

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

## **Thompson Elementary**

### **2024-2025 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: June 6, 2024

## 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 Functional Life Skills Class (FLSC) and Academic Bridging Class (ABC) as self-contained special education programs. As of May 2024, approximately 545 students were enrolled. This is an increase from 430 student the previous year, with the addition of Pre-K in the 2023-2024 school year and roughly 71 newcomers enrolled this year. The student population was previously declining year to year. 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. Trivium Academy, Founders Classical Academy, and Harmony Science Academy are three charter schools that are located in our surrounding attendance zone.

We celebrate all of the cultures that make up our students and staff. 81.54% of students are Hispanic, 8.78% of students are White, 6.03% of students are Black African American and 1.46% are Asian. There are 1.65% claiming Two-or-More Races.

According to the 2022-2023 TAPR, the mobility rate for Thompson Elementary was 12.9% which is below the state average of 16.8% and district average of 19%. The Attendance Rate for Thompson was 93.05%, which has decreased since COVID in 2020.

Thompson Elementary serves 55% emergent bilingual students, 9% Gifted and Talented students, and 5.85% Dyslexic students. Additionally, 79.71% are economically disadvantaged and 58% are identified as at-risk. Thompson has 24.5% of students receiving some form of Special Education services, compared to 15.4% in the district and 12.6% in the state.

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 22-23 TAPR Report, Thompson Elementary employs 42 professional staff, all of which are current members of PTA. 31% of teachers are within their first 5 years of teaching experience, which is aligned with the district average. 41% of teachers at Thompson are White, 40% are Hispanic, 6% are Asian, and 6% 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 2023 the teacher retention rate was 85.4%, and at the end of 2024 it was 83.78, with teachers moving on to different positions or out of the area.

## **Demographics Strengths**

1. Families choose to attend Thompson for the dual language program.
2. Thompson has a lower mobility rate than the state and district 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 is stable at roughly 84%.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** 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 2:** Staff demographics from do not mirror student demographics.

**Root Cause:** Currently, the available applicant pool does not mirror our student population.

**Problem Statement 3 (Prioritized):** 24.5% of students receive some form of Special Education services, which is significantly higher than the district and state.

**Root Cause:** Tier 1 instruction that does not meet students' learning needs leading to lack of mastery of essential TEKS prior to promotion to the next grade level.

**Problem Statement 4:** 13% of Thompson students are newcomers, some coming with limited skills in their native language.

**Root Cause:** Increased immigration to the area, particularly from Venezuela.

# Student Learning

## Student Learning Summary

### PRELIMINARY STAAR DATA INCLUDING ALL STUDENTS (not just Snapshot):

2024 STAAR All Student Scores for perspective- An explanation of significant findings is included below.

2024 STAAR ALL STUDENTS	% DID NOT MEET Grade Level Performance	% APPROACHES Grade Level Performance	% MEETS Grade Level Performance	% MASTERS Grade Level Performance
3rd Math	23	34	21	21
4th Math	32	24	32	12
5th Math	10	21	38	32
3rd Reading	35	27	24	14
3rd Reading SPANISH	47	30	10	13
4th Reading	17	29	35	19
4th Reading SPANISH	52	21	21	7
5th Reading	14	25	27	33
5th Reading SPANISH	44	44	11	0
5th Science	27	35	24	14

#### A deeper analysis of STAAR Reading 2024 scores for student groups at each grade level revealed the following:

- Across 3rd and 4th grade, more males scored at the mastery level in ELAR as compared to females
- Across 3-5 grades, Males taking Spanish version underperformed Females
- The ethnic groups with enough tests to create a valid subpop were Hispanic, African American, and White
- Currently Emerging Bilingual (EB) students in 3rd grade performed lower across all subjects
- Majority of our Special Education (SpEd) students did not meet beyond the approaches level on STAAR

#### A deeper analysis of STAAR Math 2024 scores for student groups at each grade level revealed the following:

- Across 3rd, 4th, and 5th grade, more males scored at the mastery level

- Majority of our Special Education (SpEd) students did not meet beyond the approaches level on STAAR

## READING

Looking deeper at multiple data points 23-24 MAP data, and current reading levels are as follows:

