

# Carrollton-Farmers Branch Independent School District

## Thompson Elementary

### 2025-2026 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

## Demographics

### Demographics Summary

Thompson Elementary is an established Kinder-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 (1st-5th) 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. 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 570 students were enrolled. This is an increase from 540 student the previous year, with the addition of Pre-K in the 2023-2024 school year and 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. 81.4% of students are Hispanic, 10.18% of students are White, 5.79% of students are Black African American and 0.88% are Asian. There are 1.58% claiming Two-or-More Races.

According to the 2023-2024 TAPR, the mobility rate for Thompson Elementary was 14.1% which is below the state average of 16.1% and district average of 18.6%. The Attendance Rate for Thompson was 94.8%.

Thompson Elementary serves 61.75% emergent bilingual students (over 10% increase from the year prior), 7.89% Gifted and Talented students, and 6.84% Dyslexic students. Additionally, 76.49% are economically disadvantaged and 63% are identified as at-risk. Thompson has 24.5% of students receiving some form of Special Education services, compared to 17.1% in the district and 13.9% 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 23-24 TAPR Report, Thompson Elementary employs 40 professional staff, all of which are current members of PTA. 39.8% of teachers are within their first 5 years of teaching experience, which is only slightly lower than the district average. 37% of teachers at Thompson are White, 43% are Hispanic, 11.5% 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%, the end of 2024 was 83.78 and May of 2025 was 96% with one teacher retiring and one moving out of the area.

### Demographics Strengths

1. Teacher retention rate is high (96%)

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.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Historically across grade levels, bilingual class sizes are typically larger than monolingual classes.

**Root Cause:** The students zoned are bringing more of the bilingual population.

**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 (Prioritized):** Only 82% of parents reported that they regularly receive feedback from school staff about their child's learning progress. The majority of comments indicated a need for improved communication.

**Root Cause:** There is a lack of a monitored system that ensures consistent communication with parents about behaviors, academics, nurse visits, and school events.

**Problem Statement 5 (Prioritized):** 66% of students responded on the Panorama survey that they perceive people being disrespectful to others at school.

**Root Cause:** Inconsistent daily implementation of SEL practices.

# Student Learning

## Student Learning Summary

### STAAR DATA INCLUDING ALL STUDENTS:

2025 STAAR All Student Scores for perspective- An explanation of significant findings is included below.

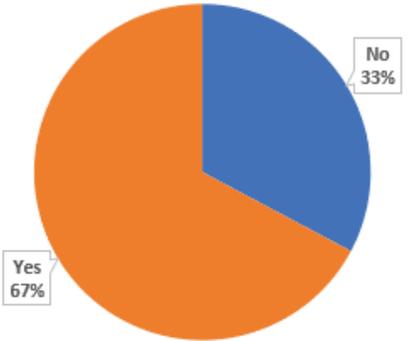
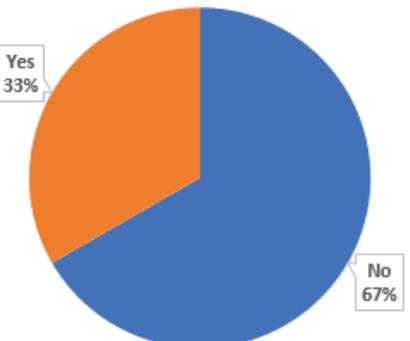
STAAR ALL STUDENTS	2024 % APPROACHES Grade Level Performance	2025 % APPROACHES Grade Level Performance	2024 % MEETS Grade Level Performance	2025 % MEETS Grade Level Performance	2024 % MASTERS Grade Level Performance	2025 % MASTERS Grade Level Performance
3rd Math	76	68	42	45	23	20
4th Math	66	65	43	44	12	23
5th Math	92	72	69	35	31	12
3rd Reading	64	83	32	48	13	21
3rd Reading SPANISH	65	68	25	21	15	11
4th Reading	76	77	49	64	16	17
4th Reading SPANISH	60	65	35	41	10	24
5th Reading	87	82	59	65	33	29
5th Reading SPANISH	100	50	0	14	0	0
5th Science	71	44	36	11	13	1

### A deeper analysis of STAAR:

- The ethnic groups with enough tests to create a valid sub population 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

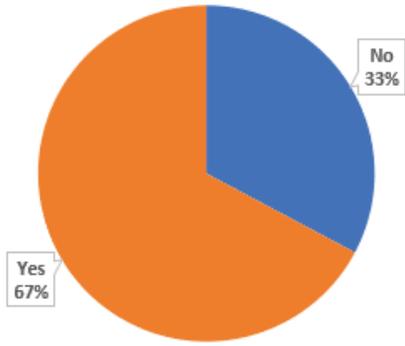
Reading STAAR	Math STAAR
<ul style="list-style-type: none"> <li>• 3rd through 5th grade cohorts ALL improved from their previous year               <ul style="list-style-type: none"> <li>◦ 3rd to 4th increased from 64% to 77% (English Reading)</li> <li>◦ 4th to 5th increased from 76% to 82% (English Reading)</li> </ul> </li> <li>• 3rd grade English scores increased from 64% to 83% approaches from 2024 to 2025</li> <li>• 4th grade Spanish scores increased from 60% to 65% approaches from 2024 to 2025</li> <li>• 5th grade English outperformed the state and region by 5 points</li> <li>• 3rd and 4th grade Spanish outperformed the state and region</li> </ul>	<ul style="list-style-type: none"> <li>• 4th to 5th grade cohort students increased from 66% to 72% approaches from 2024 to 2025</li> </ul>

