

# **Carrollton-Farmers Branch Independent School District**

## **Thompson Elementary**

### **2023-2024 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 10, 2023

## Demographics

### Demographics Summary

Thompson Elementary is an established PK-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 approximately 50% of the K-5 student population 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  $\frac{3}{4}$  of the student population live within walking distance of the campus.

Thompson offers Communications and ABC as self-contained special education programs. As of May 2023, 429 students were enrolled. This is stable compared to 428 enrolled in January of 2022. The student population has been 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. With the addition of Pre-K this year, we now have limited space if the student population were to greatly increase..

We celebrate all of the cultures that make up our students and staff. 81.35% of students are Hispanic, 8.6% of students are White, 5% of students are Black African American and 2.8% are Asian. There are 1.6% 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%. During the 21-22 school year, due to mandatory quarantines and an abundance of caution due to fear of COVID infection, our attendance rate was 93.49%, which was higher than the district average of 91.4%.

Thompson Elementary serves 46.85% emergent bilingual students, 7.9% Gifted and Talented students, 27% Special Education students, and 5.8% Dyslexic students. Additionally, 77% are economically disadvantaged and 65.5% 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.

Based on the most recent 21-22 TAPR Report, Thompson Elementary employs 42 professional staff, all of which are current members of PTA. 45% of teachers are within their first 5 years of teaching experience, which is aligned with the district average. 47% of teachers at Thompson are White, 38% 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. The end of 2022 teacher retention rate was 70.8%, and at the end of 2023 the teacher retention rate is 85.4%

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## 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. All staff are current PTA members.
6. Teacher retention rate increased by roughly 15%.

## Problem Statements Identifying Demographics Needs

**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.

**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:** Staff demographics from 2021-2022 do not mirror student demographics. **Root Cause:** Currently, the available applicant pool does not mirror our student population.

# Student Learning

## Student Learning Summary

Here is a reminder of the 2022 STAAR All Student Scores for perspective. An explanation of significant findings is included below.

2022 STAAR ALL STUDENTS	% DID NOT MEET Grade Level Performance	% APPROACHES Grade Level Performance	% MEETS Grade Level Performance	% MASTERS Grade Level Performance
3rd Math	30	34	23	13
4th Math	27	31	22	20
5th Math	14	23	17	46
3rd Reading	18	29	19	34
3rd Reading SPANISH	40	43	10	7
4th Reading	14	8	41	37
4th Reading SPANISH	56	5	22	17
5th Reading	17	19	21	43
5th Reading SPANISH	0	58	34	8
5th Science	24	24	27	25

A deeper analysis of STAAR Reading 2022 scores for student groups at each grade level revealed the following:

- Across 3rd, 4th, and 5th grade, Females outperformed Males at the the Approaches level or higher in Reading: 3rd Grade Females performed 22% higher than males, 4th Grade females performed 18% higher than males, and 5th Grade females performed 16% higher than males.
- The ethnic groups with enough tests to create a valid subpop were White and Hispanic across all grade levels. 3rd and 5th grade ethnic subpops were nearly comparable at the Masters level
- In 3rd grade, White and Hispanic populations score percentages were similar. In 4th grade, the 100% of White students scored at the Approaches level or higher compared to 84% of Hispanic students scoring at the Approaches level or higher, as well as in 5th grade 100% of White students scored at the Approaches level or higher compared to 80% of Hispanic students and 86% of African American students. 4th grade students scoring at the Masters level were similar at 38% and 35%, as well as 5th grade students scoring at the Masters level, with 50% of the White population, 44% of the Hispanic population, and 43% of the African American population.
- Economically Disadvantaged (ECD) students in 3rd outperformed other students at the Meets level or higher (62% compared to 33%). In 4th grade, 22% ECD students scored at the DNM level compared to 8% of other students scoring DNM. In 5th grade, ECD underperformed at the Meets level or higher with 59% compared to 75% of other students scoring at the Meets level or higher.