MAP Reading English												
	Spring 2023				Fall 2023				Spring 2024			
GRADE	DNM	App	Meets	Mast	DNM	App	Meets	Mast	DNM	App	Meets	Mast
Kinder	25	25	12	38	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
1st	34	42	10	14	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
2nd	32	33	15	20	30	38	15	17	33	33	19	15
3rd	26	33	29	12	38	28	22	12	47	24	13	16
4th	27	35	24	14	39	34	18	8	46	29	16	9
5th	26	23	26	25	18	41	24	18	31	25	19	25

MAP Reading Spanish												
	Spring 2023				Fall 2023				Spring 2024			
	DNM	App	Meets	Mast	DNM	App	Meets	Mast	DNM	App	Meets	Mast
Kinder	50	50	0	0	No Data	No Data	No Data	No Data	10	41	33	16
1st	48	34	9	9	No Data	No Data	No Data	No Data	71	22	7	0
2nd	40	16	14	30	No Data	No Data	No Data	No Data	28	40	20	12
3rd	9	47	31	13	43	26	20	11	46	26	9	19
4th	32	44	12	12	37	53	10	0	42	36	13	9
5th	37	14	30	19	33	22	25	20	28	11	29	32

STUDENT READING LEVELS - 4th 9 Weeks 2023-2024					
GRADE	DNM	APP	MEETS	MASTERS	
KINDER	33%	12%	19%	26%	
1ST	35%	12%	25%	27%	
2ND	26%	13%	11%	40%	

STUDENT READING LEVELS - 4th 9 Weeks 2023-2024				
3RD	21%	21%	25%	28%
4TH	27%	25%	18%	22%
5TH	50%	12%	26%	6%
CAMPUS TOTALS	34%	17%	22%	27%

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

- When looking at 3-5th Reading (English/Spanish), most grade levels maintained the percentage of students scoring at the Meets level or higher from fall to spring.
- However, an average of only 65% of students are scoring at the approaches level or higher, meeting grade level standards.
- Across K-5th Grade, approximately 34% of students are consistently not meeting grade level expectations for Reading on level.
- Reading levels across grade levels do not correlate with the proficiency of spring reading 2024 MAP.

## MATH

Looking deeper at multiple data points, including 23-24 MAP data are as follows:

MAP Math												
	Spring 2023				Fall 2023				Spring 2024			
GRADE	DNM	App	Meets	Mast	DNM	App	Meets	Mast	DNM	App	Meets	Mast
Kinder	25	21	15	39					39	36	17	8
1st	41	37	7	15					54	21	14	11
2nd	36	33	23	8	48	31	13	9	42	36	16	6
3rd	41	32	21	6	45	21	22	12	37	26	23	14
4th	29	36	29	6	35	39	20	7	47	33	16	4
5th	22	27	36	15	20	29	31	20	28	25	26	21

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

- 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 23-24 MAP data are as follows:



MAP Science												
	Spring 2023				Fall 2023				Spring 2024			
GRADE	DNM	App	Meets	Mast	DNM	App	Meets	Mast	DNM	App	Meets	Mast
4th	33	44	14	9					43	44	9	4
5th	27	25	27	16	27	35	32	6	34	18	24	24

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.
- Across the year, data is consistent.

### TELPAS DATA

2023 to 2024 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	61%	19%	23%	17%	40%

- 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.
- 40% of K-2 students are moving at least one proficiency level as compared to 26% of 3-5 students moving at least one proficiency level.

### 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.
- In Math STAAR, the number of students scoring approaches or higher appears to increase 3rd and 5th grade based on 2023 to 2024 (3rd grade: 61% approaches and beyond to 77%) and (5th grade: 85% approaches and beyond to 95%).
- In Reading STAAR 5th Reading Spanish, students improved from 27% approaches and beyond to 56% approaches and beyond.

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

**Problem Statement 1 (Prioritized):** Across grade levels, students are maintaining average growth levels in MAP, but not significantly moving students from one proficiency level to the next.

