math, 4th and 5th grade show the greatest increase in students scoring at the meets level or higher. The percentage of students scoring meets or higher in 4th grade increased from 27% meets or higher on Spring 2021 MAP to 34% meets or higher on Winter 2022 MAP. In 5th grade, 34% scored at the meets level or higher on Spring 2021 MAP and increased to 45% scoring meets or higher level on Winter 2022 MAP.

- Kindergarten saw a 18% increase from Fall 2021 to Spring 2022 in the number of students reaching approaches or higher.

- 1st grade students saw a significant decrease in overall proficiency from Spring 2021 to Spring 2022 going from 72% of students at approaches or higher to 58%.

- Map math data shows that instruction from 2nd-5th grade classes is moving students from the approaches level to the meets/masters level, but is not significantly moving students from does not meets to approaches.

SCIENCE

Looking deeper at multiple data points, including 21-22 MAP data are as follows:

MAP Science

	Spring 2021			Fall 2021			Winter 2022			Spring 2022		
	App+	Meets+	Mast	App+	Meets+	Mast	App+	Meets	Mast	App+	Meets+	Mast
4th	73	29	12	65	30	11	70	24	5	75	34	11
5th	66	23	9	73	27	8	76	32	11	84	45	21

The most significant finding(s) during the analysis of all SCIENCE academic achievement data is:

- When looking at the MAP Science data for 5th grade students are currently projected to approach or higher at a greater rate then last year's STAAR results.

- Map science data shows that instruction from 4th-5th grade classes is moving students from the does not meet to approaches level, as well as increasing the percentage of students scoring at the meets/masters level.

TELPAS Data

2019 to 2020 data for the percentage of emergent bilingual students making at least 1 years growth in listening and speaking.

Kinder	1st	2nd	3rd	4th	5th
NA	20	0	33	0	16

It should be noted that the TELPAS listening and speaking tests change at 2nd grade and 4th grade. The greatest growth was seen in 3rd grade with one-third of the students making a year's growth in listening and speaking.

Student Learning Strengths

Thompson Elementary has a population of determined, hard working students. The campus is proud of many different student achievement strengths, including:

- The staff at Thompson have committed to being a Professional Learning Community (PLC) and using the Data Driven Instruction (DDI) process to focus on essential learning per unit. We have seen an increase in student performance on these focused essentials through that process. With the additional intervention time during the school day (RtI 1.5) and focused tutoring, teachers have been able to provide "just in time" intervention for students struggling to meet standards on those essentials to prevent learning gaps from growing larger.

- Based on Winter MAP Science data, we are projected to increase the percent of students scoring at the approaches level or higher on STAAR Science by 20% this year.

- In math, the number of students scoring approaches or higher appears to increase as students move up from 3rd to 4th grade and 4th to 5th grade. (3rd grade 63%, 4th grade 66%, and 5th grade 77%)

- In reading, 2nd grade showed consistent growth in both English and Spanish MAP Reading, as well as reading levels. Students scoring approaches or higher increased from 60% Spring 2021 to 76% Spring 2022 on English MAP Reading, and from 80% Spring 2021 to 84% Spring 2022 on Spanish MAP Reading. Students reading at the approaches level or higher increased from 77% to 82%.

- 3rd-5th grade Spanish MAP Reading shows an increase of students scoring at the approaches level or higher from Spring 2021 to Spring 2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): MAP math data shows that instruction from 2nd-5th grade classes is moving students from the approaches level to the meets/masters level, but is not significantly moving students from does not meets to approaches. **Root Cause:** The gap of moving a student from does not meet to approaches is often very great. SPED students, Tier 2, and Tier 3 often fall into the does not meet category and are served by ESSER teachers and SPED staff for their intervention. In some circumstances there is not often regular communication with the homeroom teacher for collaboration.

Problem Statement 2 (Prioritized): Looking at both 2021-22 MAP and STAAR Reading and Math data, students in K-2nd grade scoring meets and masters is less than 3rd-5th grade students scoring meets and masters. **Root Cause:** K-2nd instruction has put emphasis on student mastery of foundational skills and moving students to at least the approaches level.

