

# Spring Branch Independent School District

## Thornwood Elementary School

2025-2026



# Mission Statement

To inspire every student to LEARN and BE more than they EVER thought or dreamed possible.

## Vision

Thornwood is a kind and safe learning community where everyone is connected and empowered through challenging opportunities.

## Core Values

**Every Child:** We put students at the heart of everything we do.

**Collective Greatness:** We, as a community, leverage our individual strengths to reach challenging goals.

**Collaborative Spirit:** We believe in each other and find joy in our work.

**Limitless Curiosity:** We never stop learning and growing.

**Moral Compass:** We are guided by strong character, ethics and integrity.

## Core Characteristics of a T-2-4 Ready Graduate

**Academically Prepared:** Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

**Ethical & Service-Minded:** Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

**Empathetic & Self-Aware:** Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

**Persistent & Adaptable:** Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

**Resourceful Problem-Solver:** Every Child thinks critically and creatively and applies knowledge to find and solve problems.

**Communicator & Collaborator:** Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**Thornwood Elementary School** serves students in grades PK-5 in the Spring Branch Independent School District (SBISD).

Enrollment trends showed a decrease of 17 students from the 2022–2023 school year to the 2024–2025 school year.

#### Enrollment Trends:

2024-2025: Enrollment – 391

2023-2024: Enrollment – 393

2022-2023: Enrollment – 408

Source: PEIMS OnDataSuite Fall Dashboard

The demographic profile of the students at Thornwood Elementary School has remained relatively consistent during the past three years. The majority of the students are Hispanic, followed by African American. Many of the students are considered economically disadvantaged, which qualifies the campus as a Title 1 school. During the 2024-2025 school year, 51.4% of the students were identified as Emergent Bilingual (EB); 71.4% At-Risk; 23.8% Immigrant; 2.8% Homeless; 14.6% of students were identified for special education services; and 3.1% were identified for gifted and talented services.

#### Demographic Trends: Race/Ethnicity

2024-2025: African American – 101 (25.8%)

2023-2024: African American – 115 (29.3%)

2022-2023: African American – 124 (30.4%)

2024-2025: American Indian-Alaskan Native – \*

2023-2024: American Indian-Alaskan Native – \*

2022-2023: American Indian-Alaskan Native – \*

2024-2025: Asian – 17 (4.4%)

2023-2024: Asian – 13 (3.3%)

2022-2023: Asian – 11 (2.7%)

2024-2025: Hispanic – 196 (50.1%)

2023-2024: Hispanic – 183 (46.6%)

2022-2023: Hispanic – 208 (51.0%)

2024-2025: Native Hawaiian-Pacific Islander – \*

2023-2024: Native Hawaiian-Pacific Islander – \*

2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)

2024-2025: White – 56 (14.3%)  
2023-2024: White – 60 (15.3%)  
2022-2023: White – 39 (9.6%)

2024-2025: Two-or-more – 18 (4.6%)  
2023-2024: Two-or-more – 19 (4.8%)  
2022-2023: Two-or-more – 23 (5.6%)

Source: PEIMS OnDataSuite Fall Dashboard

*\*Fewer than five students not shown*

**Additional Student Information:**

2024-2025: At-Risk – 279 (71.4%)  
2023-2024: At-Risk – 274 (69.7%)  
2022-2023: At-Risk – 270 (66.2%)

2024-2025: Economically Disadvantaged – 350 (89.5%)  
2023-2024: Economically Disadvantaged – 346 (88.0%)  
2022-2023: Economically Disadvantaged – 361 (88.5%)

2024-2025: Emergent Bilingual – 201 (51.4%)  
2023-2024: Emergent Bilingual – 167 (42.5%)  
2022-2023: Emergent Bilingual – 168 (41.2%)

2024-2025: Gifted and Talented – 12 (3.1%)  
2023-2024: Gifted and Talented – 19 (4.8%)  
2022-2023: Gifted and Talented – 16 (3.9%)

2024-2025: Homeless – 11 (2.8%)  
2023-2024: Homeless – 18 (4.6%)  
2022-2023: Homeless – 17 (4.2%)

2024-2025: Immigrant – 93 (23.8%)  
2023-2024: Immigrant – 72 (18.3%)  
2022-2023: Immigrant – 39 (9.6%)