**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 small group 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 a fourth or fewer 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

## School Processes & Programs Summary

Over the past six 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 (MTSS/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 Title 1 small group 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 2022-23 Upbeat Survey and the 2023-24 survey, we have seen an increase in positive staff ratings reported in the areas of Collaboration and Work-Life Balance. However, we did see a decrease in positive staff ratings in the School Safety & Order category, particularly related to staff enforcement of rules and fair disciplinary practices.

Upbeat Survey Categories	Thompson Survey results from 2022-23 to 2023-24	Thompson Comparison to CFBISD results 2023-2024
6. School Safety & Order	<ul style="list-style-type: none"><li>-12%</li></ul>	<ul style="list-style-type: none"><li>+1%</li></ul>
	Rules for student behavior are consistently enforced BY TEACHERS in this school, even for students who are not in their classes. (-25% from 22-23)	(-7%)
	Disciplinary practices are applied fairly to all students at my school. (-18% from 22-23)	(-4%)
7. Appreciation	<ul style="list-style-type: none"><li>-7%</li></ul>	<ul style="list-style-type: none"><li>-4%</li></ul>
8. Collaboration	<ul style="list-style-type: none"><li>+16 (22-23 had -15% &amp; CIP Goal 23-24)</li></ul>	<ul style="list-style-type: none"><li>+5 (22-23 had -12% compared to CFB)</li></ul>
	Teachers at my school do meaningful work together in teams. (+24% to 100%)	(+11%)

Upbeat Survey Categories	Thompson Survey results from 2022-23 to 2023-24	Thompson Comparison to CFBISD results 2023-2024
	Teachers at my school help each other improve their instructional practice. (+18%)	(-2%)
9. Work-Life Balance	<ul style="list-style-type: none"> <li>+12% (+18.9 in 22-23)</li> </ul>	<ul style="list-style-type: none"> <li>+3% (-8% in 22-23)</li> </ul>
	The work load expected of teachers at my school is reasonable. (+12%)	(+8%)
	I feel confident that I can maintain my daily work load for the long-term. (+18%)	(+2%)
2. Professional Develop	The professional development available to me helps me improve my teaching. (+6 from 2023)	39 percent negative responses

### School Processes & Programs Strengths

We have seen an increase of positive responses in the areas of Collaboration and Work-Life Balance on the Upbeat survey:

- Teacher ratings regarding work-life balance have increased over 30% in the past 2 years.
- 100% of teachers report understanding the vision of our school and believe that teachers do meaningful work together in teams.
- 100% of teachers feel that administrators work toward creating an inclusive school culture.
- 100% feel that teachers at our school strive to make all students feel like they belong and care about the well-being of students.
- 100% of teacher feel that administrators respect staff, students, and families of all backgrounds.
- 100% of Thompson staff feel that the building is clean and maintained.

### Cougar Character

- Our school consistently promotes school safety as a priority.
- School staff and families create partnerships for the students' success.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** 39% 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):** 42% of staff believe that rules for student behavior are not consistently enforced by teachers in this school, even for students who are not in their classes.

**Root Cause:** Thompson cultural expectations are not being followed with fidelity.

**Problem Statement 3 (Prioritized):** 32% of staff believe that disciplinary practices are not applied fairly to all students at our school.

**Root Cause:** Limited staff understanding of student behaviors needing a corrective disciplinary action and the need for a campus corrective discipline system that is consistent across grade levels.

# 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 were asked to provide feedback through our feedback form linked in our weekly Cougar Connection newsletter and an End of Year Parent Survey. This feedback shows that 100% of those responding to the survey believe the school provides a safe environment for their children to learn, and only 2.8% believe school rules are not enforced consistently. However, about 19% of responses stated they do not regularly receive feedback from school staff on how well their child is learning. This had been a CIP goal for the 2023-2024 school year. When providing comments about what areas could be improved in their child’s school, several suggestions were made regarding providing a welcoming atmosphere when checking in at the office.