Problem Statement 3 (Prioritized): Looking at STAAR all subjects in grades 3-5, the Hispanic student group saw an 18% decrease in students scoring approaches or higher from the 2019 to the 2021 school year. All other student groups maintained or slightly increased the percentage of students scoring approaches or higher on all STAAR tests. **Root Cause:** During remote learning, Hispanic students had lower engagement. Also, when given a choice between remote and in-person learning, a higher percentage of our Hispanic population chose to continue remote learning.

Problem Statement 4 (Prioritized): A lower percentage of emergent bilingual students scored at the meets and masters level on all STAAR subjects tested when compared to other student groups. **Root Cause:** Emergent bilingual students struggle with the academic vocabulary found in the STAAR assessment.

Problem Statement 5: Reading level data and Reading MAP data during the 2020-2021 did not always correlate with one another. **Root Cause:** There is a lack of objective data used by teachers for the assessment of student learning throughout the reading curriculum. Teachers rely on data from subjective rubrics and assessments to gauge student learning throughout the year.

Problem Statement 6: TELPAS data indicates that a third or less of our students have shown a year's growth in the area of listening and speaking from the 2019 to 2020 school years. **Root Cause:** Emergent bilingual students are not engaging in discourse often enough in the classroom.

School Processes & Programs

School Processes & Programs Summary

Over the past four years, Thompson has focused on growing as a Professional Learning Community (PLC). Multiple staff members have attended the PLC At Work professional development conference led by Solution Tree. This conference has deepened staff understanding of what it means to function as a PLC and focus on student learning through the PLC process. During Summer 2021, a group of staff members including teachers, coaches, and administrators attended training from Region 10 to learn more about Data Driven Instruction (DDI) and protocols to use when analyzing student data. In order to provide additional collaborative time for PLC Teams, Cougar Time has been implemented to allow biweekly extended planning time. Teams select essential TEKS to study at a deeper level, analyze student data to determine learning needs, and plan for reteach and intervention (RTI).

This past year, Thompson created two intervention blocks within the master schedule for all grade levels in order to provide more focused intervention time for students. Response to Intervention (RTI) focuses on closing academic gaps to improve student success. During this time, students are being served by classroom teachers and ESSER teachers twice per day. The additional intervention block serves to allow teachers time to provide intervention based on just in time needs of students as well as filling in previous gaps in learning. This has allowed for students to have more opportunities to receive intervention that meets individual needs and increases their academic success. Due to adjusting the master schedule to provide this additional time for intervention, time to implement curriculum through Tier 1 instruction had to be modified.

In addition to intervention time during the school day, Thompson teachers provide focused after school tutoring for an hour and half once a week for multiple rotations lasting 4-5 weeks throughout the school year. Doing intervention once a week versus twice a week for two shorter sessions was a change that we made in the 2021-22 school year. Teams have reported that having this extended time once a week for a longer session versus two shorter sessions has allowed for deeper and more focused learning within tutoring.

Along with increased intervention time, students at Thompson have various enrichment opportunities provided to them after school, including Choir, Cougar Council, PE Club, Art Club, and Makerspace Club. These activities are offered on non-tutoring days so that students needing intervention can still participate in enrichment.

The Upbeat Survey is given to all staff annually for campus and district self-assessment. Survey results for the 2020-2021 school year showed staff felt the need for improvement in the area of Cultural Competence. Thompson staff created a campus committee to increase cultural competency this year. The committee focused on representing diversity through literacy, celebrations and professional development. The district also provided professional development on equity and inclusion. This year's Upbeat survey results showed an increase of 37% in openly discussing issues of race, ethnicity, and culture at Thompson.

According to comparative data from the 2020-21 Upbeat Survey and the 2021-22 survey, we have seen an increase in positive staff ratings reported in the areas of Instructional Leadership, Collaboration, and Care & Commitment. However, we did see a decrease in positive staff ratings in Professional Development, Autonomy, and Self-Efficacy.