2024-2025: Migrant – 0 (0.0%)  
2023-2024: Migrant – 0 (0.0%)  
2022-2023: Migrant – 0 (0.0%)

2024-2025: Special Education – 57 (14.6%)  
2023-2024: Special Education – 69 (17.6%)  
2022-2023: Special Education – 51 (12.5%)

Source: PEIMS OnDataSuite Fall Dashboard

*\*Fewer than five students not shown*

**Attendance Rates:**

2022-2023: 94.2%

2021-2022: 93.0%

2020-2021: 91.4%

*Source: Texas Academic Performance Report (TAPR)*

**Chronic Absenteeism:**

2022-2023: 18.6%

2021-2022: 22.8%

2020-2021: 34.6%

*Source: Texas Academic Performance Report (TAPR)*

**Demographics Strengths**

- Thornwood is a small school, that is very diverse, and has many different cultures represented. We have many new immigrants from the Middle East, as well as from Central and South America. Our students are exposed to many different cultures, which allows for students to learn from each other in a variety of ways beyond academics.
- Students and staff are able to learn empathy for other cultures, and be empathetic to others that are not of their same culture and background.
- Students and teachers have the opportunity to learn about different cultures and nationalities.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Thornwood's Chronic Absenteeism has slightly decreased from 22.8% in 21-22 to 18.6% in 22-23.

**Root Cause:** Parents do not feel the urgency and importance of making sure their students are on time and attend school daily. As educators we are holding parents accountable by making phone calls to check on students. Through TWE's attendance incentives we hope to see a continued decrease.

**Problem Statement 2:** Thornwood's attendance rate has slightly increased from 93% in 21-22 to 94.1% in 22-23.

**Root Cause:** Parents do not make it a priority for their students to attend school daily and more importantly on time.

# Student Achievement

## Student Achievement Summary

**Thornwood Elementary School** implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Finally, our district core value of "Every Child" is exemplified through campus student support priorities. This includes ensuring that all students have the academic and mental health supports needed to be successful no matter the learning environment (SPED, GT, EB, CTE, etc.).

### **Below is a summary of the STAAR Redesign Reading passing rates:**

2024: 3rd Grade Reading - 80% Approaches; 53% Meets; 24% Masters

2023: 3rd Grade Reading - 71% Approaches; 38% Meets; 11% Masters

2024: 4th Grade Reading - 64% Approaches; 50% Meets; 14% Masters

2023: 4th Grade Reading - 69% Approaches; 42% Meets; 20% Masters

2024: 5th Grade Reading - 76% Approaches; 41% Meets; 22% Masters

2023: 5th Grade Reading - 83% Approaches; 51% Meets; 13% Masters

2024: SPED All Grades Reading - 45% Approaches; 9% Meets; 2% Masters

2023: SPED All Grades Reading - 40% Approaches; 14% Meets; 2% Masters

2024: EB All Grades Reading - 67% Approaches; 39% Meets; 13% Masters

2023: EB All Grades Reading - 70% Approaches; 39% Meets; 8% Masters

*Source: 2023-2024 Texas Academic Performance Report (TAPR)*

### **Below is a summary of the STAAR Redesign Redesign Mathematics passing rates:**

2024: 3rd Grade Mathematics - 78% Approaches; 42% Meets; 2% Masters

2023: 3rd Grade Mathematics - 64% Approaches; 42% Meets; 22% Masters

2024: 4th Grade Mathematics - 75% Approaches; 52% Meets; 29% Masters

2023: 4th Grade Mathematics - 73% Approaches; 44% Meets; 20% Masters

2024: 5th Grade Mathematics - 79% Approaches; 60% Meets; 28% Masters

2023: 5th Grade Mathematics - 89% Approaches; 62% Meets; 19% Masters

2024: SPED All Grades Mathematics - 57% Approaches; 21% Meets; 2% Masters

2023: SPED All Grades Mathematics - 38% Approaches; 17% Meets; 5% Masters

2024: EB All Grades Mathematics - 80% Approaches; 54% Meets; 23% Masters  
2023: EB All Grades Mathematics - 74% Approaches; 45% Meets; 16% Masters  
*Source: 2023-2024 Texas Academic Performance Report (TAPR)*