### UPDATE PANORAMA INFO HERE:

Students in 3rd-5th grade are given the opportunity to share their opinions through the Panorama survey regarding Classroom Climate, Classroom Engagement, Rigorous Expectations, Teacher-Student Relationships, and Pedagogical Effectiveness. While we have similar data compared to schools across the district, Thompson student perceptions regarding several categories ranked in the 60th-79th Percentile in the nation: Teacher-Student Relationships (73% favorable), Pedagogical Effectiveness (79% favorable), and Classroom Engagement (63% favorable). Ratings regarding Classroom Climate increase 4% compared to last year (from 62% favorable to 66% favorable), putting Thompson perceptions in this category on par with the national norm. Overall, Thompson perceptions increased compared to 2023, and all categories rate at or above the national norm:

QUESTION	% RESPONDING FAVORABLY	(+/-) CHANGE FROM SPRING 2023
During class, how good is the teacher at making sure the students do not get out of control?	81%	+8%
How fair/unfair are the rules in this class?	77%	+3% (compared to Upbeat 58% staff rules consistently enforced)
In this class, how much does the behavior of other students hurt or help your learning?	48%	+ 6%
When your teacher asks, "How are you," how often do you feel that the teacher really wants to know your answer?	67%	+7%
How good is the teacher at teaching in the way that you learn best?	83%	+6%
How likely are you to have someone bully you while you are at school?	45%	+13% in negative responses
Has you been bullied within the last year?	49% responded yes	+16%

pattern of concern regarding bad language and "bullies".

Through the Upbeat Survey completed by staff, 90% of teachers feel they take shared responsibility for the overall success of the school. 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, 26% of Thompson teachers reported that they are not currently able to manage the stress of their workload (a decrease of 31% over the past 2 years), and 19% of them feel they do not have ways to prevent the stress of the job from being detrimental to their mental health (a decrease of 5% since last year). Also 23% of teachers do not feel confident to maintain their daily workload for the long term, but this decreased from 59% over the past 2 years. However, 94% of the teachers reported feeling loyal to their immediate team or work group (an increase of 8% since last year). Regarding appreciation; 28% of the teachers rated unfavorably regarding appreciation (a decrease of 7% from prior year) and a 26% do not feel they are publically recognized for their work (a 16% drop from prior year).

## 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, roughly 90% 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, 97% of staff feel that Thompson proactively involves all families in our school community.
- All categories of student perceptions according to the Panorama survey increased over the last year.
- Thompson has a clear vision for teaching and learning. All staff know and work to achieve our “Thompson Why”
  - 97% of staff understands the vision for our school and their role in accomplishing that vision.
  - 94% of teachers say data is used to communicate a clear vision for teaching and learning.
  - 90% 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.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** 28% of teachers and staff do not feel appreciated

**Root Cause:** Teachers not recognized publically for work as often (ex: teacher of 9 weeks).

**Problem Statement 2 (Prioritized):** 19% of Parent EOY Survey responses stated they do not regularly receive feedback from school staff on how well their child is learning, and one third of comments suggesting areas of improvement were related to communication with families.

**Root Cause:** Lack of monitoring of staff expectations regarding regular communication with parents.

**Problem Statement 3 (Prioritized):** 45% of students feel it is likely they will be bullied at school and 49% responded they have been bullied within the last school year.

**Root Cause:** Student and parent understanding is unclear of the differences between bullying, conflict, and mean behavior.



# Priority Problem Statements

**Problem Statement 1:** Across grade levels, students are maintaining average growth levels in MAP, but not significantly moving students from one proficiency level to the next.

**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 small group 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 a fourth or fewer 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:** 24.5% of students receive some form of Special Education services, which is significantly higher than the district and state.

**Root Cause 4:** Tier 1 instruction that does not meet students' learning needs leading to lack of mastery of essential TEKS prior to promotion to the next grade level.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** 45% of students feel it is likely they will be bullied at school and 49% responded they have been bullied within the last school year.

**Root Cause 5:** Student and parent understanding is unclear of the differences between bullying, conflict, and mean behavior.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** 42% of staff believe that rules for student behavior are not consistently enforced by teachers in this school, even for students who are not in their classes.

**Root Cause 6:** Thompson cultural expectations are not being followed with fidelity.

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

**Problem Statement 7:** 32% of staff believe that disciplinary practices are not applied fairly to all students at our school.