- Currently Emerging Bilingual (EB) students in 3rd, 4th, and 5th grade scored lower percentages at the Approaches level when compared to Non-EB students: 3rd EB 57% compared to 86% Non-EB students; 4th grade EB 67% compared to 92% Non-EB students; and 5th grade 71% compared to 87% students.
- Special Education (SpEd) students scoring at the Approaches level or higher appears to increase at each grade level: 3rd grade SpEd 33% Approaches, 4th grade SpEd 42% Approaches, and 5th grade SpEd 47% Approaches.

A deeper analysis of STAAR Math 2022 scores for student groups at each grade level revealed the following:

- The ethnic groups with enough tests to create a valid subpop were White and Hispanic across all grade levels.
- White, Hispanic, African American, etc. White students outperformed at the Approaches level or higher by about 15% at all grade levels when compared to other subpops. Looking at students scoring at the meets level or higher, 3rd grade 33% Hispanic students compared to 57% White students, and 5th grade 56% Hispanic students compared to 100% White students. 4th grade Meets or higher was about the same percentage.
- Economically Disadvantaged (ECD) students in 4th and 5th grade scored similarly on the Approaches level on math when compared to Non-ECD students in those same grade levels. Students scoring at the Meets level or higher showed larger discrepancy: 3rd Grade 31% ECD compared to 50% Non-ECD, 4th Grade 38% ECD compared to 50% Non-ECD, and 5th Grade 57% ECD compared to 77% Non-ECD.
- Currently Emerging Bilingual (EB) students in 3rd, 4th, and 5th grade scored lower at all performance levels when compared to Non-EB students.
- The scores for Special Education (SpEd) students show similar performance at 3rd, 4th, and 5th grade, with 40-44% SpEd students scoring at the Approaches level or higher. There is a 30-40% difference compared to Non-SpEd students scoring at the Approaches level or higher.

A deeper analysis of STAAR Science 2022 scores for student groups at each grade level revealed the following:

- The ethnic groups with enough tests to create a valid subpop were White, Hispanic, and African American in 5th grade.
- When looking at ethnicity, ECD, EB, and SpEd, White, Hispanic, African American, etc. The largest discrepancy is shown when looking at the Meets level or higher:
  - White, Hispanic, African American, etc. Meets or higher: White 100%, Hispanic 48%, African American 43%
  - Economically disadvantaged (ECD) students Meets or higher: ECD 49% compared to Non-ECD 58%
  - Currently Emerging Bilingual (EB) students Meets or higher: EB 37% and Non-EB 63%
  - The scores for Special Education (SpEd) students Meets or higher: SpEd 31% and Non-SpEd 57%

## READING

Looking deeper at multiple data points 22-23 MAP data, and current reading levels are as follows:

MAP Reading English									
	Spring 2022			Fall 2022			Spring 2023		
	App	Meets	Mast	App	Meets	Mast	App	Meets	Mast

MAP Reading English									
Kinder	41	23	12	49	12	12	25	12	38
1st	40	10	12	39	23	14	42	10	14
2nd	49	20	8	33	19	11	33	15	20
3rd	34	22	18	30	28	7	33	29	12
4th	27	20	23	33	27	12	35	24	14
5th	33	21	20	26	28	18	23	26	25

MAP Reading Spanish									
	Spring 2022			Fall 2022			Spring 2023		
	App	Meets	Mast	App	Meets	Mast	App	Meets	Mast
Kinder	45	24	5	53	5	3	50	0	0
1st	35	16	11	28	18	18	34	9	9
2nd	53	16	14	28	22	17	16	14	30
3rd	28	17	22	43	22	8	47	31	13
4th	36	17	11	45	9	6	44	12	12
5th	22	37	17	34	31	20	14	30	19

STUDENT READING LEVELS - Percent Scoring Approaches or Higher			
GRADE	2nd 9-weeks 22-23		4th 9-weeks 22-23
KINDER	76		75
1ST	70		67
2ND	71		70
3RD	70		68
4TH	68		62
5TH	66		59

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

- When looking at MAP Reading English & Spanish, all grade levels show a "Summer Dip" and decrease from Spring EOY to Fall BOY testing score.
- When looking at 3-5th Reading (English/Spanish), all at least maintained the percentage of students scoring at the Meets level or higher, with some increasing their percentage



up to 15% scoring at the Meets level or higher.