### **Student Achievement Strengths**

- 3rd grade Reading STAAR showed an increase in academic performance in all levels from 2023 to 2024, and an increase in Approaches in Math STAAR from 2023 to 2024.
- 4th grade Reading STAAR showed an increase in academic performance in the Meets level from 2023 to 2024 and an increase in all levels in Math STAAR from 2023 to 2024.
- 5th grade Reading STAAR showed an increase in academic performance in the Masters level from 2023 to 2024 and an increase in Masters in the Math STAAR from 2023 to 2024.
- Academic performance for students served in special education improved in the areas approaches in ELA STAAR and Approaches and Meets in Math STAAR from 2023 to 2024.
- Academic performance for students identified as Emergent Bilingual/English Learner improved in all levels in the Reading STAAR and Math STAAR from 2023 to 2024.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Students are not moving to the next grade level on level in Reading.

**Root Cause:** Thornwood has a high mobility of students moving in to attendance zone throughout the school year. Also, had an increase in Immigrants from 18.3% in 2023 to 23.8% in 2024 and had an increase in Emergent Bilinguals from 42.5% in 2023 to 51.4% in 2024.

**Problem Statement 2:** Students are not moving to the next grade level on level in Math.

**Root Cause:** Thornwood has a high mobility of students moving in to attendance zone throughout the school year. Also, had an increase in Immigrants from 18.3% in 2023 to 23.8% in 2024 and had an increase in Emergent Bilinguals from 42.5% in 2023 to 51.4% in 2024.

# Staff Recruitment and Retention

## Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at **Thornwood Elementary School** to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

### Teacher by years of experience:

2024-2025: Beginning – 2.9 FTE (11.7%)

2023-2024: Beginning – 2.0 FTE (7.5%)

2022-2023: Beginning – 0.0 FTE (0.0%)

2024-2025: 1-5 Years – 11.5 FTE (46.6%)

2023-2024: 1-5 Years – 13.7 FTE (51.7%)

2022-2023: 1-5 Years – 16.2 FTE (57.9%)

2024-2025: 6-10 Years – 2.2 FTE (8.9%)

2023-2024: 6-10 Years – 6.0 FTE (22.6%)

2022-2023: 6-10 Years – 6.0 FTE (21.4%)

2024-2025: 11-20 Years – 6.0 FTE (24.3%)

2023-2024: 11-20 Years – 2.8 FTE (10.6%)

2022-2023: 11-20 Years – 0.0 FTE (0.0%)

2024-2025: Over 20 Years – 2.1 FTE (8.5%)

2023-2024: Over 20 Years – 2.0 FTE (7.5%)

2022-2023: Over 20 Years – 3.0 FTE (10.7%)

2024-2025: Total – 24.7 FTE (100%)

2023-2024: Total – 26.5 FTE (100%)

2022-2023: Total – 28.0 FTE (100%)

*Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report*

### **Staff Recruitment and Retention Strengths**

- Thornwood has a strong mentoring program- first year teachers are given a mentor and new to Thornwood teachers are also given a Thornwood "buddy" - these mentors help support their mentees with curriculum, district information, and all things Thornwood.
- Thornwood has a strong Leadership/Instructional team that supports each grade level in all content areas through weekly planning meetings.
- All Thornwood staff engages in the PLC's, meeting weekly to analyze data in order to better understand low and high performing areas, targeted needs of individual students, and planning of small group instruction.
- Thornwood has a strong culture among staff- weekly shoutouts given to staff members, staff morale boosters throughout the year, and monthly culture/morale building calendars.

### **Problem Statements Identifying Staff Recruitment and Retention Needs**

**Problem Statement 1:** Thornwood will continue to recruit highly qualified staff to meet the needs of our learners.

**Root Cause:** Attending all possible recruiting events, and working with HR to retain our best staff.

**Problem Statement 2:** Thornwood will continue to create a culture of inclusion and will include morale/team building activities throughout the year.

**Root Cause:** Leadership Team will continue working with teams to build a culture of collaboration and teamwork, where we build on each others strengths.

# Family and Community Engagement

## Family and Community Engagement Summary

### FAMILY ENGAGEMENT

**Thornwood Elementary School** provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

### COMMUNITY ENGAGEMENT

**Thornwood Elementary School** works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 12,000+ volunteers. **Thornwood Elementary School** works with the Community Engagement team to recognize our campus needs, celebrate community engagement strengths, and identify partnership opportunities. We welcome and value partners and volunteers who serve on our campus to support the successes of our students, staff and families.

