

2026-2027 Action Plan
Thompson Elementary
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School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

- Thompson Elementary School is projected to receive an "B" rating (85) for the 2025-2026 school year, according to the TEA rating system.
- The data used for this needs assessment is derived from the results of the 2025-2026 STAAR tests.
 - STAAR Reading scores in grade 3 - increased by XX% from XX% to XX% passing at the Meets level.
 - STAAR Reading scores in grade 4 - increased by XX% from XX% to XX% passing at the Meets level.
 - STAAR Reading scores in grade 5 - increased by XX% from XX% to XX% passing at the Meets level.
 - STAAR Math scores in grade 3 - increased by XX% from XX% to XX% passing at the Meets level.
 - STAAR Math scores in grade 4 - increased by XX% from XX% to XX% passing at the Meets level.
 - STAAR Math scores in grade 5 - increased by XX% from XX% to XX% passing at the Meets level.
- 2025-2026 TELPAS Proficiency XX%
- NWEA MAP Beginning of Year (BOY '25 – '26) Math indicated that:
 - XX% of students were in the (1st-21st) percentile;
 - XX% in (21st - 40th) percentile;
 - XX% in (41st – 60th) percentile;
 - XX% in (61st – 80th) percentile;
 - XX% in (81st to 99th) percentile.
- NWEA MAP Beginning of Year (BOY '25 – '26) Reading data indicated that:
 - XX% of students were in the (1st-21st) percentile;
 - XX% in (21st - 40th) percentile;
 - XX% in (41st – 60th) percentile;
 - XX% in (61st – 80th) percentile;

- XX% in (81st to 99th) percentile.

Needs related to improving the quality of instruction

ROOT CAUSE

The data used for quality of instruction needs assessment is derived from progress monitoring data that analyzes instructional deficiencies using multiple sources of data, including IRT results which grew from 12.8 – BOY IRT 1 to 13 EOY IRT 4, the AIM platform (Lead Rating: Proficient II), and the HISD Sot App. The data derived from the quality of instruction indicates a need for professional development centered on providing effective support to our students in special populations, such as special education and emergent bilingual students. Additionally, our data indicates a need for professional development on how to effectively engage students through multiple response strategies and active monitoring.

System evaluation (philosophy, processes, implementation, capacity)

The following processes are present in the action plan and help ensure accountability and drive data-driven decisions to support rapid improvement at Thompson ES.

- **Identifying Baseline Data:** By understanding the school's current performance, leaders can pinpoint specific areas that need improvement, such as low-test scores or poor attendance, directly aligning efforts with state standards the school needs to meet.
- **Setting Measurable Goals:** Clear, measurable goals focus the school's efforts on areas that directly affect meeting academic and operational standards, ensuring that every action taken contributes to progress.
- **Monitoring Implementation:** Regular monitoring ensures that turnaround strategies, like curriculum adjustments or training, are being properly executed. This prevents wasted time and resources, keeping the school on track to meet standards.
- **Measuring Progress:** By continually assessing student performance and teacher effectiveness, schools can track whether they are closing the gap between current performance and required standards.
- **Making Adjustments:** When evaluations show that strategies are not working as expected, adjustments are made. This flexibility allows schools to refine their approach, improving their chances of meeting or exceeding standards over time.

Key Actions (Focus Areas)

- Improve campus attendance in PreK through 5th grades
- Improve math and reading proficiency in kinder - 5th grade, including at-risk population of students who failed readiness K-3rd and state assessment (STAAR) 3rd – 5th
- Improve SPED instruction, service delivery, and outcomes
- Improve campus culture

KEY ACTION ONE	Key Action (Briefly state the specific goal or objective.)
	Improve campus attendance rates
	Indicators of success (Measurable results that describe success.)
	• By January 2027, campus average daily attendance (ADA) will increase from 92.7% to the goal of 96%. By June 2027, ADA will increase to 98%. • By January 2027, 85% of students identified as at-risk for attendance concerns will improve their attendance rate by at least 5%; by June 2027, this rate will increase to 90%. • By January 2027, attendance spot-checks and classroom monitoring data conducted by campus leaders will reflect 90% implementation of campus attendance expectations; this will increase to 100% by June 2027. • By January 2027, 85% of students identified as at-risk for attendance concerns will improve their attendance rate by at least 5%; by June 2027, this rate will increase to 90%.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	• Leaders will conduct weekly attendance meetings with counselors, teachers, and attendance clerks to review student attendance concerns and create intervention plans. • Leaders will communicate clear attendance expectations to families during parent meetings, newsletters, campus events, and ongoing outreach efforts throughout the school year. • Leaders will conduct monthly attendance celebrations and recognition events to reinforce positive attendance habits and improve student motivation. • Leaders will provide professional development and coaching to teachers on relationship-building strategies, student engagement, and creating welcoming classroom environments that encourage daily attendance.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	• Staff will build positive relationships with students and families through regular communication, morning greetings, and proactive outreach efforts. • Staff will consistently implement campus attendance expectations and procedures daily to promote a culture where attendance is prioritized and celebrated. • Staff will maintain accurate attendance records and ensure timely submission of attendance documentation in alignment with campus and district expectations.