- However, an average of only 40% of students are scoring at the meets level or higher, meeting grade level standards.
- Across K-5th Grade, approximately 30% of students are consistently not meeting grade level expectations for Reading on level.
- K-2ND DATA STATEMENT

**MATH**

Looking deeper at multiple data points, including 22-23 MAP data are as follows:

MAP Math									
	Spring 2022			Fall 2022			Spring 2023		
	App	Meets	Mast	App	Meets	Mast	App	Meets	Mast
Kinder	48	21	16	22	23	15	21	15	39
1st	33	12	13	44	20	10	37	7	15
2nd	42	18	5	42	14	5	33	23	8
3rd	28	31	6	40	7	14	32	21	6
4th	35	27	14	34	23	11	36	29	6
5th	23	32	21	31	29	18	27	36	15

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

- When looking at MAP Math 2-5th Grade, the percentage of students scoring Meets or higher increased from Fall to Spring.
- 2nd- 5th Grade MAP Math data shows the percentage of students scoring at the Approaches level or higher remained the same from Fall to Spring, meaning we are not closing gaps and moving students out of the Does Not Meet range.

**SCIENCE**

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

MAP Science									
	Spring 2022			Fall 2022			Spring 2023		
	App	Meets	Mast	App	Meets	Mast	App	Meets	Mast

MAP Science									
4th	42	23	11	41	17	14	44	14	9
5th	39	24	21	44	23	8	25	27	16

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

- Map Science data shows that instruction from 4th-5th grade classes is moving students from the Approaches level to the Meets and Masters level.
- However, the overall percentage of students scoring at the Approaches level or higher decreased in 5th grade from 75% Fall to 68% Spring.

#### TELPAS Data

2021 to 2022 data for the percentage of emergent bilingual students showing growth to move up at least one proficiency level or more in their Composite TELPAS rating:

Kinder	1st	2nd	3rd	4th	5th
NA	83%	29%	33%	45%	36%

It should be noted that K-1 score TELPAS using a Holistic Rating Rubric, and 2-5 TELPAS is rated using online tests. The scores from Holistic rating to online testing drop significantly from 1st to 2nd grade.

#### 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 learning data to drive instruction focused on essential learning standards 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 (two Excellence Times) 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 Spring MAP Science data, we are projected to maintain the percent of students scoring at the Meets level or higher on STAAR Science 2023.
- 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. (MAP 3rd grade 59%, 4th grade 71%, and 5th grade 78%)
- When looking at MAP Math 2-5th Grade, the percentage of students scoring Meets or higher increased from Fall to Spring.
- 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 English & Spanish MAP Reading shows the percentage of students scoring at the Approaches level or higher is maintained Spring 2022 - Spring 2023.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** MAP math, MAP reading & Reading Level data show 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. Students served in SPED and Tier 3 interventions 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):** A lower percentage of emergent bilingual students scored at the approaches level or higher on all STAAR subjects tested when compared to Non-EB students. **Root Cause:** Emergent bilingual students struggle with the vocabulary found in the STAAR assessment.

**Problem Statement 3 (Prioritized):** Online TELPAS data (2-5th) indicates that approximately one third of Emergent Bilingual students have shown growth to move up at least one proficiency level or more in their composite TELPAS rating (listening/speaking, reading/writing). **Root Cause:** Emergent bilingual students are not engaging in discourse or writing opportunities often enough in the classroom.

**Problem Statement 4:** Across 3rd, 4th, and 5th grade, Females outperform Males at the the Approaches level or higher in Reading. **Root Cause:** Teaching staff is predominantly female and may not provide windows and mirrors through literature for boys to connect to.

# School Processes & Programs

## School Processes & Programs Summary

Over the past five 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. During Summer 2022, a team of teachers and administrators attended MTSS training led by Solution Tree. Learning was brought back to campus staff during August PD. 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, intervention, and extension (RTI).

Thompson has two blocks called Excellence Time within the master schedule for all grade levels in order to provide more focused intervention and extension 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. According to comparative data from the 2021-22 Upbeat Survey and the 2022-23 survey, we have seen an increase in positive staff ratings reported in the areas of Principal/Teacher Trust, Work-Life Balance, Recruitment/Hiring & Onboarding, and Inclusion. However, we did see a decrease in positive staff ratings in Professional Development and Collaboration.