### Family and Community Engagement Strengths

- The last several years Thornwood has worked on family engagement, building into the calendar different events for families: Popsicles on the Patio with the Principals, Fall Festival, Principal Coffees, Choir and Art performances, Talent Show, STEM Night, Health Fair, Math Night, STAAR night.
- Thornwood is fortunate to be located in a community that provides great support :ConocoPhillips, Reading Buddies, Mosaic Counseling, Reading RoundUp, Family Point Resources- support our students weekly.

### Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1:** Planning family events and encouraging participation- some events are well attended and some are not.

**Root Cause:** Working parents, short window of advertisement of events, times of events don't coincide with family availability.

**Problem Statement 2:** This year Thornwood will have an official PTA so we will have support building in family and engagement activities and participation.

**Root Cause:** Including performances and incentives to entice family involvement. Having parents enlist other parents will help with parental environment and attendance for family events.

# Goals

**Goal 1: STUDENT ACHIEVEMENT.** Thornwood Elementary School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 1: ACHIEVEMENT:** By June 2026, Thornwood Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 5 percentage points in approaches, 5 percentage points in meets, and 5 percentage points in masters.

2024-25: Reading: 73% (approaches), 50% (meets), 25% (masters); Math: 74% (approaches), 45% (meets), 24% (masters)

2023-24: Reading: 73% (approaches), 48% (meets), 20% (masters); Math: 78% (approaches), 53% (meets), 21% (masters)

2022-23: Reading: 75% (approaches), 44% (meets), 14% (masters); Math: 76% (approaches), 50% (meets), 20% (masters) Baseline Year

**Evaluation Data Sources:** 2023 Texas Academic Performance Report, 2024 Texas Education Agency Data Tables, and 2025 State Accountability Report Domain 1

## Strategy 1 Details

**Strategy 1:** Intervention Staff and paid tutors will provide targeted small group instruction and intervention in reading and math. Support will be provided for grade level planning weekly, PLC's planned for analyzing data and student work.

**Strategy's Expected Result/Impact:** At least 50% of students performing at postsecondary ready levels.

**Staff Responsible for Monitoring:** Intervention Staff, Paid Tutors, After School Tutoring Teachers, Administrators.

**Title I:**

2.51, 2.52, 2.53

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Funding Sources:** Salaries - 211 - Title I, Part A - 11.6119 - \$118,929, Instructional Services - 199 PIC 11 - Instructional Services - \$12,865, Undistributed - 199 PIC 99 - Undistributed - \$10,100

## Strategy 2 Details

**Strategy 2:** Thornwood will host a variety of "curriculum info" parent events- Math Night, Literacy Night, STEM night, Bilingual Night, and STAAR night. Principal will host Coffee with Parents each semester for Math and Literacy.

**Strategy's Expected Result/Impact:** Increase parental engagement and provide parents different strategies to be able to support their students at home.

**Staff Responsible for Monitoring:** Support Staff, Classroom Teachers, Interventionists, Administrators

**Title I:**

2.51, 2.53

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Funding Sources:** Misc Contracted Services - 211 - Title I, Part A - 11.6299 - \$2,000, Misc. Contracted Services- Family Engagement - 211 - Title I, Part A - 61.6299 - \$1,500, Misc. Operating Expenses Family Engagement - 211 - Title I, Part A - 61.6499 - \$500

**Goal 1: STUDENT ACHIEVEMENT.** Thornwood Elementary School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 2: STUDENT GROWTH:** By June 2026, Thornwood Elementary School will increase the percentage of annual growth points earned by students demonstrating STAAR academic growth in reading language arts and math by 5 percentage points or  $\geq$  to 85%.

2024-25: 77 School Progress-Annual Growth RLA and Math Score

2023-24: 73 School Progress-Annual Growth RLA and Math Score

2022-23: 81 School Progress-Annual Growth RLA and Math Score (Baseline Year)

**Evaluation Data Sources:** State Accountability Report Domain 2 A (Annual Growth RLA and Math)

### Strategy 1 Details

**Strategy 1:** Thornwood will utilize ST Math program PK-5 and IXL to emphasize conceptual understanding and rigorous problem solving.