Upbeat Survey Categories	Thompson Survey results from 2020-21 to 2021-22	Thompson Comparison to CFBISD results 2021-2022
2. Professional Development	• - 12.3	• 3.3
3. Autonomy	• - 4.9	• - 4.7
5. Instructional Leadership	• 4.9	• 5

Upbeat Survey Categories   Thompson Survey results from 2020-21 to 2021-22 Thompson Comparison to CFBISD results 2021-2022

8. Collaboration	• 14.8
11. Self-Efficacy	• - 7.4
22. Care & Commitment	• 3

• 8
• - 7.9
• 6.1

School Processes & Programs Strengths

Through the PLC and DDI processes, along with intervention programs, we have seen an increase of positive responses in the areas of Instructional Leadership, Collaboration, and Care & Commitment on the Upbeat survey:

- Staff report the principal utilizes data to guide our school vision for teaching and learning.

- 89% of Thompson teachers feel they can trust their colleagues. (25.9% increase)

- 96% of Thompson teachers feel they do meaningful work together in teams. (7.4% increase)

- 100% of Thompson teachers feel the staff helps one another improve their instructional practice. (11.1% increase)

- 85% of Thompson teachers feel staff take shared responsibility for the overall success of the school. (3.7% increase)

- 100% of Thompson teachers feel they set high academic standards for all students. (7.4% increase)

- 100% of Thompson teachers feel they strive to continually improve their practices. (3.7% increase)

- 100% of Thompson teachers feel they go above and beyond to support students. (3.7% increase)

Cougar Character

- Our school consistently promotes school safety as a priority.

- Staff reinforces school wide expectations that align with fair disciplinary practices.

- School staff and families create partnerships for the students' success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 33% of the teachers do not feel the professional development available to them helps to improve their teaching practices. **Root Cause:** Teachers identify success as students reaching the meets or masters level. With increased learning gaps due to COVID, many students are not reaching these levels at the rate they were in the past.

Problem Statement 2: Teachers struggle to fit in all curriculum to be taught during the school day. **Root Cause:** Teachers are currently struggling to utilize autonomy and knowledge of the curriculum to prioritize essential standards and thus time spent on learning in the classroom.

Problem Statement 3: One third of staff do not feel prepared to engage in conversations on topics of racism & discrimination with students. **Root Cause:** As a staff, there is some

insecurity with openly discussing racism and discrimination. As a society, professionals in the education system have experienced instances of being reprimanded for engaging in conversations on topics of racism and discrimination.

Perceptions

Perceptions Summary

One of the core beliefs at Thompson Elementary is that a student should become a lifelong learner. We celebrate diversity on our campus, and around the world, and students are taught to problem solve through mistakes and be determined to see those mistakes as opportunities to learn and grow. With the many backgrounds and previous experiences students come to our school with, it is important that we create a culture of excellence by setting and maintaining high expectations while celebrating what makes learning fun.

Written at the end of our main hallway is the quote, "We are what we repeatedly do. Excellence, therefore, is not an act, but a habit." We teach this to our students daily through the integration of our Cougar Character traits in all that we do. Through various forms of feedback collected from stakeholders throughout the year, we have clear evidence that this culture and climate have been ingrained in our community daily.

To understand the opinions of all stakeholders, parents are asked to provide feedback through a 3-5 question survey multiple times a year. This feedback shows overwhelmingly positive opinions about their trust and confidence in the work Thompson Staff does to grow their students academically.

Students in 3rd-5th grade are given the opportunity to share their opinions on Classroom Climate, Classroom Engagement, Rigorous Expectations, Teacher-Student Relationships, and Pedagogical Effectiveness. While there are a couple areas of growth, we have similar data compared to schools across the district and around the country. Almost all students reported feeling respected by their teachers and encouraged to do their best each day.

Through the Upbeat Survey completed by staff, 93% of staff have a shared commitment towards student success. Finding ways to have a work/life balance is extremely challenging due to high expectations staff members have for themselves and their students. In the Upbeat survey, 56% of Thompson teachers reported that they are not currently able to manage the stress of their workload, and 37% of them feel they do not have ways to prevent the stress of the job from being detrimental to their mental health. However, 96% of the teachers reported that they feel they have someone on campus they can turn to when having a difficult time. Also 59% of teachers do not feel confident to maintain their daily workload for the long term, but 100% of the teachers reported feeling loyal to their immediate team or work group.