Upbeat Survey Categories	Thompson Survey results from 2021-22 to 2022-23	Thompson Comparison to CFBISD results 2022-2023
1. Parent/Teacher Communication	• -6.6	• +4.4
2. Professional Development	• -3.8 (- 12.3 from 20-21 to 21-22)	• -7.9
4. Principal/Teacher Trust	• +11.5	• +8.4
8. Collaboration	• -19.2 (+14.8 from 20-21 to 21-22)	• -12
9. Work-Life Balance	• +18.9	• - 7.3
15. Recruitment, Hiring & On-boarding	• +7.2	• +4.5
20. Inclusion	• +6.2	• +7.8

## School Processes & Programs Strengths

We have seen an increase of positive responses in the areas of Principal/Teacher Trust, Work-Life Balance, Recruitment/Hiring & Onboarding, and Inclusion on the Upbeat survey:

- 100% of Thompson teachers feel the principal backs them up when they need support. (11.1% increase)
- Teacher ratings regarding work-life balance increased roughly 20%
- 86% of teachers feel they have influence over hiring professional staff. (12.1% increase)
- 93% of teachers feel the school proactively recruits teachers from diverse backgrounds. (11.6% increase)
- 100% of teachers feel that administrators work toward creating an inclusive school culture. (14.8% increase)
- 100% of Thompson staff feel physically safe at our school, and that the building is clean and maintained.

#### 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):** 45% of the teachers do not feel the professional development available to them helps to improve their teaching practices. **Root Cause:** Teacher feedback voiced district provided PD sessions did not always meet their learning needs.

**Problem Statement 2 (Prioritized):** In regard to collaboration, 24% of teachers do not feel they do meaningful work together in teams, and 31% of teachers do not feel that they help each other to improve instructional practice. **Root Cause:** Several teachers were out during August PD, causing the initial planning and collaboration to be impacted on some teams. Not all teams got into a routine of consistently completing the PLC process and data analysis with fidelity.

**Problem Statement 3 (Prioritized):** 24% of teachers do not see parents and teachers working together as partners. **Root Cause:** Parents frequently complained about not being informed or receiving regular communication from teachers regarding academic/behavioral feedback.

# 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 our feedback form linked in our weekly Cougar Connection newsletter and the Studor Survey completed second semester. This feedback shows that over 90% of responses say they are proud to have their child attend Thompson Elementary. However, about 16% of responses stated they do not regularly receive feedback from school staff on how well their child is learning. When providing comments about what areas could be improved in their child's school, about 25% of responses were related to improving communication with families.

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. Ratings regarding Classroom Climate decreased 8% compared to last year and overall were lower when compared nationally:

QUESTION	% RESPONDING FAVORABLY	(+/-) CHANGE FROM SPRING 2022
How positive/negative is the energy of this class?	72%	- 6%
How fair/unfair are the rules in this class?	74%	- 7%
In this class, how much does the behavior of other students hurt or help your learning?	42%	- 2%
How often does your teacher seem excited to be teaching your class?	61%	- 14%

In the student comments section regarding Belonging & Safety, students expressed wanting more understanding of why we do certain safety drills/practices and training to be prepared. They also wanted more of presence of security cameras and guards.

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, 38% of Thompson teachers reported that they are not currently able to manage the stress of their workload (a decrease of 18% compared to previous year), and 24% of them feel they do not have ways to prevent the stress of the job from being detrimental to their mental health. However, both of those categories did improve in ratings this year by about 15% more positive responses. This could be in response to our increased effort to provide SEL opportunities for staff, including various opportunities with District Counselor Tina Smith. Also 41% of teachers do not feel confident to maintain their daily workload for the long term, but this decreased from 59% on the previous year's survey. However, 86% 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.
- According to parent feedback provided throughout the year, parents feel their students are safe and respected when at school, and that school rules are enforced consistently.
- According to the Upbeat staff survey, over 93% 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”
  - 86% 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.
  - 97% of our staff feel that the work that they do has a lasting and positive impact on our students.
  - 100% of staff report setting high academic standards for all students and striving to continually improve their practice.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Classroom Climate data on student Panorama perceptions survey decreased in all areas. **Root Cause:** Student responses reflect lower classroom culture and SEL connection in the classroom.