**Strategy's Expected Result/Impact:** At least 50% of students meeting growth expectations.

**Staff Responsible for Monitoring:** Classroom Teachers, Intervention Staff, Administrators

**Title I:**

2.51, 2.52, 2.53

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Funding Sources:** Software - 211 - Title I, Part A - 11.6397 - \$19,000, Technology - 211 - Title I, Part A - 11.6398 - \$5,000

### Strategy 2 Details

**Strategy 2:** Thornwood will use District ELA Assessments, Progress Monitoring Data and reports to govt set with students and adjust instructional strategies and small group instruction. Students will keep a data binder, Teachers will keep Data Binder.

**Strategy's Expected Result/Impact:** Increase the percentage of students demonstrating growth in reading and math by 5 percentage points.

**Staff Responsible for Monitoring:** Classroom Teachers, Intervention Staff, Administrators

**Title I:**

2.51, 2.52

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Goal 1: STUDENT ACHIEVEMENT.** Thornwood Elementary School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 3: RELATIVE PERFORMANCE:** By June 2026, Thornwood Elementary School will increase its relative performance scale score.

2024-25: 82 Scale Score

2023-24: 83 Scale Score

2022-23: 82 Scale Score

**Evaluation Data Sources:** Accountability Report Domain 2 B

**Strategy 1 Details**

**Strategy 1:** Reading and Math tutors will be hired to pull small groups and work with interventionists to review data and adjust small groups after assessments.

**Strategy's Expected Result/Impact:** Increase in the relative performance of all students across all content areas and grade levels.

**Staff Responsible for Monitoring:** Interventionists, Paid Tutors, Administrators

**Title I:**

2.51, 2.52, 2.53

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

**Funding Sources:** Extra Duty Professional - 211 - Title I, Part A - 11.6116 - \$10,000

**Strategy 2 Details**

**Strategy 2:** During PLC's teachers will be given time to do some unit/lesson internalization - focus will be on math.

**Strategy's Expected Result/Impact:** Increase of relative performance of students and higher percentage of students leaving on grade level at the end of the year.

**Staff Responsible for Monitoring:** Classroom Teachers, Leadership Team, Administrators

**Title I:**

2.51, 2.52, 2.53

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Goal 1: STUDENT ACHIEVEMENT.** Thornwood Elementary School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 4: CLOSING THE GAPS:** By June 2026, Thornwood Elementary School will increase the percentage of academic achievement indicators on track to meet or exceed interim targets in the closing the gaps domain by 5 component points.

2024-25: 16 of 32 Academic Achievement Points Met; 50.0% Component Points

2023-24: 18 of 24 Academic Achievement Points Met; 75.0% Component Points

2022-23: 18 of 32 Academic Achievement Points Met; 56.3% Component Points (Baseline Year)

**Evaluation Data Sources:** 2023 Federal Identification of Schools, 2024 Texas Education Agency Data Tables, and 2025 State Accountability Report Domain 3

#### Strategy 1 Details

**Strategy 1:** Thornwood will use District Unit Assessments, PSA's, and PSTAAR data to goal set with students and adjust instructional strategies and small group instruction.

**Strategy's Expected Result/Impact:** Increase the percentage points by 5% of those students demonstrating progress in reading and math on the STAAR.

**Staff Responsible for Monitoring:** Classroom Teachers, Intervention Staff, Administrators

**Title I:**

2.51, 2.52

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

#### Strategy 2 Details

**Strategy 2:** During PLC's grade levels will use the Data Analysis Protocol, emphasizing the analysis of student work and exemplars. Teachers will utilize the data as part of the responsive teaching cycle to plan for targeted and effective intervention and instruction. Extended planning will be provided in fall and spring.

**Strategy's Expected Result/Impact:** Increase the percentage of students demonstrating progress in reading and math by 5 percentage points on STAAR.

**Staff Responsible for Monitoring:** Classroom Teachers, Intervention Team, Administrators

**Title I:**

2.51, 2.52

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Goal 1: STUDENT ACHIEVEMENT.** Thornwood Elementary School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS:** By June 2026, the rate of Emergent Bilingual students increasing at least one composite score level on TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2024-25: TELPAS Progress Rate 54%

2023-24: TELPAS Progress Rate 54%

2022-23: TELPAS Progress Rate 56% (Baseline Year)

**Evaluation Data Sources:** 2023 Federal Identification of Schools, 2024 Texas Education Agency Data Tables, and 2025 State Accountability Report Domain 3

### Strategy 1 Details

**Strategy 1:** Bilingual Interventionist and classroom teachers will provide targeted support for Emergent Bilinguals and ESL students in speaking, writing, reading and listening.