**Root Cause 7:** Limited staff understanding of student behaviors needing a corrective disciplinary action and the need for a campus corrective discipline system that is consistent across grade levels.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** 19% of Parent EOY Survey responses stated they do not regularly receive feedback from school staff on how well their child is learning, and one third of comments suggesting areas of improvement were related to communication with families.

**Root Cause 8:** Lack of monitoring of staff expectations regarding regular communication with parents.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** 28% of teachers and staff do not feel appreciated

**Root Cause 9:** Teachers not recognized publically for work as often (ex: teacher of 9 weeks).

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** 39% of the teachers do not feel the professional development available to them helps to improve their teaching practices.

**Root Cause 10:** Teacher feedback voiced district provided PD sessions did not always meet their learning needs.

**Problem Statement 10 Areas:** School Processes & Programs

# 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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: June 11, 2024




## Guiding Objective 1: Optimize Engaging and Diverse Learning





**Goal 1:** By May 2025, 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			
	Formative			Summative
	Oct	Jan	Mar	June
<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> Demographics 3</p> <p><b>Funding Sources:</b> Instructional Coach - 211 Title I - 211-13-6119-00-111-30-000 - \$44,966, Extended PLC days with subs - 211 Title I - 211-11-6112-00-111-30-000 - \$8,100</p>				

Strategy 2 Details		Reviews			
<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. <b>Strategy's Expected Result/Impact:</b> Students will move towards grade level skills. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.5, 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> Demographics 3 - Student Learning 1 <b>Funding Sources:</b> Title Interventionists - 211 Title I - 211-11-6117-00-111-30-000 - \$43,000, Supplemental intervention and resources for at-risk students - 199-SCE State Comp Ed (SCE) - \$261,800		Formative			Summative
		Oct	Jan	Mar	June
					

 No Progress
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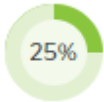






### Goal 1 Problem Statements:

Demographics
<b>Problem Statement 3:</b> 24.5% of students receive some form of Special Education services, which is significantly higher than the district and state. <b>Root Cause:</b> Tier 1 instruction that does not meet students' learning needs leading to lack of mastery of essential TEKS prior to promotion to the next grade level.
Student Learning
<b>Problem Statement 1:</b> Across grade levels, students are maintaining average growth levels in MAP, but not significantly moving students from one proficiency level to the next. <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 small group teachers and SPED staff for their intervention. In some circumstances, there is not often regular communication with the homeroom teacher for collaboration.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2025, 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			
<b>Strategy 1:</b> Analyze Fall and Winter MAP results to determine specific student needs and plan targeted small group instruction and interventions. <b>Strategy's Expected Result/Impact:</b> Students will have differentiated learning in reading and math to help meet their individual growth goals. <b>Staff Responsible for Monitoring:</b> Principal Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 1 <b>Funding Sources:</b> Student incentives for 80 percent completion - 211 Title I - 211-11-6399-00-111-99-000 - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 2 Problem Statements:

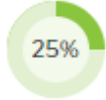

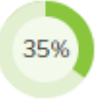



Demographics
<b>Problem Statement 3:</b> 24.5% of students receive some form of Special Education services, which is significantly higher than the district and state. <b>Root Cause:</b> Tier 1 instruction that does not meet students' learning needs leading to lack of mastery of essential TEKS prior to promotion to the next grade level.
Student Learning
<b>Problem Statement 1:</b> Across grade levels, students are maintaining average growth levels in MAP, but not significantly moving students from one proficiency level to the next. <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 small group teachers and SPED staff for their intervention. In some circumstances, there is not often regular communication with the homeroom teacher for collaboration.

## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 3:** By May 2025, the percentage of Emergent Bilingual (EB) students achieving meets level or higher on STAAR reading and math will increase by a minimum of 10% across all grade levels.

### HB3 Guiding Objective

**Evaluation Data Sources:** MAP  
STAAR

Strategy 1 Details	Reviews			
<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  <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> Demographics 3 - Student Learning 2 - School Processes & Programs 1 <b>Funding Sources:</b> AVID PD - 211 Title I - 211-13-6411-00-111-30-000 - \$2,998	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<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  <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> Demographics 3 - Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
				





No Progress



Accomplished



Continue/Modify



Discontinue

### Goal 3 Problem Statements:

#### Demographics

**Problem Statement 3:** 24.5% of students receive some form of Special Education services, which is significantly higher than the district and state. **Root Cause:** Tier 1 instruction that does not meet students' learning needs leading to lack of mastery of essential TEKS prior to promotion to the next grade level.