**Math MAP Data**

1st	<p style="text-align: center;"><b>Met Fall to Fall Projected Growth</b></p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>67%</td> </tr> <tr> <td>No</td> <td>33%</td> </tr> </tbody> </table>	Response	Percentage	Yes	67%	No	33%
Response	Percentage						
Yes	67%						
No	33%						
2nd	<p style="text-align: center;"><b>Met Fall to Fall Projected Growth</b></p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>33%</td> </tr> <tr> <td>No</td> <td>67%</td> </tr> </tbody> </table>	Response	Percentage	Yes	33%	No	67%
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No	67%						

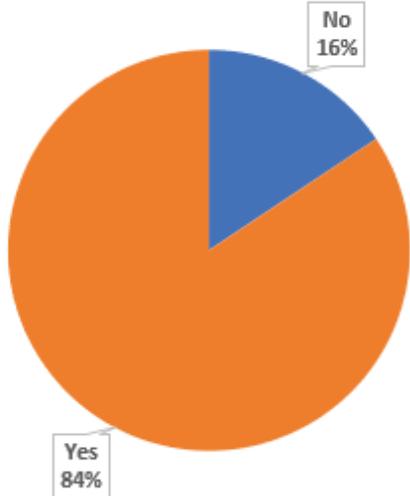
1st

Met Fall to Fall Projected Growth



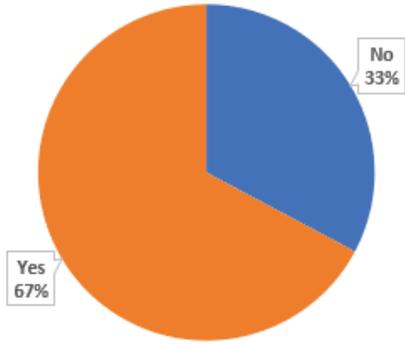
3rd

Met Fall to Fall Projected Growth



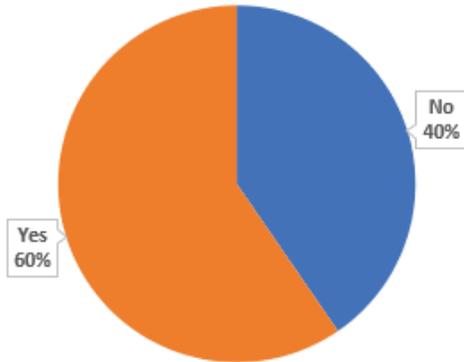
1st

Met Fall to Fall Projected Growth



4th

Met Fall to Fall Projected Growth



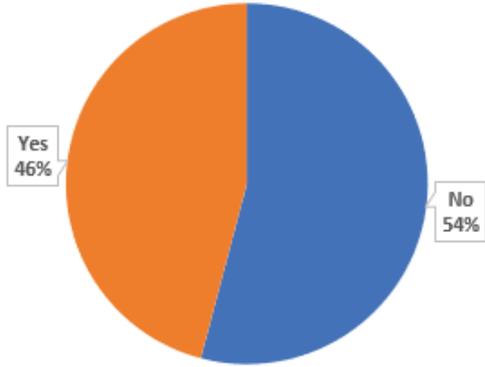


- 84% of 3rd graders met their projected growth making substantial growth
- 60% of 4th graders met their projected growth
- MAP Growth scores were higher compared to STAAR Math
- Area of growth will be our incoming 3rd graders given only 33% met their projected growth goals