**Strategy's Expected Result/Impact:** Emergent Bilinguals and ESL students will increase their English language acquisition as shown by their proficiency levels on TELPAS.

**Staff Responsible for Monitoring:** Bilingual Interventionist, Classroom Teachers, Administrators

**Title I:**

2.51, 2.52, 2.53

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Funding Sources:** Instructional Supplies - 199 PIC 25 - ESL/Bilingual - 11.6399 - \$3,760, Instructional Supplies - 199 PIC 30 - At Risk School Wide SCE - 11.6399 - \$6,590

### Strategy 2 Details

**Strategy 2:** Work with the Multilingual Department and their consultants to customize Professional Development for teachers and support teachers in the classroom.

**Strategy's Expected Result/Impact:** Increase the English proficiency of all our English language learners.

**Staff Responsible for Monitoring:** Administrators, Bilingual Interventionist, Classroom Teachers

**Title I:**

2.51, 2.52, 2.53

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 5: Effective Instruction

**Goal 1: STUDENT ACHIEVEMENT.** Thornwood Elementary School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 6: EARLY LITERACY:** By June 2026, Thornwood Elementary School will increase the percentage of K-2 students on track to read at grade level from BOY to EOY.

**Evaluation Data Sources:** Kindergarten: Circle Kindergarten Progress Monitoring (KPM) BOY to EOY (Baseline Year)  
Grades 1 and 2: Amira Reading Mastery (ARM) BOY to EOY (Baseline Year)

### Strategy 1 Details

**Strategy 1:** Thornwood will provide intervention and/or tutoring for students reading below grade level. We will consistently track all students reading below grade level. Students will participate in Reading Buddies.

**Strategy's Expected Result/Impact:** Increase in the combined percentage of students reading on or above grade level as measured by EOY literacy screeners.

**Staff Responsible for Monitoring:** Classroom Teachers, Reading Interventionists, Paid Tutors, Administrators

**Title I:**

2.51, 2.52, 2.53

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Strategy 2 Details

**Strategy 2:** Primary teachers will attend district ELA trainings, weekly PLC's for planning, summer trainings for new literacy adoption.

**Strategy's Expected Result/Impact:** Increase in the percentage of students leaving reading on grade level.

**Staff Responsible for Monitoring:** Classroom teachers, Reading Interventionists, Administrators

**Title I:**

2.51, 2.52, 2.53

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Funding Sources:** Misc. Contracted Services PD - 211 - Title I, Part A - 13.6299 - \$1,500

**Goal 1: STUDENT ACHIEVEMENT.** Thornwood Elementary School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 7: EARLY NUMERACY:** By June 2026, Thornwood Elementary School will increase the percentage of K-2 students on track to be on grade level in foundational math skills by 5 percentage points or  $\geq 80\%$ .

**Evaluation Data Sources:** End of Year (EOY) K-2 Math Progress Monitoring

Strategy 1 Details
<p><b>Strategy 1:</b> Students will engage in ST Math and be seen in small groups daily.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in the number of students leaving grade level having mastered math objectives.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Interventionists, Administrators</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Classroom teachers will attend district math trainings, Math summer PD, and campus PD (including PLC planning) to learn how to implement curriculum and gain better understanding of math teaching strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students leaving grade level having mastered math objectives.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Administrators, Interventionists</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Misc. Contracted Services PD - 211 - Title I, Part A - 13.6299 - \$1,500</p>

**Goal 1: STUDENT ACHIEVEMENT.** Thornwood Elementary School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 8: ADVANCED COURSES:** By June 2026, Thornwood Elementary School will increase the number of students prepared for sixth grade advanced coursework in reading and math.

**Evaluation Data Sources:** Texas Education Agency Data Tables

Strategy 1 Details
<p><b>Strategy 1:</b> Fifth grade students who are eligible will participate in ConocoPhillips math tutoring, SBAI after school math and engineering club.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of 5th graders qualifying for Advanced courses in sixth grade.</p> <p><b>Staff Responsible for Monitoring:</b> Interventionists, SBAI Administrators, Classroom Teachers, Administrators</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>

**Goal 2: STUDENT SUPPORT.** Thornwood Elementary School students will benefit from multi-tiered systems of support.

**Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE:** By June 2026, Thornwood Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child.