**Problem Statement 2 (Prioritized):** 38% of teachers and staff report not being able to successfully manage the stress of their job. **Root Cause:** 24% of staff report not having ways to prevent the stress of their job from being detrimental to their mental health.

**Problem Statement 3 (Prioritized):** 16% of Studor responses stated they do not regularly receive feedback from school staff on how well their child is learning, and one fourth of comments related to areas needing improvement were regarding communication with families. **Root Cause:** Vague staff expectations for regular and timely communication regarding student strengths and needs.

**Problem Statement 4 (Prioritized):** Student feedback in how to make the school feel safer overwhelming focused on increasing presence of security and cameras. **Root Cause:** Increased media coverage of school violence has students needing to understand the why of our safety measures and procedures.

# Priority Problem Statements

**Problem Statement 1:** MAP math, MAP reading & Reading Level data show 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. Students served in SPED and Tier 3 interventions 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 2:** A lower percentage of emergent bilingual students scored at the approaches level or higher on all STAAR subjects tested when compared to Non-EB students.

**Root Cause 2:** Emergent bilingual students struggle with the vocabulary found in the STAAR assessment.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Online TELPAS data (2-5th) indicates that approximately one third of Emergent Bilingual students have shown growth to move up at least one proficiency level or more in their composite TELPAS rating (listening/speaking, reading/writing).

**Root Cause 3:** Emergent bilingual students are not engaging in discourse or writing opportunities often enough in the classroom.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** 45% of the teachers do not feel the professional development available to them helps to improve their teaching practices.

**Root Cause 4:** Teacher feedback voiced district provided PD sessions did not always meet their learning needs.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** In regard to collaboration, 24% of teachers do not feel they do meaningful work together in teams, and 31% of teachers do not feel that they help each other to improve instructional practice.

**Root Cause 5:** Several teachers were out during August PD, causing the initial planning and collaboration to be impacted on some teams. Not all teams got into a routine of consistently completing the PLC process and data analysis with fidelity.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** 24% of teachers do not see parents and teachers working together as partners.

**Root Cause 6:** Parents frequently complained about not being informed or receiving regular communication from teachers regarding academic/behavioral feedback.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** 16% of Studor responses stated they do not regularly receive feedback from school staff on how well their child is learning, and one fourth of comments related to areas needing improvement were regarding communication with families.



**Root Cause 7:** Vague staff expectations for regular and timely communication regarding student strengths and needs.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** 38% of teachers and staff report not being able to successfully manage the stress of their job.

**Root Cause 8:** 24% of staff report not having ways to prevent the stress of their job from being detrimental to their mental health.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** Student feedback in how to make the school feel safer overwhelming focused on increasing presence of security and cameras.

**Root Cause 9:** Increased media coverage of school violence has students needing to understand the why of our safety measures and procedures.

**Problem Statement 9 Areas:** Perceptions

# 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: May 26, 2023




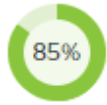




**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 1:** By May 2024, the percentage of students scoring in the does not meet range on MAP will decrease by at least 5%.

**HB3 Guiding Objective**

**Evaluation Data Sources:** MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve staff understanding and consistent implementation of PLC processes/ MTSS to use formative assessment data to drive instruction and increase student mastery of essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have deeper learning and mastery of essential standards.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Coaches</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Instructional Coaches - 211 Title I - 211-11-6119-00-111-30-000 - \$47,004</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide targeted intervention and extension during "Excellence Time" focused on essential standards to fill any gaps students may have that are preventing them from meeting grade level expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will move towards grade level skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Title Interventionists - 211 Title I - 211-11-6117-00-111-30-000 - \$34,000, Supplemental intervention and resources for at-risk students - 199-SCE State Comp Ed (SCE) - \$261,800</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide parents and students with online and tangible resources that may be used at home to increase learning in reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase their reading and math skills through collaboration at home with their parents.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> Reading/math take home materials - 211 Title I - 211-61-6399-00-111-99-000 - \$1,075, Online Program for digital reading at home - 211 Title I - 211-11-6299-00-111-99-000 - \$3,615</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1 Problem Statements:**

## Student Learning

### Problem Statement 1:

MAP math, MAP reading & Reading Level data show 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. Students served in SPED and Tier 3 interventions 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.