#### 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 a fourth or fewer 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:** 39% 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.

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

**Goal 1:** By March 2025, 80% of staff believe student behaviors are consistently enforced by teachers, even for students not in their class.

**High Priority**

**Evaluation Data Sources:** Upbeat teacher survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Revise the cultural expectations and provide training on best discipline practices. <b>Strategy's Expected Result/Impact:</b> Increased campus understanding. <b>Staff Responsible for Monitoring:</b> Assistant Principal campus safety officer  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 2, 3 - Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Monitor the cultural expectations (students & staff) and provide feedback. <b>Strategy's Expected Result/Impact:</b> Increased consistency <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> School Processes & Programs 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> 42% of staff believe that rules for student behavior are not consistently enforced by teachers in this school, even for students who are not in their classes. <b>Root Cause:</b> Thompson cultural expectations are not being followed with fidelity.
<b>Problem Statement 3:</b> 32% of staff believe that disciplinary practices are not applied fairly to all students at our school. <b>Root Cause:</b> Limited staff understanding of student behaviors needing a corrective disciplinary action and the need for a campus corrective discipline system that is consistent across grade levels.

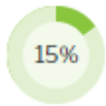






### Perceptions

**Problem Statement 3:** 45% of students feel it is likely they will be bullied at school and 49% responded they have been bullied within the last school year. **Root Cause:** Student and parent understanding is unclear of the differences between bullying, conflict, and mean behavior.

Guiding Objective 3: Optimize Community Engagement

Goal 1: By April 2025, a minimum of 80% of families will report that teachers communicate student progress regularly.

Evaluation Data Sources: Parent survey and Teacher Upbeat survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor the implementation of cultural expectations for regular newsletters, positive phone calls, and academic needs shared with families monthly. <b>Strategy's Expected Result/Impact:</b> increase communication between teachers and families <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal  <b>Title I:</b> 4.1 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				




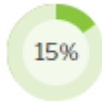

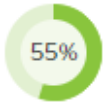
Goal 1 Problem Statements:

Perceptions
<b>Problem Statement 2:</b> 19% of Parent EOY Survey responses stated they do not regularly receive feedback from school staff on how well their child is learning, and one third of comments suggesting areas of improvement were related to communication with families. <b>Root Cause:</b> Lack of monitoring of staff expectations regarding regular communication with parents.

### Guiding Objective 3: Optimize Community Engagement

**Goal 2:** By April 2025, Increase community engagement at campus events to a minimum of 10% per grade level.

**Evaluation Data Sources:** event attendance sheets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop an event committee to create a variety of family engagement events focused on literacy, math, building, etc., as well as regular student performances from each grade. <b>Strategy's Expected Result/Impact:</b> increased family and teacher engagement <b>Staff Responsible for Monitoring:</b> Committee chair  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> Supplies and materials for family engagement - 211 Title I - 211-61-6399-00-111-99-000 - \$3,636	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Update community storybook walk throughout the year for families to engage in reading together. <b>Strategy's Expected Result/Impact:</b> Increase parent participation/community engagement with literacy in English/Spanish. <b>Staff Responsible for Monitoring:</b> Principal Librarian  <b>Title I:</b> 4.1 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> English/Spanish Books - 211 Title I - 211-11-6329-00-111-99-000 - \$800	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

## Goal 2 Problem Statements:

### Perceptions











**Problem Statement 2:** 19% of Parent EOY Survey responses stated they do not regularly receive feedback from school staff on how well their child is learning, and one third of comments suggesting areas of improvement were related to communication with families. **Root Cause:** Lack of monitoring of staff expectations regarding regular communication with parents.

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

**Goal 1:** By May 2025, student survey data will show a 20% decrease in the percentage of students reporting being bullied/likely to be bullied at school.