**Reading MAP Data**

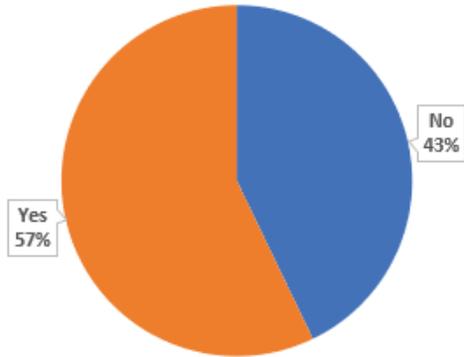
1st

Met Fall to Fall Projected Growth



2nd

Met Fall to Fall Projected Growth



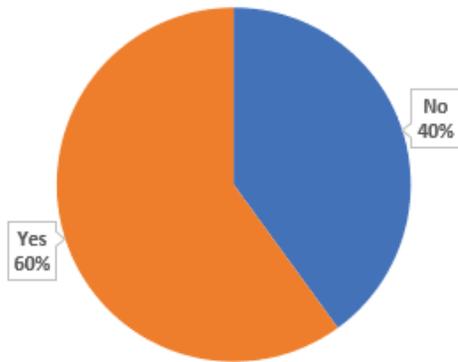
1st

Met Fall to Fall Projected Growth



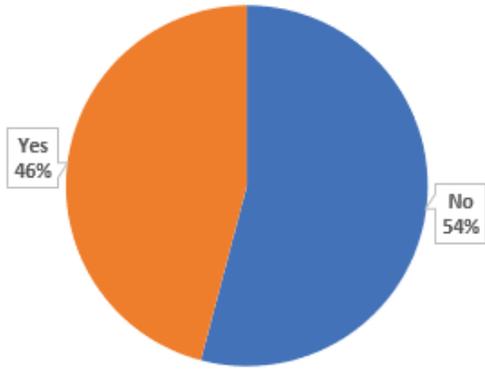
3rd

Met Fall to Fall Projected Growth



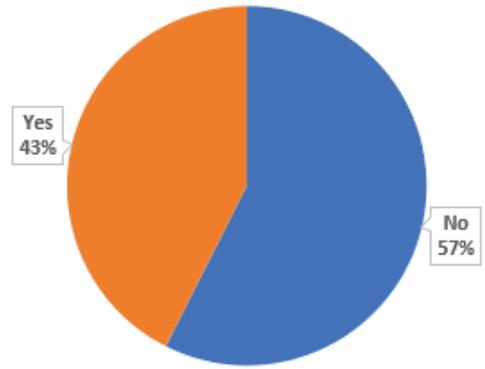
1st

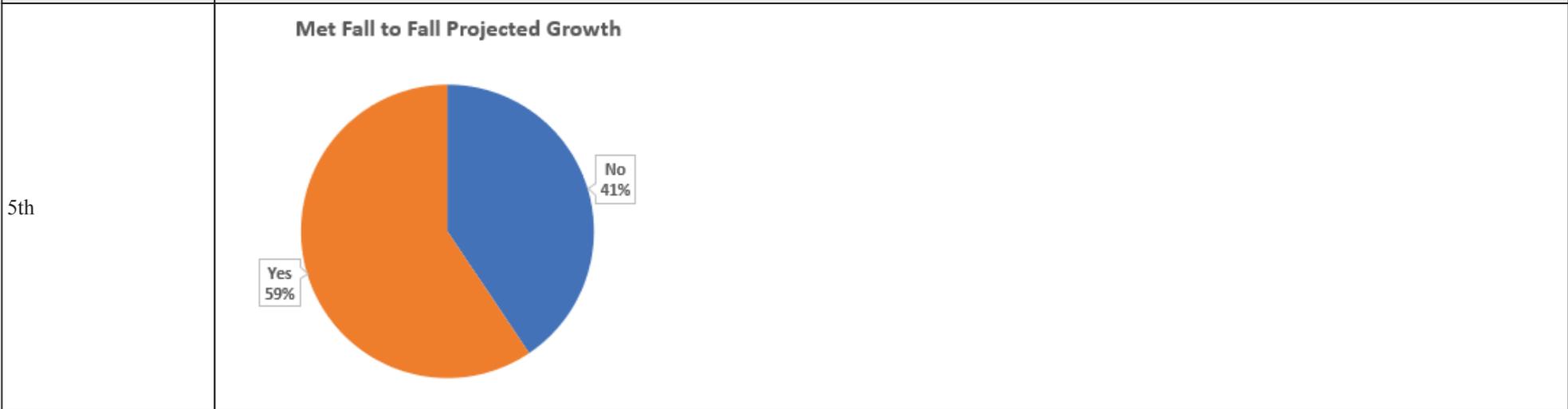
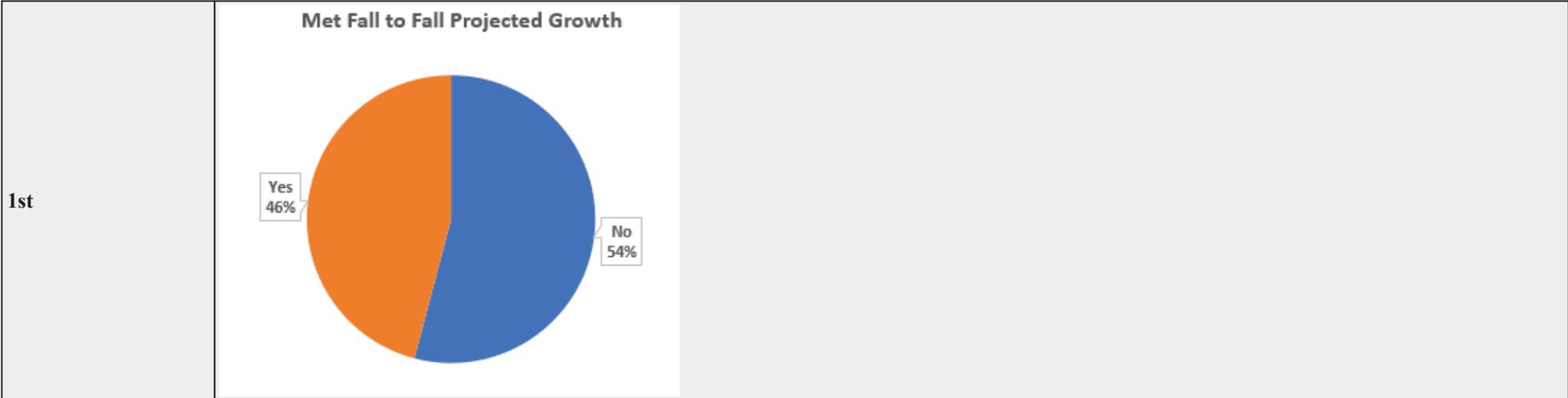
Met Fall to Fall Projected Growth