## School Processes & Programs

**Problem Statement 2:** In regard to collaboration, 24% of teachers do not feel they do meaningful work together in teams, and 31% of teachers do not feel that they help each other to improve instructional practice. **Root Cause:** Several teachers were out during August PD, causing the initial planning and collaboration to be impacted on some teams. Not all teams got into a routine of consistently completing the PLC process and data analysis with fidelity.







**Problem Statement 3:** 24% of teachers do not see parents and teachers working together as partners. **Root Cause:** Parents frequently complained about not being informed or receiving regular communication from teachers regarding academic/behavioral feedback.

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 2:** By May 2024, the percentage of students scoring at the meets level or higher on MAP will increase by 10%.

**HB3 Guiding Objective**

**Evaluation Data Sources:** MAP

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

**Goal 2 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> MAP math, MAP reading &amp; Reading Level data show 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. <b>Root Cause:</b> The gap of moving a student from does not meet to approaches is often very great. Students served in SPED and Tier 3 interventions 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.</p>

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 3:** By May 2024, the percentage of Emergent Bilingual (EB) students achieving meets level or higher on STAAR reading and math will increase by a minimum of 5% across all grade levels.

**HB3 Guiding Objective**

**Evaluation Data Sources:** MAP  
STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide teachers with professional development on incorporating WICOR strategies (AVID) into daily lessons.  <b>Strategy's Expected Result/Impact:</b> Increased student engagement through collaboration, discourse, and writing opportunities  <b>Staff Responsible for Monitoring:</b> AVID Site Team</p> <p><b>Title I:</b> 2.4, 2.6                      - <b>TEA Priorities:</b> Build a foundation of reading and math                      - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 2, 3 - School Processes &amp; Programs 1  <b>Funding Sources:</b> subs for PD to plan for instruction - 211 Title I - 211-11-6112-00-111-30-000 - \$1,998</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide planning time with BIL/ESL Specialist to analyze current TELPAS data and develop plan for instruction to increase student proficiency levels.  <b>Strategy's Expected Result/Impact:</b> Instruction will meet needs of EB/ESL students  <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.6                      - <b>TEA Priorities:</b> Build a foundation of reading and math                      - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 2, 3 - School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				





No Progress



Accomplished



Continue/Modify



Discontinue

### Goal 3 Problem Statements:

#### Student Learning

**Problem Statement 2:** A lower percentage of emergent bilingual students scored at the approaches level or higher on all STAAR subjects tested when compared to Non-EB students. **Root Cause:** Emergent bilingual students struggle with the vocabulary found in the STAAR assessment.

**Problem Statement 3:** Online TELPAS data (2-5th) indicates that approximately one third of Emergent Bilingual students have shown growth to move up at least one proficiency level or more in their composite TELPAS rating (listening/speaking, reading/writing). **Root Cause:** Emergent bilingual students are not engaging in discourse or writing opportunities often enough in the classroom.

#### School Processes & Programs










**Problem Statement 1:** 45% of the teachers do not feel the professional development available to them helps to improve their teaching practices. **Root Cause:** Teacher feedback voiced district provided PD sessions did not always meet their learning needs.

**Problem Statement 2:** In regard to collaboration, 24% of teachers do not feel they do meaningful work together in teams, and 31% of teachers do not feel that they help each other to improve instructional practice. **Root Cause:** Several teachers were out during August PD, causing the initial planning and collaboration to be impacted on some teams. Not all teams got into a routine of consistently completing the PLC process and data analysis with fidelity.