Perceptions Strengths

Thompson Elementary celebrates these strengths:

- There is a clear culture based around the Cougar Character Traits, particularly the traits of respect and determination. Thompson Cougars are caring, respectful, determined, problem solvers. Leaders today, leaders tomorrow.

  - 95% of students feel encouraged to do their best.

  - 96% of staff believe that opportunities are available to them regardless of their race, culture, ethnicity, or other aspects of personal identity.

  - 97% of students feel respected by their teachers.

- According to parent feedback provided throughout the year, parents feel their students are welcomed and part of a greater school community. Parents shared that the relationships between students and teachers help students to excel in the classroom. Parents have recognized that teachers meet the specific needs of their students to help them grow socially and academically.

  According to the Upbeat staff survey, 100% of staff believe they have a trusting relationship with our families and that our families have confidence in the work Thompson

teachers and staff are doing. Along with that, 100% of staff feel that Thompson proactively involves all families in our school community.

- Thompson has a clear vision for teaching and learning. All staff know and work to achieve our "Thompson Why"

    ◦ 93% of staff understands the vision for our school and their role in accomplishing that vision.

    ◦ 96% of teachers say data is used to communicate a clear vision for teaching and learning.

    ◦ 100% of our staff feel that the work that they do has a lasting and positive impact on our students.

    ◦ 100% of teachers believe meaningful and collaborative work is done to improve their instructional practice.

    ◦ 100% of staff report going above and beyond to set high academic standards for all students by continually improving their practice and caring about the well being of their students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 56% of teachers and staff report not being able to successfully manage the stress of their job. **Root Cause:** 37% of staff report not having ways to prevent the stress of their job from being detrimental to their mental health.

Problem Statement 2: Over half of teachers believe the workload is unreasonable & struggle to balance the daily workload with outside responsibilities for the long-term. **Root Cause:** Teacher instructional and social-emotional duties have increased based on the high needs of students as an effect of COVID-19 & virtual learning between 2019-2022. The level of expectations and responsibilities has returned to pre-COVID expectations, but student learning gaps are even greater than before.

Problem Statement 3: While our data is similar to schools across the district, only 40% of Thompson students favorably reported that when they are outside of school they talk about ideas learned in their classes. **Root Cause:** 60% of students reported that outside of class time, they are not talking about the ideas they have learned in school. Throughout parent feedback, there were many requests for opportunities for students to explore their interests more both inside and outside of the class. Due to attrition of teachers and during COVID with more restrictions, many memorable learning experiences had to be modified or

Priority Problem Statements

Problem Statement 6: Families of students participating in our Dual Language program require more language support for work at home.

Root Cause 6: Work is often sent home in the language of instruction for that week, and not all families of Dual Language students are bilingual.

Problem Statement 6 Areas: Demographics

Problem Statement 1: MAP math data shows that instruction from 2nd-5th grade classes is moving students from the approaches level to the meets/masters level, but is not significantly moving students from does not meets to approaches.

Root Cause 1: The gap of moving a student from does not meet to approaches is often very great. SPED students, Tier 2, and Tier 3 often fall into the does not meet category and are served by ESSER teachers and SPED staff for their intervention. In some circumstances there is not often regular communication with the homeroom teacher for collaboration.

Problem Statement 1 Areas: Student Learning

Problem Statement 7: 33% of the teachers do not feel the professional development available to them helps to improve their teaching practices.

Root Cause 7: Teachers identify success as students reaching the meets or masters level. With increased learning gaps due to COVID, many students are not reaching these levels at the rate they were in the past.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 5: 56% of teachers and staff report not being able to successfully manage the stress of their job.

Root Cause 5: 37% of staff report not having ways to prevent the stress of their job from being detrimental to their mental health.

Problem Statement 5 Areas: Perceptions

Problem Statement 2: Looking at both 2021-22 MAP and STAAR Reading and Math data, students in K-2nd grade scoring meets and masters is less than 3rd-5th grade students scoring meets and masters.