- Staff will provide targeted support and encouragement to students identified as at-risk for chronic absenteeism.
- Staff will participate in attendance-focused PLC discussions to analyze attendance trends, share intervention strategies, and reflect on student engagement practices.

Key Action One: Staff Development

Who: Instructional Leaders

What: Provide quality PD sessions, on the spot coaching, daily planning, PLCs, and Demo days.

When: Daily & Weekly

Where: Campus & District Sites

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Teachers will participate in targeted PD focused on using the campus Lesson Internalization framework with a focus on differentiating and scaffolding their lessons to meet the needs of EB students and to ensure a well-rounded education.	0
Materials/resources	Curriculum documents Lead4ward documents Ontrack reports SPOT form Lesson internalization document	0
Purchased services	NA	
State Compensatory Education Funds	Campus must specifically name how much SCE funds are being allocated for EBs and how it is being used.	How much of campus \$402,748 will be used for this group?
Other		
TOTAL		0
Funding sources: SCE funds		

KEY ACTION TWO	Key Action (Briefly state the specific goal or objective.)
	Improve math and reading proficiency for all students in kinder – 5 th grade, particularly for students who failed readiness and state assessments (NWEA MAP).
	Indicators of success (Measurable results that describe success.)
	• By January 2027, 50% of teachers will achieve the 60th growth percentile, or higher on the reading M.A.P. test. By June 2027 this rate will increase to 70%. • By January 2027, 50% of teachers will achieve the 60th growth percentile, or higher on the math M.A.P. test. By June 2027 this rate will increase to 70%. • By January 2027, 50% of teachers will achieve the 62nd growth percentile, or higher on the science M.A.P. test. By June 2027 this rate will increase to 70%. • Campus average engagement on Zearn will be at 70% by January MOY, this will increase to 90% by EOY.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	• Conduct monthly data analysis with teachers and instructional staff to analyze NWEA MAP growth, classroom-level trends, subgroup performance, and student intervention data in reading, math, and science. Leadership will identify classrooms and student groups not meeting projected growth and develop immediate action plans with progress monitoring checkpoints. • Partner with the district Leadership Development team to train teachers in writing across the curriculum with Short Constructed Responses (SCR) in all core contents and Extended Constructed Response (ECR) in ELAR & AOT classrooms. • Lead teachers in block to block, and unit Student Work Analysis Protocol to determine highest leverage gaps in the quality of student work, as aligned to the lesson objectives, and the highest leverage next step(s) to address gaps in student mastery • Track, reflect on, and create key next steps to respond to the reading and math demonstration of learning (DOL) and unit assessment, 'meets' and 'masters', outcomes during our weekly leadership team meeting. • Coach teachers to proficiency in the lesson internalization protocol for math and reading (1st & 2nd teach), where the top priority is customizing the provided curriculum slides to reflect the rigor of the standards, providing clear thinking steps to mastery, and student engagement.

	● Provide professional development weekly through PLCs and Demo days utilizing our campus lesson customization framework and by modeling best practices aligned to high quality instruction.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	● Plan and execute daily SCR in all core content classrooms from September 2026 to May 2027, and monthly ECR in ELAR ● Analyze the quality of student work by identifying trends in gaps of work samples pulled from 4 low, 4 medium, and 4 high performing student work samples during tier 1 instruction, both on a block to block and daily basis. (this includes when unit assessments occur) ● Intentionally plan 2nd and 3rd teach lessons (extended Fridays) focused on closing weekly gaps identified in the digital DOL outcomes and district unit assessments ● Ensure all student-facing materials for 1st and 2nd teach are customized, prior to first instruction, to fully and directly align to the rigor of the state standards, include a clear roadmap to mastery, and authentic engagement with content ● Engage in PLCs and Demo Days weekly to receive data driven professional development, practice upcoming lessons, give and receive peer feedback, reflect on practices, and improve the delivery of instruction to ensure scholars master LOs

Key Action TWO: Staff Development

Who: District Leadership Development Team (Curriculum) & Campus Leaders

What: Provide professional development sessions: On the spot coaching, daily planning, PLCs, and Demo Days

When: Daily & Weekly

Where: Campus and District locations

Key Action TWO: Budget

Proposed item	Description	Amount
Staff development	Teachers will participate in targeted PD sessions that focus on improving high-quality instruction to meet the needs of students with a focus on PLCs, Demo Days and on the spot coaching.	0