**High Priority**

**Evaluation Data Sources:** Student Panorama survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional development for staff on how to proactive, supportive and corrective discipline. <b>Strategy's Expected Result/Impact:</b> Effective strategies implemented within classrooms <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal  <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 & Programs 3 - Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide SEL lessons to families, students and staff with information to increase understanding and clarify differences between bullying, conflict and mean behavior. <b>Strategy's Expected Result/Impact:</b> Increased positive classroom climate & belonging and safety <b>Staff Responsible for Monitoring:</b> Principal Counselor  <b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Goal 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 3:</b> 32% of staff believe that disciplinary practices are not applied fairly to all students at our school. <b>Root Cause:</b> Limited staff understanding of student behaviors needing a corrective disciplinary action and the need for a campus corrective discipline system that is consistent across grade levels.
Perceptions
<b>Problem Statement 3:</b> 45% of students feel it is likely they will be bullied at school and 49% responded they have been bullied within the last school year. <b>Root Cause:</b> Student and parent understanding is unclear of the differences between bullying, conflict, and mean behavior.


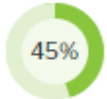







Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2025, 70% of teachers will report that professional development available to them helps to improve their teaching practices.

High Priority

Evaluation Data Sources: Upbeat Survey-Professional development

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








Goal 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 1:</b> 39% 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.

Guiding Objective 5: Optimize All Available Resources

Goal 2: By May of 2025, 80% or more of teachers and staff will report feeling appreciated on campus.

Evaluation Data Sources: Increased positive perceptions in School Processes & Programs section of Upbeat Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a committee to develop a plan to acknowledge staff. <b>Strategy's Expected Result/Impact:</b> Increase positive culture, retention <b>Staff Responsible for Monitoring:</b> Admin  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> 28% of teachers and staff do not feel appreciated <b>Root Cause:</b> Teachers not recognized publically for work as often (ex: teacher of 9 weeks).

# 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 - Previous

## 1.1: Comprehensive Needs Assessment

Please see TitleI Crate for the following documentation.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see TitleI Crate for the following documentation.

## 2.2: Regular monitoring and revision

Please see TitleI Crate for the following documentation.

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

Please see TitleI Crate for the following documentation.

## 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.

## **Title I - Updated**

# Campus Improvement Committee

Committee Role	Name	Position
Business Representative	Ingris Barrientos	Business Representative
Business Representative	Rob Lane	Business Representative
Classroom Teacher	Alyssa Hollett	Teacher
Classroom Teacher	Paula Kim	SPED teacher
Classroom Teacher	Nguyet "Winnie" Nguyen	teacher
Classroom Teacher	Tasha Root	Teacher
Classroom Teacher	Jackie Shaffer	Teacher
Non-classroom Professional	Lindsay Wiggins	librarian
parent	Rosa Segura	parent
parent	Lucia Cardenas	parent
Parent	Marsea Cazares	parent
parent	Gwen Corvin	parent
Parent	Gabriel Gonzalez	Parent
Parent	Lisa McKoon	parent
parent	Aledia Reyes	parent
Parent	Cecily Rodriguez	parent
Administrator	Jamie Foster	Principal
Administrator	Stephanie Muzio	Assistant Principal

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/1/2024	Brian Moersch	8/8/2024
Child Abuse and Neglect	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Coordinated Health Program	Director of Athletics	7/16/2024	Renee Putter	7/16/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Curriculum and Instruction	8/16/2024	Brian Moersch	8/16/2024
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	7/31/2024	Lance Hamlin	8/2/2024
Dropout Prevention	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Dyslexia Treatment Program	Director of Special Services	8/16/2024	Sara Roland	8/2/2024
Title I, Part C Migrant	Director of Federal Programs	7/8/2024	Lori Traynham	7/9/2024
Pregnancy Related Services	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Post-Secondary Preparedness	Coor College and Career/CTE		Aurora St. Laurent	8/9/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/17/2024	Brian Moersch	7/17/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/2/2024	Sara Roland	8/2/2024
Technology Integration	Chief Technology Officer		Robin Stout	7/22/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security	7/29/2024	Rachael Freeman	7/29/2024
Title I Parent Involvement Policy	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024
ESSA Program Descriptions	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024