4th

Met Fall to Fall Projected Growth





- 2nd, 3rd, and 5th grade each had over 50% of students meet their projected growth
- MAP Reading data across 3-5 is lower than STAAR Reading data

**TELPAS DATA for All Students**

	<b>Beginner</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Advanced High</b>
K	42%	44%	10%	4%
1	43%	32%	23%	2%
2	46%	46%	8%	N/A

	<b>Beginner</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Advanced High</b>
3	33%	33%	15%	N/A
4	41%	21%	33%	2%
5	25%	21%	29%	25%

- 5th grade students are evenly distributed amongst proficiency levels
- Our 5th grade students are similar to the district proficiency averages expect in the area of speaking
- Students in 2nd or 3rd grade did not achieve at the Advanced High Level
- Majority of students are in the Beginning or Intermediate levels across all grade levels

### **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 MAP 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 Reading STAAR majority of students outperformed the previous years percentage of meets.
- In Math STAAR, 4th grade students mastery increased from 12% to 23% from 2024 to 2025.

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

**Problem Statement 1 (Prioritized):** Across grade levels, students are 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):** Online TELPAS data (2-5th) indicates that approximately 50 percent or fewer of emergent Bilingual students are in the advanced or advanced high proficiency levels (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). In order to provide additional collaborative time for PLC Teams, Cougar Time has been implemented to allow 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 incorporated two designated blocks called *Excellence Time* within the master schedule for all grade levels to provide targeted intervention and extension opportunities for students. This Response to Intervention (RTI) approach is aimed at closing academic gaps and promoting student success. The additional intervention time allows teachers to address data-identified misconceptions discussed in PLCs, enabling more individualized support for students. As a result, students have increased access to interventions that meet their specific needs and help improve academic outcomes. In addition to intervention time during the school day, Thompson teachers provide focused after school tutoring throughout the school year.

Additionally, 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.

## Teacher Survey

Survey Question	Agree	Disagree
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	76%	24%
Disciplinary practices are applied to all students at my school.	80%	20%
I understand the purpose of Excellence Time.	89%	9%
I understand the purpose of PLCs.	85%	15%
I understand MTSS.	85%	15%

## School Processes & Programs Strengths

We have seen an increase of positive responses in the areas of Collaboration and Administrative support.

- 80% of teachers agree that disciplinary practices are applied to all students.
- 95% of teachers agree that administrator recognize their hard work.
- 100% of teachers agree that administrators support them.

- 85% of teachers understand the process of MTSS.
- 100% of teachers agree they know what is expected of them.
- 100% of teachers agree that they can discuss their concerns with administrators.

#### 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):** 24% 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 2 (Prioritized):** 20% of staff believe that disciplinary practices are not applied fairly to all students at our school.

**Root Cause:** There is limited staff understanding of student behaviors and a need for more consistent follow-up from administration regarding disciplinary actions during and after.

**Problem Statement 3 (Prioritized):** Only 82% of parents reported that they regularly receive feedback from school staff about their child's learning progress. The majority of comments indicated a need for improved communication.

**Root Cause:** There is a lack of a monitored system that ensures consistent communication with parents about behaviors, academics, nurse visits, and school events.

**Problem Statement 4 (Prioritized):** 66% of students responded on the Panorama survey that they perceive people being disrespectful to others at school.

**Root Cause:** Inconsistent daily implementation of SEL practices.

# 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 98% of those responding to the survey believe the school provides a safe environment for their children to learn, and only 1.6% believe school rules are not enforced consistently. Approximately 75% of responses stated they regularly receive positive phone calls or emails from school staff about their child with 23% providing a neutral response or 5% disagreeing. When providing comments about what areas could be improved in their child's school, several suggestions more frequent communication including when students visit the nurse and positive emails/messages.

### 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 (67% favorable), Pedagogical Effectiveness (76% favorable), and Rigorous Expectations (66% favorable). Overall, Thompson perceptions were relatively similar from the year prior with major differences in the areas of School Belonging and Classroom climate (especially in regards to peer to peer interactions).

QUESTION	% RESPONDING FAVORABLY	(+/-) CHANGE FROM SPRING 2024
How well do people at your school understand the kind of person you are?	52%	-4%
How much respect do students at your school show you?	47%	-9%
How often are people disrespectful to others at your school?	34%	+ 3%
How much do this teacher encourage you to do your best?	73%	-3%
How respectful is this teacher towards you?	82%	-2%
How well do students follow the rules of your class?	26%	no data to compare
Has anyone bullied you at school within the last year?	46% responded yes	3%

In the student comments section regarding Belonging & Safety, students expressed wanting more police/security, a monitor for the bathroom and attention to bullies. Overall, comments showed a pattern of concern regarding cyber-bullying or bullying.

Through the End of Year staff survey, 25% believe that rules are not enforced by teachers when students are not in class. 10% of staff do not feel they can discuss concerns on the team. Campus culture is an area we continue to try to improve as we will have addition of new teachers and students due to consolidation.

100% of staff stated they know what is expected of them.

0% disagree with the statements below:

- "I feel I can discuss my concerns with admin."
- "Administrators back me up when I need support."