Root Cause 2: K-2nd instruction has put emphasis on student mastery of foundational skills and moving students to at least the approaches level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Looking at STAAR all subjects in grades 3-5, the Hispanic student group saw an 18% decrease in students scoring approaches or higher from the 2019 to the 2021 school year. All other student groups maintained or slightly increased the percentage of students scoring approaches or higher on all STAAR tests.

Root Cause 3: During remote learning, Hispanic students had lower engagement. Also, when given a choice between remote and in-person learning, a higher percentage of our Hispanic population chose to continue remote learning.

Problem Statement 3 Areas: Student Learning

Problem Statement 8: The percentage of current teaching staff within their first five years of teaching is 8% higher than the district average.

Root Cause 8: The staff that are leaving have been teaching longer than 5 years, and the majority of those hired to replace them have been teaching less than 5 years due to the available applicant pool.

Problem Statement 8 Areas: Demographics

Problem Statement 4: A lower percentage of emergent bilingual students scored at the meets and masters level on all STAAR subjects tested when compared to other student groups.

Root Cause 4: Emergent bilingual students struggle with the academic vocabulary found in the STAAR assessment.

Problem Statement 4 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

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

Support Systems and Other Data

- Other additional data

Guiding Objectives

Revised/Approved: August 4, 2022

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2023, the percentage of students moving from does not meet to approaches or higher on MAP will increase by at least 5%.

HB3 Guiding Objective

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
Strategy 1: Improve staff understanding Data Driven Instruction and use of formative assessment data to drive instruction to increase student mastery of essential standards.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Students will have deeper learning and mastery of essential standards. **Staff Responsible for Monitoring:** Principal Assistant Principal - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum **Problem Statements:** Student Learning 1 **Funding Sources:** Instructional Coaches - 211 Title I - $49,267				

Strategy 2 Details	Reviews			
Strategy 2: Provide targeted intervention to fill any gaps students may that are preventing them from excelling at grade level.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Students will move towards grade level skills. **Staff Responsible for Monitoring:** Principal Dyslexia Interventionist **Problem Statements:** Student Learning 1, 2, 3, 4 **Funding Sources:** Title Interventionists - 211 Title I - $30,420				

Strategy 3 Details		Reviews			
Strategy 3: Provide Students with enriching classroom library books that will provide windows, mirrors, and sliding glass doors into their own lives.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will read more with interesting texts on hand and read at higher levels as a result. **Staff Responsible for Monitoring:** Principal Coaches **Problem Statements:** Student Learning 1, 4 **Funding Sources:** Classroom Library Books - 211 Title I - $8,893					

Strategy 4 Details		Reviews			
Strategy 4: Provide parents and students with an online reading resource to provide students with online reading materials to be used at home.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will increase their reading skills through collaboration at home with their parents. **Staff Responsible for Monitoring:** Assistant Principal Dyslexia Interventionist **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Online Program for digital reading - 211 Title I - $3,000					

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

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: MAP math data shows that instruction from 2nd-5th grade classes is moving students from the approaches level to the meets/masters level, but is not significantly moving students from does not meets to approaches. **Root Cause**: The gap of moving a student from does not meet to approaches is often very great. SPED students, Tier 2, and Tier 3 often fall into the does not meet category and are served by ESSER teachers and SPED staff for their intervention. In some circumstances there is not often regular communication with the homeroom teacher for collaboration.
Problem Statement 2: Looking at both 2021-22 MAP and STAAR Reading and Math data, students in K-2nd grade scoring meets and masters is less than 3rd-5th grade students scoring meets and masters. **Root Cause**: K-2nd instruction has put emphasis on student mastery of foundational skills and moving students to at least the approaches level.
Problem Statement 3: Looking at STAAR all subjects in grades 3-5, the Hispanic student group saw an 18% decrease in students scoring approaches or higher from the 2019 to the 2021 school year. All other student groups maintained or slightly increased the percentage of students scoring approaches or higher on all STAAR tests. **Root Cause**: During remote learning, Hispanic students had lower engagement. Also, when given a choice between remote and in-person learning, a higher percentage of our Hispanic population chose to continue remote learning.
Problem Statement 4: A lower percentage of emergent bilingual students scored at the meets and masters level on all STAAR subjects tested when compared to other student groups. **Root Cause**: Emergent bilingual students struggle with the academic vocabulary found in the STAAR assessment.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2023, the percentage of students in grades K-2 scoring at the meets level or higher on MAP will increase by 10%.