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

**Goal 1:** By March 2024, safety awareness will increase among students, families and staff.

**Evaluation Data Sources:** Panorama Student survey & parent surveys/feedback

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop a plan by the end of the 1st nine weeks with the campus safety team that will allow students &amp; staff to understand the WHY behind the security measures including: role of security officer, cameras, drills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased emergency preparedness and readiness.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal campus safety officer</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 4</p>	Formative			Summative
	Oct	Jan	Mar	June
	 85%	 90%		
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Inform parents by the end of the 1st semester of safety measures utilized on campus and provide time to answer questions.</p> <p><b>Strategy's Expected Result/Impact:</b> increased understanding of campus safety measures</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 4</p>	Formative			Summative
	Oct	Jan	Mar	June
	 85%	 100%	 100%	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 1 Problem Statements:**







Perceptions
<p><b>Problem Statement 4:</b> Student feedback in how to make the school feel safer overwhelming focused on increasing presence of security and cameras. <b>Root Cause:</b> Increased media coverage of school violence has students needing to understand the why of our safety measures and procedures.</p>

**Guiding Objective 3:** Optimize Community Engagement

**Goal 1:** By April 2024, Thompson will increase positive family & staff perceptions regarding communication, feedback, and engagement.

**Evaluation Data Sources:** Studor Parent survey and Teacher Upbeat survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Revise staff handbook with specific expectations for regular newsletters, positive phone calls, and up to date grades in TEAMS.</p> <p><b>Strategy's Expected Result/Impact:</b> increase communication between teachers and families</p> <p><b>Staff Responsible for Monitoring:</b> Principal Asst. Principal</p> <p><b>Title I:</b> 4.1</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3 - Perceptions 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide a variety of family engagement events focused on literacy, math, building, etc., as well as regular student performances from each grade.</p> <p><b>Strategy's Expected Result/Impact:</b> increased family and teacher engagement</p> <p><b>Staff Responsible for Monitoring:</b> Principal Asst. Principal</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> supplies and materials for parent and family engagement - 211 Title I - 211-61-6399-00-111-99-000 - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create &amp; update community storybook walk throughout the year for families to engage in reading together.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent participation/community engagement with literacy in English/Spanish.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Librarian</p> <p><b>Title I:</b> 4.1</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 3</p> <p><b>Funding Sources:</b> English/Spanish Books - 211 Title I - 211-11-6329-00-111-99-000 - \$805</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









**Goal 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 3:</b> 24% of teachers do not see parents and teachers working together as partners. <b>Root Cause:</b> Parents frequently complained about not being informed or receiving regular communication from teachers regarding academic/behavioral feedback.</p>
Perceptions
<p><b>Problem Statement 3:</b> 16% of Studor responses stated they do not regularly receive feedback from school staff on how well their child is learning, and one fourth of comments related to areas needing improvement were regarding communication with families. <b>Root Cause:</b> Vague staff expectations for regular and timely communication regarding student strengths and needs.</p>

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

**Goal 1:** By May 2024, Thompson will increase positive student perceptions regarding classroom climate to a minimum of 75%.

**Evaluation Data Sources:** Student Panorama survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development for staff on how to build positive classroom culture.  <b>Strategy's Expected Result/Impact:</b> Effective strategies implemented within classrooms  <b>Staff Responsible for Monitoring:</b> Principal                      Asst. Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement weekly circle time or morning meeting to build student relationships and community.  <b>Strategy's Expected Result/Impact:</b> Increased positive classroom climate  <b>Staff Responsible for Monitoring:</b> Principal                      Counselor</p> <p><b>Title I:</b>                      2.6  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> School Processes &amp; Programs 3 - Perceptions 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 1 Problem Statements:**

**School Processes & Programs**

**Problem Statement 1:** 45% of the teachers do not feel the professional development available to them helps to improve their teaching practices. **Root Cause:** Teacher feedback voiced district provided PD sessions did not always meet their learning needs.

**Problem Statement 3:** 24% of teachers do not see parents and teachers working together as partners. **Root Cause:** Parents frequently complained about not being informed or receiving regular communication from teachers regarding academic/behavioral feedback.




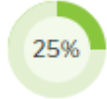




**Perceptions**

**Problem Statement 4:** Student feedback in how to make the school feel safer overwhelming focused on increasing presence of security and cameras. **Root Cause:** Increased media coverage of school violence has students needing to understand the why of our safety measures and procedures.