One highlight is that we have a 95% teacher retention rate. Conversely, 5% do not feel admin let them know when they are doing good work.

### **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.
- Thompson has a clear vision for teaching and learning. All staff know and work to achieve our “Thompson Why”
  - 100% of staff understands the vision for our school and their role in accomplishing that vision.
  - 100% of teachers say data is used to communicate a clear vision for teaching and learning.
  - 96% of staff report appreciation from administrators.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Only 82% of parents reported that they regularly receive feedback from school staff about their child's learning progress. The majority of comments indicated a need for improved communication.

**Root Cause:** There is a lack of a monitored system that ensures consistent communication with parents about behaviors, academics, nurse visits, and school events.

**Problem Statement 2 (Prioritized):** 66% of students responded on the Panorama survey that they perceive people being disrespectful to others at school.

**Root Cause:** Inconsistent daily implementation of SEL practices.

# Priority Problem Statements

**Problem Statement 1:** Across grade levels, students are 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:** Online TELPAS data (2-5th) indicates that approximately 50 percent or fewer of emergent Bilingual students are in the advanced or advanced high proficiency levels (Composite TELPAS rating -listening/speaking, reading/writing).

**Root Cause 2:** Emergent bilingual students are not engaging in discourse or writing opportunities often enough in the classroom.

**Problem Statement 2 Areas:** Student Learning

**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 3:** 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 3 Areas:** Demographics

**Problem Statement 4:** 24% 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 4:** Thompson cultural expectations are not being followed with fidelity.

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

**Problem Statement 5:** 66% of students responded on the Panorama survey that they perceive people being disrespectful to others at school.

**Root Cause 5:** Inconsistent daily implementation of SEL practices.

**Problem Statement 5 Areas:** Demographics - School Processes & Programs - Perceptions

**Problem Statement 6:** 20% of staff believe that disciplinary practices are not applied fairly to all students at our school.

**Root Cause 6:** There is limited staff understanding of student behaviors and a need for more consistent follow-up from administration regarding disciplinary actions during and after.

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

**Problem Statement 7:** Only 82% of parents reported that they regularly receive feedback from school staff about their child's learning progress. The majority of comments indicated a need for improved communication.

**Root Cause 7:** There is a lack of a monitored system that ensures consistent communication with parents about behaviors, academics, nurse visits, and school events.

**Problem Statement 7 Areas:** Demographics - School Processes & Programs - Perceptions

**Problem Statement 8:** Historically across grade levels, bilingual class sizes are typically larger than monolingual classes.

**Root Cause 8:** The students zoned are bringing more of the bilingual population.

**Problem Statement 8 Areas:** Demographics

# 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: July 14, 2025

## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 1:** Thompson will increase the percentage of students from 48% to 53% meeting growth measures from Beginning of Year to End of Year assessments on the Reading MAP.

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve staff understanding and consistent implementation of PLC processes/ MTSS to use formative assessment data to drive instruction and increase student mastery of essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have deeper learning and mastery of essential standards.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Coaches</p> <p><b>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</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1, 2</p> <p><b>Funding Sources:</b> Instructional Coach - 211 Title I - 211-13-6119-00-111-30-000 - \$91,759, Extended PLC days with subs - 211 Title I - 211-11-6112-00-111-30-000 - \$8,100</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide targeted intervention and extension during "Excellence Time" focused on essential standards to fill any gaps students may have that are preventing them from meeting grade level expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will move towards grade level skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Title Interventionists - 211 Title I - 211-11-6117-00-111-30-000 - \$30,000, Supplemental intervention and resources for at-risk students - 199-SCE State Comp Ed (SCE) - \$261,800</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Goal 1 Problem Statements:**

Demographics
<p><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.</p>
Student Learning
<p><b>Problem Statement 1:</b> Across grade levels, students are 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.</p> <p><b>Problem Statement 2:</b> Online TELPAS data (2-5th) indicates that approximately 50 percent or fewer of emergent Bilingual students are in the advanced or advanced high proficiency levels (Composite TELPAS rating -listening/speaking, reading/writing). <b>Root Cause:</b> Emergent bilingual students are not engaging in discourse or writing opportunities often enough in the classroom.</p>

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

**Goal 2:** Thompson will increase the percentage of students from 68% to 70% meeting math MAP growth measures from Beginning of Year to End of Year.

**HB3 Guiding Objective**

**Evaluation Data Sources:** MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Analyze Fall and Winter MAP results to determine specific student needs and plan targeted small group instruction and interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have differentiated learning in reading and math to help meet their individual growth goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Student incentives for 80 percent completion - 211 Title I - 211-11-6399-00-111-30-000 - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Goal 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Across grade levels, students are 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.</p> <p><b>Problem Statement 2:</b> Online TELPAS data (2-5th) indicates that approximately 50 percent or fewer of emergent Bilingual students are in the advanced or advanced high proficiency levels (Composite TELPAS rating -listening/speaking, reading/writing). <b>Root Cause:</b> Emergent bilingual students are not engaging in discourse or writing opportunities often enough in the classroom.</p>

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

**Goal 3:** \*By 2026, students will increase in the percentage of emergent bilingual students advancing at least one TELPAS proficiency level.