**Evaluation Data Sources:** Campus calendar and newsletters

**Strategy 1 Details**

**Strategy 1:** Staff and Teachers will utilize PSA's, Unit Assessments, and PSTAAR data and reports to goal set with each student using individual student data binders. Instructional strategies, Tier 1 and Tier 2 instruction will be adjusted in order to promote the two Core Characteristics of Academically Prepared and Persistent and Adaptable.

**Strategy's Expected Result/Impact:** Increase the percentage of students demonstrating progress in reading and math by 5% on the STAAR.

**Staff Responsible for Monitoring:** Classroom Teachers, Interventionists, Administrators

**Title I:**

2.51, 2.52, 2.53

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Strategy 2 Details**

**Strategy 2:** All staff will build strong relationships with students and families-through morning check ins, attendance of family engagement events, everyday conversations- in order to develop two Core Characteristics- Communicator/Collaborator and Empathetic and Self Aware- to continually reinforce school belonging and feelings of safety.

**Strategy's Expected Result/Impact:** 100% of our students will feel a sense of belonging, feel seen and heard, and feel safe at school.

**Staff Responsible for Monitoring:** All Staff, CIS, Counselor, PBIS team, Administrators

**Title I:**

2.53, 2.531, 2.533

**- TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

### Strategy 3 Details

**Strategy 3:** All Students will participate in 2 study trips, in order to gain life experiences and maximize student learning academically and socially.

**Strategy's Expected Result/Impact:** Students will acquire background knowledge and increase social skill awareness.

**Staff Responsible for Monitoring:** Administration, Admin Asst, Classroom Teachers

**Title I:**

2.53, 2.531

**- TEA Priorities:**

Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**Funding Sources:** Student Travel - 211 - Title I, Part A - 11.6412 - \$1,000, Student Transportation - 211 - Title I, Part A - 11.6494 - \$2,000

**Goal 2: STUDENT SUPPORT.** Thornwood Elementary School students will benefit from multi-tiered systems of support.

**Performance Objective 2: INTERVENTIONS:** By June 2026, Thornwood Elementary School will implement TIER interventions with students identified as needing academic or behavioral supports.

**Evaluation Data Sources:** Multiple measures

**Strategy 1 Details**

**Strategy 1:** Small group instruction will be non negotiable expectation at Thornwood. Instruction during small group time and intervention time will be targeted based on current student assessment data.

**Strategy's Expected Result/Impact:** Daily intervention time and small group instruction in all content areas will be expected in order to fill reading and/or math, and science gaps. This will help to ensure students are performing at or above grade level and meeting the 80/50/30 STAAR goals.

**Staff Responsible for Monitoring:** Classroom teachers, Interventionists, Administrators

**Title I:**

2.51, 2.52, 2.53

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Funding Sources:** Supplies and Materials - 199 PIC 23 - Special Education - 11.6399 - \$510, Supplies and Materials - 211 - Title I, Part A - 11.6399 - \$31,221

**Strategy 2 Details**

**Strategy 2:** Students needing behavioral and/or academic support will meet with Counselor and Communities in Schools on a weekly basis, through small groups and/or daily check ins.

**Strategy's Expected Result/Impact:** Decrease in behavior disruptions in learning and increase in Academic performance.

**Staff Responsible for Monitoring:** School Counselor , CIS, Administrators

**Title I:**

2.51, 2.53, 2.531, 2.533

**- TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

**Goal 2: STUDENT SUPPORT.** Thornwood Elementary School students will benefit from multi-tiered systems of support.

**Performance Objective 3: STUDENT ATTENDANCE:** By June 2026, student attendance at Thornwood Elementary School will increase or will be  $\geq 98\%$ .

**Evaluation Data Sources:** Skyward data and Texas Academic Performance Report

Strategy 1 Details
<p><b>Strategy 1:</b> Mid 9 Week and end of 9 week recognition/incentives will be given to students with perfect attendance. Thornwood will have a school wide attendance incentive by classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, ADA, Administrators</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>

**Goal 3: SAFE SCHOOLS.** Thornwood Elementary School will ensure a safe and secure learning environment.

**Performance Objective 1: SAFE SCHOOL ENVIRONMENT:** Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

**Evaluation Data Sources:** Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

**Strategy 1 Details**

**Strategy 1:** Thornwood will consistently implement social skills and PBIS school wide. Teachers and Staff will support school wide expectations and will be responsible for holding students to those expectations. Students will be responsible for following school wide expectations and daily behavior folder will be sent home to share with parents.