**Guiding Objective 5:** Optimize All Available Resources

**Goal 1:** By May 2024, Thompson will increase the percentage of teachers able to manage the stress of the job to a minimum of 75%.

**Evaluation Data Sources:** Upbeat Teacher survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a plan to implement employee wellness opportunities for staff throughout the year.  <b>Strategy's Expected Result/Impact:</b> Staff will be able to better cope with the stress of the job.  <b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create a staff buddy system to provide support, collaboration, and mentorship throughout the school year.  <b>Strategy's Expected Result/Impact:</b> Staff will feel supported and connected, and positive staff perceptions will increase as evidenced by Upbeat survey  <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 1 Problem Statements:**

**School Processes & Programs**

**Problem Statement 2:** In regard to collaboration, 24% of teachers do not feel they do meaningful work together in teams, and 31% of teachers do not feel that they help each other to improve instructional practice. **Root Cause:** Several teachers were out during August PD, causing the initial planning and collaboration to be impacted on some teams. Not all teams got into a routine of consistently completing the PLC process and data analysis with fidelity.

**Perceptions**







**Problem Statement 2:** 38% of teachers and staff report not being able to successfully manage the stress of their job. **Root Cause:** 24% of staff report not having ways to prevent the stress of their job from being detrimental to their mental health.



**Guiding Objective 5:** Optimize All Available Resources

**Goal 2:** By May 2024, Thompson will implement a plan for collaboration and vertical teaming to provide meaningful professional development opportunities.

**Evaluation Data Sources:** Upbeat Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for teachers to observe instruction in other teachers' classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased positive perceptions in School Processes &amp; Programs section of Upbeat Survey</p> <p><b>Staff Responsible for Monitoring:</b> Principal Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Substitutes to cover classes during observation - 211 Title I - 211-11-6112-00-111-30-000 - \$1,703</p>	Formative			Summative
	Oct	Jan	Mar	June
	 5%	 50%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> 45% of the teachers do not feel the professional development available to them helps to improve their teaching practices. <b>Root Cause:</b> Teacher feedback voiced district provided PD sessions did not always meet their learning needs.</p> <p><b>Problem Statement 2:</b> In regard to collaboration, 24% of teachers do not feel they do meaningful work together in teams, and 31% of teachers do not feel that they help each other to improve instructional practice. <b>Root Cause:</b> Several teachers were out during August PD, causing the initial planning and collaboration to be impacted on some teams. Not all teams got into a routine of consistently completing the PLC process and data analysis with fidelity.</p>

# State Compensatory

## Budget for Thompson Elementary

**Total SCE Funds:** \$261,800.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, PreK-3rd Readiness Skill Support, Core-Subject Small Group Instruction, Emergent Bilingual Support, and Summer School.

# Title I

## 1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

## 2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Thompson's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

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

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content. Fliers that are sent home include both English and Spanish. Community meetings are held in English and Spanish.

## 2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

## 2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

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

Thompson's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

## 3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

#### **4.1: Develop and distribute Parent and Family Engagement Policy**

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

#### **4.2: Offer flexible number of parent involvement meetings**

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Business Representative	Rebeca Masdon	Business Representative
Non-classroom Professional	Mary Foreman	Speech Pathologist (SPED)
Classroom Teacher	Alyssa Hollett	5th Grade Teacher
Classroom Teacher	Chiquasta Akhiemokhali	Teacher
Classroom Teacher	Erica Davis	4th Grade Teacher
Administrator	Katie Sanford	Assistant Principal
Classroom Teacher	Cathy Zly	3rd Grade Teacher
Classroom Teacher	Kristina Gray	3rd Grade Teacher
Classroom Teacher	Tasha Root	Classroom Teacher
Parent	Kari Engi	Parent
Business Representative	Gabriel Gonzalez	Business Representative
Administrator	Jamie Foster	Principal
Parent	Brenda LaCroix	Parent
Parent	Cecily Rodriguez	parent
Classroom Teacher	Emma Cole	teacher
Classroom Teacher	Monica Cantrell	5th grade teacher
Parent	Shelba Trousdale	parent
Parent	Lisa McKoon	parent