HB3 Guiding Objective

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
Strategy 1: Analyze Fall and Winter MAP results to determine specific student needs and plan targeted small group instruction and interventions.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will have differentiated learning in reading and math to help meet their individual growth goals. **Staff Responsible for Monitoring:** Principal Coaches - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 2				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2 Problem Statements:

Student Learning
Problem Statement 2: Looking at both 2021-22 MAP and STAAR Reading and Math data, students in K-2nd grade scoring meets and masters is less than 3rd-5th grade students scoring meets and masters. **Root Cause**: K-2nd instruction has put emphasis on student mastery of foundational skills and moving students to at least the approaches level.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 2023, the percentage of Emergent Bilingual (EB) students scoring at the meets level or higher will increase by 10%.

Evaluation Data Sources: MAP
STAAR

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with professional development on using cooperative grouping strategies and increased student discourse.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student talk and use of academic vocabulary regularly within the classroom **Staff Responsible for Monitoring:** Principal Grade level chair - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3, 4 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Provide observation feedback to teachers regarding effective use of cooperative grouping strategies and student discourse with academic vocabulary.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will increase regular use of effective grouping and discourse strategies. **Staff Responsible for Monitoring:** Principal Assistant Principal - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3, 4				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3 Problem Statements:

Student Learning

Problem Statement 3: Looking at STAAR all subjects in grades 3-5, the Hispanic student group saw an 18% decrease in students scoring approaches or higher from the 2019 to the 2021 school year. All other student groups maintained or slightly increased the percentage of students scoring approaches or higher on all STAAR tests. **Root Cause**: During remote learning, Hispanic students had lower engagement. Also, when given a choice between remote and in-person learning, a higher percentage of our Hispanic population chose to continue remote learning.

Problem Statement 4: A lower percentage of emergent bilingual students scored at the meets and masters level on all STAAR subjects tested when compared to other student groups. **Root Cause**: Emergent bilingual students struggle with the academic vocabulary found in the STAAR assessment.

School Processes & Programs

Problem Statement 1: 33% of the teachers do not feel the professional development available to them helps to improve their teaching practices. **Root Cause**: Teachers identify success as students reaching the meets or masters level. With increased learning gaps due to COVID, many students are not reaching these levels at the rate they were in the past.

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By May 2023, 100% of office staff will be trained on the new safety features of our recent renovation.

HB3 Guiding Objective

Evaluation Data Sources: Training logs

Strategy 1 Details	Reviews			
Strategy 1: Work with building operations to develop a plan that will allow all office staff to be trained on the fire alarm, panic button, security cameras, and campus alarm system.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased emergency preparedness and readiness. **Staff Responsible for Monitoring:** Principal Assistant Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1 Problem Statements:

Perceptions
Problem Statement 1: 56% of teachers and staff report not being able to successfully manage the stress of their job. **Root Cause**: 37% of staff report not having ways to prevent the stress of their job from being detrimental to their mental health.

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2023, Thompson will increase the number of volunteers by 10%.

    Evaluation Data Sources: Parent Square Volunteer Sign-Ups

Strategy 1 Details	Reviews			

Strategy 1: Encourage parents to sign-up for volunteer slots weekly in the Cougar Connection to help with preparing teacher materials for students use.
    Strategy's Expected Result/Impact: Increased number of regular volunteers at Thompson
    Staff Responsible for Monitoring: Principal
Secretary
 	
    Problem Statements: Demographics 1
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1 Problem Statements:

Demographics
Problem Statement 1: Families of students participating in our Dual Language program require more language support for work at home. **Root Cause**: Work is often sent home in the language of instruction for that week, and not all families of Dual Language students are bilingual.

Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 2023, Thompson will increase support for our dual language families through completion of the Latino Literacy Project.