**HB3 Guiding Objective**

**Evaluation Data Sources:** MAP  
STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide teachers with professional development on incorporating WICOR strategies (AVID) into daily lessons.  <b>Strategy's Expected Result/Impact:</b> Increased student engagement through collaboration, discourse, and writing opportunities  <b>Staff Responsible for Monitoring:</b> AVID Site Team</p> <p><b>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 1 - Student Learning 2  <b>Funding Sources:</b> AVID PD - 211 Title I - 211-13-6411-00-111-30-000 - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	June
			Reviews	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide target PD with BIL/ESL Specialist to analyze current TELPAS data and develop plan for instruction to increase proficiency levels.  <b>Strategy's Expected Result/Impact:</b> Instruction will meet needs of EB/ESL students  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math  <b>- ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
			Reviews	

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 3 Problem Statements:**

**Demographics**

**Problem Statement 1:** Historically across grade levels, bilingual class sizes are typically larger than monolingual classes. **Root Cause:** The students zoned are bringing more of the bilingual population.

**Student Learning**

**Problem Statement 2:** Online TELPAS data (2-5th) indicates that approximately 50 percent or fewer of emergent Bilingual students are in the advanced or advanced high proficiency levels (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.

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

**Goal 4:** \*By the end of the 2025-2026 school year, Thompson will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Reading from 38% to 45%.

**HB3 Guiding Objective**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Analyze Fall and Winter MAP results to identify STAAR projections and areas of targeted improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have differentiated learning in reading and math to help meet their individual growth goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Incentives for student growth - 211 Title I - 211-11-6399-00-111-30-000 - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus staff will engage in professional development opportunities that are highly relevant to their professional growth and directly support their classroom and student support needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teaching practices and better understanding of student needs</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Instructional Coaches</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Across grade levels, students are 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.</p>

## Student Learning

**Problem Statement 2:** Online TELPAS data (2-5th) indicates that approximately 50 percent or fewer of emergent Bilingual students are in the advanced or advanced high proficiency levels (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.

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

**Goal 5:** \*By the end of the 2025-2026 school year, Thompson will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Math from 42% to 47%.

**HB3 Guiding Objective**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Analyze Fall and Winter MAP results to identify STAAR projections and areas of targeted improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have differentiated learning in reading and math to help meet their individual growth goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Incentives for student growth - 211 Title I - 211-11-6399-00-111-30-000 - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus staff will engage in professional development opportunities that are highly relevant to their professional growth and directly support their classroom and student support needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teaching practices and better understanding of student needs</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Instructional Coaches</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Professional Development - 211 Title I - 211-13-6411-00-111-30-000 - \$1,200</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5 Problem Statements:**

## Student Learning

**Problem Statement 1:** Across grade levels, students are 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:** Online TELPAS data (2-5th) indicates that approximately 50 percent or fewer of emergent Bilingual students are in the advanced or advanced high proficiency levels (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.

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

**Goal 6:** By the end of the 2025-2026 school year, Thompson Elementary will increase a minimum of 3% in the percentage of Grade 5 students at Meets Grade Level or above on STAAR Math from 34% to 37%.

**High Priority**

**Evaluation Data Sources:** STAAR, DCFA, MAP, Classroom Assessment Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Walkthrough feedback cycles to monitor instruction and use of multilingual instructional strategies will include coaching from district level administrators, campus administrators and instructional coaches. Specific monitoring on Tier 1 expectations, Fundamental 5,ELPS, visuals and curriculum alignment will be tracked, monitored and reinforced through staff development.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent Bilingual students will increase in meets grade level by a minimum of 3%.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

**Goal 7:** \*Thompson will increase the percentage of kindergarten - second grade students who perform at meets grade level on foundational skills mastery on MAP Reading Fluency Literacy screener in phonics and phonological awareness.

**Evaluation Data Sources:** MAP Fluency

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Strengthen foundational literacy skills (phonics and phonological awareness) for all K-2 students through daily Tier 1 routines and responsive Tier 2/3 support.</p> <p><b>Strategy's Expected Result/Impact:</b> Quick, consistent routines focused on phonemic awareness and phonics (e.g., blending, segmenting, sound manipulation, letter-sound correspondences)</p> <p>Use a campus-wide scope and sequence aligned to TEKS and MAP skill progressions</p> <p><b>Staff Responsible for Monitoring:</b> Administration Coaches</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June



**Goal 7 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Across grade levels, students are 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.</p>

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

**Goal 1:** By March 2025, 90% of staff believe student behaviors are consistently enforced by teachers, even for students not in their class.

**High Priority**

**Evaluation Data Sources:** Teacher Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Consistently implement compliment charts campus wide.  <b>Strategy's Expected Result/Impact:</b> Teacher survey  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>Problem Statements:</b> School Processes &amp; Programs 1, 2  <b>Funding Sources:</b> Student Incentives - 211 Title I - 211-11-6399-00-111-30-000 - \$300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> 24% 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.</p>

## School Processes & Programs

**Problem Statement 2:** 20% of staff believe that disciplinary practices are not applied fairly to all students at our school. **Root Cause:** There is limited staff understanding of student behaviors and a need for more consistent follow-up from administration regarding disciplinary actions during and after.