**Strategy's Expected Result/Impact:** A decrease in discipline referrals and classroom interruptions/misbehavior.

**Staff Responsible for Monitoring:** Classroom Teachers, PBIS Team, Staff, Counselor, CIS, Administration

**Title I:**

2.533

**- TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

**- ESF Levers:**

Lever 3: Positive School Culture

**Goal 3: SAFE SCHOOLS.** Thornwood Elementary School will ensure a safe and secure learning environment.

**Performance Objective 2: SAFETY COMMITTEE:** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Evaluation Data Sources:** Campus Safety Committee roster and calendar

Strategy 1 Details
<p><b>Strategy 1:</b> Establish Campus Safety Committee composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Refined safety practices</p> <p><b>Staff Responsible for Monitoring:</b> Campus Safety Officer, Administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Participate in campus safety audit.</p> <p><b>Strategy's Expected Result/Impact:</b> Refined safety practices</p> <p><b>Staff Responsible for Monitoring:</b> Campus Safety Officer</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>

**Goal 3: SAFE SCHOOLS.** Thornwood Elementary School will ensure a safe and secure learning environment.

**Performance Objective 3: EMERGENCY OPERATIONS:** Maintain Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

**Evaluation Data Sources:** Campus Emergency Operation Procedures Documents

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Submitted campus EOP in September.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Safety Officer, Administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Update campus EOPs annually and train staff at the start of each school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOP. Staff training documents maintained.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Safety Officer</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>

**Goal 4: FISCAL RESPONSIBILITY.** Thornwood Elementary School will ensure efficient and effective fiscal management of resources and operations.

**Performance Objective 1: FINANCIAL MANAGEMENT:** Maintain high quality financial management practices.

**Evaluation Data Sources:** Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details
<p><b>Strategy 1:</b> Conduct frequent budget meetings with Administrative Assistant and Finance Assistant to review and manage budgets.</p> <p><b>Strategy's Expected Result/Impact:</b> Error free records. Documentation of purchases and orders.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Administrative Assistant Finance Assistant</p>

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Services		\$12,865.00
<b>Sub-Total</b>					\$12,865.00
<b>Budgeted Fund Source Amount</b>					\$12,865.00
<b>+/- Difference</b>					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Supplies and Materials	11.6399	\$510.00
<b>Sub-Total</b>					\$510.00
<b>Budgeted Fund Source Amount</b>					\$510.00
<b>+/- Difference</b>					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Instructional Supplies	11.6399	\$3,760.00
<b>Sub-Total</b>					\$3,760.00
<b>Budgeted Fund Source Amount</b>					\$3,760.00
<b>+/- Difference</b>					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Instructional Supplies	11.6399	\$6,590.00
<b>Sub-Total</b>					\$6,590.00
<b>Budgeted Fund Source Amount</b>					\$6,590.00
<b>+/- Difference</b>					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Undistributed		\$10,100.00
<b>Sub-Total</b>					\$10,100.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Budgeted Fund Source Amount</b>					\$10,100.00
<b>+/- Difference</b>					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Salaries	11.6119	\$118,929.00
1	1	2	Misc. Contracted Services- Family Engagement	61.6299	\$1,500.00
1	1	2	Misc. Operating Expenses Family Engagement	61.6499	\$500.00
1	1	2	Misc Contracted Services	11.6299	\$2,000.00
1	2	1	Software	11.6397	\$19,000.00
1	2	1	Technology	11.6398	\$5,000.00
1	3	1	Extra Duty Professional	11.6116	\$10,000.00
1	6	2	Misc. Contracted Services PD	13.6299	\$1,500.00
1	7	2	Misc. Contracted Services PD	13.6299	\$1,500.00
2	1	3	Student Travel	11.6412	\$1,000.00
2	1	3	Student Transportation	11.6494	\$2,000.00
2	2	1	Supplies and Materials	11.6399	\$31,221.00
<b>Sub-Total</b>					\$194,150.00
<b>Budgeted Fund Source Amount</b>					\$194,150.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$227,975.00
<b>Grand Total Spent</b>					\$227,975.00
<b>+/- Difference</b>					\$0.00