    Evaluation Data Sources: Parent feedback surveys, Event sign in sheets

Strategy 1 Details				Reviews			
Strategy 1: Identify and train teachers leading the Latino Literacy Project.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher prepared to increase engagement with and support of our dual language families. **Staff Responsible for Monitoring:** Principals, teachers **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 3, 4 **Funding Sources:** Teacher Extra Duty Pay to Run Program (4 teachers, 10 days, 3 hours per parent meeting...2 hours with parents/1hour planning) - 211 Title I - $3,600, Books for parents to use for read aloud's with students. - 211 Title I - $2,400				**Oct**	**Jan**	**Mar**	**June**
Strategy 2 Details				Reviews			
Strategy 2: Establish a cohort of families to engage in learning through the Latino Literacy Project.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase dual language family involvement and provide training and practice on how to engage in reading with their students at home. **Staff Responsible for Monitoring:** Teachers **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy** **Problem Statements:** Demographics 1				**Oct**	**Jan**	**Mar**	**June**
0% No Progress		100% Accomplished		→ Continue/Modify		✗ Discontinue	

Goal 2 Problem Statements:

Demographics
Problem Statement 1: Families of students participating in our Dual Language program require more language support for work at home. **Root Cause**: Work is often sent home in the language of instruction for that week, and not all families of Dual Language students are bilingual.

Student Learning

Problem Statement 3: Looking at STAAR all subjects in grades 3-5, the Hispanic student group saw an 18% decrease in students scoring approaches or higher from the 2019 to the 2021 school year. All other student groups maintained or slightly increased the percentage of students scoring approaches or higher on all STAAR tests. **Root Cause**: During remote learning, Hispanic students had lower engagement. Also, when given a choice between remote and in-person learning, a higher percentage of our Hispanic population chose to continue remote learning.

Problem Statement 4: A lower percentage of emergent bilingual students scored at the meets and masters level on all STAAR subjects tested when compared to other student groups. **Root Cause**: Emergent bilingual students struggle with the academic vocabulary found in the STAAR assessment.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: By May 2023, Thompson will be recognized as a Common Sense School.

    Evaluation Data Sources: Application for Common Sense School Badge accepted by Common Sense Education organization indicating completion of their Digital Literacy instruction requirements.

Strategy 1 Details	Reviews			

Strategy 1: Provide staff two 60-minute professional development sessions for staff related to digital citizenship and digital literacy.
    Strategy's Expected Result/Impact: Increased instruction and modeling of digital skills for students.
    Staff Responsible for Monitoring: Principal
Librarian
	Formative			**Summative**

	Oct	Jan	Mar	June
Strategy 2 Details	**Reviews**			

Strategy 2: Deliver digital citizenship lessons to students as indicated by Common Sense School Road Map.
    Strategy's Expected Result/Impact: Students will improve skills necessary for living and learning in digital spaces.
    Staff Responsible for Monitoring: Librarian
Teachers
	Formative			**Summative**

	Oct	Jan	Mar	June
Strategy 3 Details	**Reviews**			

Strategy 3: Provide three family activities or events as outlined in the Common Sense Schools Road Map.
    Strategy's Expected Result/Impact: Increased understanding of how to support and monitor students in digital spaces.
    Staff Responsible for Monitoring: Librarian
Digital Learning Specialist
 	
    Problem Statements: Demographics 1
	Formative			**Summative**

	Oct	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 1 Problem Statements:

Demographics

Problem Statement 1: Families of students participating in our Dual Language program require more language support for work at home. **Root Cause**: Work is often sent home in the language of instruction for that week, and not all families of Dual Language students are bilingual.

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2023, the staff retention rate at Thompson will increase by 5% from the end of the year 2022.