### Guiding Objective 3: Optimize Community Engagement

**Goal 1:** By May 2026, a minimum of 85% of families will report that teachers communicate student learning progress.

**Evaluation Data Sources:** Parent Survey  
Teacher Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor the implementation of cultural expectations for regular newsletters, positive phone calls, and academic needs shared with families monthly.</p> <p><b>Strategy's Expected Result/Impact:</b> increase communication between teachers and families</p> <p><b>Staff Responsible for Monitoring:</b> Principal Asst. Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 4 - School Processes &amp; Programs 3 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

### Goal 1 Problem Statements:

Demographics
<p><b>Problem Statement 4:</b> Only 82% of parents reported that they regularly receive feedback from school staff about their child's learning progress. The majority of comments indicated a need for improved communication. <b>Root Cause:</b> There is a lack of a monitored system that ensures consistent communication with parents about behaviors, academics, nurse visits, and school events.</p>
School Processes & Programs
<p><b>Problem Statement 3:</b> Only 82% of parents reported that they regularly receive feedback from school staff about their child's learning progress. The majority of comments indicated a need for improved communication. <b>Root Cause:</b> There is a lack of a monitored system that ensures consistent communication with parents about behaviors, academics, nurse visits, and school events.</p>
Perceptions
<p><b>Problem Statement 1:</b> Only 82% of parents reported that they regularly receive feedback from school staff about their child's learning progress. The majority of comments indicated a need for improved communication. <b>Root Cause:</b> There is a lack of a monitored system that ensures consistent communication with parents about behaviors, academics, nurse visits, and school events.</p>

**Guiding Objective 3: Optimize Community Engagement**

**Goal 2:** By April 2025, increase community engagement at campus events to a minimum of 50 stakeholders.

**Evaluation Data Sources:** event attendance sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Restructure campus committees to create meaningful events that parents and students want to engage in.  <b>Strategy's Expected Result/Impact:</b> increased family and teacher engagement  <b>Staff Responsible for Monitoring:</b> Committee chair</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Demographics 4 - School Processes &amp; Programs 3 - Perceptions 1  <b>Funding Sources:</b> Supplies and materials for family engagement - 211 Title I - 211-61-6399-00-111-30-000 - \$2,061</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><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</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Demographics 4 - School Processes &amp; Programs 3 - Perceptions 1  <b>Funding Sources:</b> English/Spanish Books - 211 Title I - 211-11-6329-00-111-30-000 - \$800</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2 Problem Statements:**

### Demographics

**Problem Statement 4:** Only 82% of parents reported that they regularly receive feedback from school staff about their child's learning progress. The majority of comments indicated a need for improved communication. **Root Cause:** There is a lack of a monitored system that ensures consistent communication with parents about behaviors, academics, nurse visits, and school events.

### School Processes & Programs

**Problem Statement 3:** Only 82% of parents reported that they regularly receive feedback from school staff about their child's learning progress. The majority of comments indicated a need for improved communication. **Root Cause:** There is a lack of a monitored system that ensures consistent communication with parents about behaviors, academics, nurse visits, and school events.

### Perceptions

**Problem Statement 1:** Only 82% of parents reported that they regularly receive feedback from school staff about their child's learning progress. The majority of comments indicated a need for improved communication. **Root Cause:** There is a lack of a monitored system that ensures consistent communication with parents about behaviors, academics, nurse visits, and school events.

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

**Goal 1:** By May 2026, student survey data will show a decrease in the number of students responding that they perceive people being disrespectful to others at school.

**High Priority**

**Evaluation Data Sources:** Student Panorama survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide SEL lessons to families, students and staff with information to increase understanding of social and emotional health.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased positive classroom climate &amp; belonging and safety</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 5 - School Processes &amp; Programs 1, 2, 4 - Perceptions 2</p> <p><b>Funding Sources:</b> Changemakers SEL curriculum - 211 Title I - 211-11-6399-00-111-30-000 - \$5,400</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 1 Problem Statements:**

Demographics
<p><b>Problem Statement 5:</b> 66% of students responded on the Panorama survey that they perceive people being disrespectful to others at school. <b>Root Cause:</b> Inconsistent daily implementation of SEL practices.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> 24% 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.</p>
<p><b>Problem Statement 2:</b> 20% of staff believe that disciplinary practices are not applied fairly to all students at our school. <b>Root Cause:</b> There is limited staff understanding of student behaviors and a need for more consistent follow-up from administration regarding disciplinary actions during and after.</p>
<p><b>Problem Statement 4:</b> 66% of students responded on the Panorama survey that they perceive people being disrespectful to others at school. <b>Root Cause:</b> Inconsistent daily implementation of SEL practices.</p>

## Perceptions

**Problem Statement 2:** 66% of students responded on the Panorama survey that they perceive people being disrespectful to others at school. **Root Cause:** Inconsistent daily implementation of SEL practices.

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

**Goal 1:** By May 2026, 80% of teachers will report that their Tier 1 instruction has improved through implementation of professional development strategies.