    Evaluation Data Sources: TEAMS data

Strategy 1 Details				Reviews			
Strategy 1: Analyze campus upbeat results to understand and address deficiencies.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased retention.				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 4							

Strategy 2 Details				Reviews			
Strategy 2: Create a plan to implement employee wellness opportunities for staff throughout the year.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff will be able to better cope with the stress of the job.				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Counselor **Problem Statements:** Perceptions 1							

Strategy 3 Details				Reviews			
Strategy 3: Create a longitudinal new teacher induction program that builds teachers over the course of the school year.				**Formative**			**Summative**
Strategy's Expected Result/Impact: New teachers will have their skills developed throughout the year through mentorship, staff develepoment, and coaching.				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration Coaches **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1 - Perceptions 1							

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Goal 1 Problem Statements:

Demographics
Problem Statement 4: The percentage of current teaching staff within their first five years of teaching is 8% higher than the district average. **Root Cause**: The staff that are leaving have been teaching longer than 5 years, and the majority of those hired to replace them have been teaching less than 5 years due to the available applicant pool.

School Processes & Programs
Problem Statement 1: 33% of the teachers do not feel the professional development available to them helps to improve their teaching practices. **Root Cause**: Teachers identify success as students reaching the meets or masters level. With increased learning gaps due to COVID, many students are not reaching these levels at the rate they were in the past.

Perceptions
Problem Statement 1: 56% of teachers and staff report not being able to successfully manage the stress of their job. **Root Cause**: 37% of staff report not having ways to prevent the stress of their job from being detrimental to their mental health.

Targeted Support Strategies

Guiding Objective	Goal	Strategy	Description
1	2	1	Analyze Fall and Winter MAP results to determine specific student needs and plan targeted small group instruction and interventions.
3	2	1	Identify and train teachers leading the Latino Literacy Project.
3	2	2	Establish a cohort of families to engage in learning through the Latino Literacy Project.

Plan Notes

HB 3 Board Goal (Revised 2022)

Early Childhood Literacy Closing the Gaps Student Groups

Grade 3 Math	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	44	36	*	38	*		*			*	34	30
2018 STAAR	44	45	*	51	*		*			*	44	45
2019 STAAR	43	31	13	25	75	*	50			0	26	17
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	36	27	*	22	67		*			12	21	14
2022 STAAR	39	30	*	24	71		*			3	24	16
2023 STAAR	42	33	*	26	74		*			4	26	18
2024 STAAR	46	34	*	28	78		*			6	29	20

Early Childhood Mathematics Closing the Gaps Student Groups

Grade 3 Math	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	48	39	*	39	*		*			*	36	*
2018 STAAR	46	37	*	40	*		*			*	29	29
2019 STAAR	48	46	38	41	50	*	83			0	42	33
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	25	24	*	19	83		*			6	19	11
2022 STAAR	34	32	*	27	73		*			3	28	19
2023 STAAR	42	41	*	36	63		*			4	36	28
2024 STAAR	51	49	*	44	53		*			6	45	36

Campus Improvement Committee

Committee Role	Name	Position
Business Representative	Rebeca Masdon	
Non-classroom Professional	Amanda Phillips	Speech Path
Classroom Teacher	Edith Araiza	5th Grade Bilingual
Classroom Teacher	Esmeralda Leal	1st Grade Bilingual
Classroom Teacher	Gloria Barreiro	4th Grade Biligual
Administrator	Katie Nickerson	Assistant Principal
Classroom Teacher	Kayla Holloway	3rd Grade
Classroom Teacher	Kristina Gray	2nd Grade
Classroom Teacher	Sanjuanita Gutierrez	Kinder Bilingual
Parent	Kari Engi	
Business Representative	Gabriel Gonzalez	
Administrator	Jamie Foster	Principal
Parent	Nallely Segura	parent
Parent	Brenda LaCroix	

Campus Funding Summary

211 Title I					
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Coaches		$49,267.00
1	1	2	Title Interventionists		$30,420.00
1	1	3	Classroom Library Books		$8,893.00
1	1	4	Online Program for digital reading		$3,000.00
3	2	1	Teacher Extra Duty Pay to Run Program (4 teachers, 10 days, 3 hours per parent meeting...2 hours with parents/1hour planning)		$3,600.00
3	2	1	Books for parents to use for read aloud's with students.		$2,400.00
				Sub-Total	$97,580.00
				Budgeted Fund Source Amount	$97,580.00
				+/- Difference	$0.00
				Grand Total Budgeted	$97,580.00
				Grand Total Spent	$97,580.00
				+/- Difference	$0.00