**High Priority**

**Evaluation Data Sources:** Teacher Survey- Middle and End of Year

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All staff will observe/be observed by peers to provide feedback and growth opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Tier 1 instruction</p> <p><b>Staff Responsible for Monitoring:</b> Principal Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1, 2</p> <p><b>Funding Sources:</b> Substitutes to cover classes during observation - 211 Title I - 211-11-6112-00-111-30-000 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Goal 1 Problem Statements:**

Demographics
<p><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.</p>
Student Learning
<p><b>Problem Statement 1:</b> Across grade levels, students are 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.</p>
<p><b>Problem Statement 2:</b> Online TELPAS data (2-5th) indicates that approximately 50 percent or fewer of emergent Bilingual students are in the advanced or advanced high proficiency levels (Composite TELPAS rating -listening/speaking, reading/writing). <b>Root Cause:</b> Emergent bilingual students are not engaging in discourse or writing opportunities often enough in the classroom.</p>

# State Compensatory

## Budget for Thompson Elementary

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

**Total FTEs Funded by SCE:** 0

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

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

# Title I

## 1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

### 1.1: Description of CNA Process

Thompson Elementary conducts an annual CNA involving staff, parents, and community stakeholders. The CNA includes analysis of student achievement (STAAR, MAP, TELPAS), demographics, school processes, and perceptions. Focus areas include academic growth, SPED and EB support, and school culture.

### 1.2: Location for Evidence of Multiple Meetings Held

Stakeholder input was collected through CIC meetings, parent surveys, leadership planning, and feedback mechanisms such as staff middle and end of the year surveys and student Panorama surveys. CIC membership includes parents, teachers, and community members.

Meeting agendas, powerpoint and notes are housed in the title 1 crate.

## 2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

### 2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The CIP was developed after CNA approval on May 15, 2025, revised by the leadership team during our summer roadmap campus development on May 28, 2025, and is monitored quarterly with an annual evaluation.

### 2.2: Stakeholders 1114(b)(2)

The CIP was developed with broad stakeholder input from parents, teachers, administrators, and community/business members, as documented in the CIC roster.

We also utilized parent survey created at the campus level to gauge needs and progress at Winter and End of the year.

### 2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The CIP is posted on the district website and distributed through ParentSquare. It is available in an understandable format and multiple languages (primarily English and Spanish).

### 2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

The plan integrates services from Title I, SPED, EB, and SEL. Instructional interventions are coordinated through the SNAP process, Excellence Time, and support staff.

## **2.5: Statutorily Required Descriptions 1114(b)(7)(A)**

The CIP addresses:

- Academic interventions via “Excellence Time,” tutoring
- SEL and bullying prevention efforts (e.g., character traits, discipline practices)
- Support for EB, SPED, and at-risk students through targeted instruction and staffing
- Family engagement (literacy/math nights, storybook walk, communication)
- Professional development (WICOR/AVID, PLC coaching, teacher observations)

## **3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)**

### **3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation**

The CIP is reviewed quarterly and annually using MAP, STAAR, TELPAS, attendance, discipline, and stakeholder surveys. Evaluations inform revisions and goal updates.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Leslie Pritchard	Title I Instructional RLA Coach	Title I	.5
Thuong Dang	Title I Instructional Math Coach	Title I	.5

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
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

# Campus Funding Summary

199-SCE State Comp Ed (SCE)					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplemental intervention and resources for at-risk students		\$261,800.00
<b>Sub-Total</b>					\$261,800.00
<b>Budgeted Fund Source Amount</b>					\$261,800.00
<b>+/- Difference</b>					\$0.00
211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach	211-13-6119-00-111-30-000	\$91,759.00
1	1	1	Extended PLC days with subs	211-11-6112-00-111-30-000	\$8,100.00
1	1	2	Title Interventionists	211-11-6117-00-111-30-000	\$30,000.00
1	2	1	Student incentives for 80 percent completion	211-11-6399-00-111-30-000	\$500.00
1	3	1	AVID PD	211-13-6411-00-111-30-000	\$4,000.00
1	4	1	Incentives for student growth	211-11-6399-00-111-30-000	\$500.00
1	5	1	Incentives for student growth	211-11-6399-00-111-30-000	\$500.00
1	5	2	Professional Development	211-13-6411-00-111-30-000	\$1,200.00
2	1	2	Student Incentives	211-11-6399-00-111-30-000	\$300.00
3	2	1	Supplies and materials for family engagement	211-61-6399-00-111-30-000	\$2,061.00
3	2	2	English/Spanish Books	211-11-6329-00-111-30-000	\$800.00
4	1	1	Changemakers SEL curriculum	211-11-6399-00-111-30-000	\$5,400.00
5	1	1	Substitutes to cover classes during observation	211-11-6112-00-111-30-000	\$5,000.00
<b>Sub-Total</b>					\$150,120.00
<b>Budgeted Fund Source Amount</b>					\$150,120.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$411,920.00
<b>Grand Total Spent</b>					\$411,920.00
<b>+/- Difference</b>					\$0.00

# 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	8/26/2025	Tracey Battle	8/26/2025
Child Abuse and Neglect	Executive Director of Counseling Services	8/11/2025	Victoria Cisneros	8/11/2025
Coordinated Health Program	Director of Athletics		Jonathan Wilk	8/11/2025
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	8/28/2025	Tracey Battle	8/28/2025
Dropout Prevention	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Dyslexia Treatment Program	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Pregnancy Related Services	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/11/2025	Sara Roland	8/12/2025
Technology Integration	Chief Technology Officer		Robin Stout	8/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security		Rachael Freeman	8/15/2025
Title I Parent Involvement Policy	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025
ESSA Program Descriptions	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025