Materials/resources	District curriculum, Sweet 16 PD, district PD resources, Spot Form	0
Purchased services	NA	
State Compensatory Education Funds	Campus must specifically name how much SCE funds are being allocated for EBs and how it is being used.	How much of campus \$402,748 will be used for this group?
Other		
TOTAL		0
Funding sources: SCE		

KEY ACTION THREE	Key Action (Briefly state the specific goal or objective.)
	Improve student achievement for Special Education students.
	Indicators of success (Measurable results that describe success.)
	• The percentage of "instructionally proficient" special education student folder compliance, as measured by a rubric and reviewed by an independent team from the Special Education Department, will be at 70% or higher for the first audit and increase to at least 90% by the EOY audit. • By January 2026, 50% (3 out of 6) special education teachers will score a 8 or higher in Domain II Instruction on the SPOT observation conducted by the campus leadership team. The percentage of special education teachers scoring 8 or higher will increase to 80% (5 out of 6) by June 2026.

Note: The first two bullets reference tools that are no longer used.

- By January 2027, the percentage of SpEd scholars scoring in the 61st percentile (or higher) on NWEA MAP will increase from XX% to XX% as compared to January 2026 data. The percentage of SpEd scholars scoring in the 61st percentile (or higher) on NWEA MAP will increase from XX% to XX% as compared to May 2025 data.
- By the end of the first semester 100% of campus ARDS will be held on or before the TEA deadline. This percentage will remain constant at 100% by EOY June 2026.

Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)

- Perform campus based monthly SpEd folder audits, reviewing 20% of all SpEd folders each time, with a focus on Quality of IEPs using the Office of Special Education Services Folder Audit Rubric.
- Meet with SpEd Department Chair and SpEd support weekly to review multiple layers of SpEd compliance: ARDS, IEPs, Accommodations, Progress Monitoring, 504, Dyslexia, and Documentation.
- Coach staff on high quality instruction/support during 1st and 2nd teach, with a focus on differentiation and scaffolding to meet the needs of Tier 2/3 and SpEd scholars.
- Engage in block to block, and daily data sorts to urgently close instructional gaps around SpEd scholar outcomes in 1st and 2nd teach.
- Coach staff on high quality instructional look fors, based on the specialty guidance for SpEd spaces according to the district SPOT form, with a targeted focus on Domain 2 Instruction.

Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)

- Co-Teachers and Teachers will document all SpEd. scholar accommodations and/or modifications in PowerSchool, as reflected by the 3 week grading benchmarks.
- Complete all required paperwork for ARD meetings and documentation of IEP implementation.
- Implement instructional best practices providing during professional development sessions and on the spot coaching to ensure high quality differentiated and scaffolded instruction, daily, to scholars.
- Conduct block to block and daily data sorts to determine trends and the highest leverage gap in special education student performance (1st and 2nd teach).
- Implement high quality instructional look fors based on the district specialty guidance for Special Educations teachers, with a targeted focus on Domain 2 Instruction.

Key Action THREE: Staff Development

Who: Instructional leaders and Special Education Department Chair

What: Accurately identify and create a plan to implement special education student needs, based on students' IEPs. Additionally, Provide professional development session on the following: On the spot coaching, daily planning, PLCs, and Demo days.

When: Daily and Weekly

Where: District and campus locations

Key Action THREE: Budget

Proposed item	Description	Amount
Staff development	Teachers will participate in professional development focused on increasing instructional rigor while incorporating effective scaffolds to ensure special education students can access grade-level content and apply higher order thinking skills.	0
Materials/resources	Curriculum documents, IEPs, OnTrack and A4E data reports	0
Purchased services	NA	
Other		
Other		
TOTAL		0

Funding sources:

KEY ACTION FOUR	Key Action (Briefly state the specific goal or objective.)
	Improve campus culture
	Indicators of success (Measurable results that describe success.)
	• By the MOY campus culture survey, XX % of teachers will agree or strongly agree to the following statement, “the instructional feedback I get helps me improve the quality of my instruction”. This percent will increase to XX% by the EOY campus culture survey. • By the MOY campus culture survey , XX% of teachers will agree or strongly agree to the following statement, “My school has an effective instructional team”. This percent will increase to XX% by the EOY campus culture survey. • By January (MOY) 2026, staff attendance will be at 96% or higher. This percentage will be at 94% or higher by EOY June 2026.

	• By January (MOY) 2026, an average of 75% of families will answer Yes to being 'Happy' or 'Mostly Happy' with their child's campus experience, based on the Parent 'Possip' sentiment report. By May (EOY) 2026 this average will increase to 90% of families.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	• Conduct daily culture rounds to ensure 100% fidelity to community circles. • Plan and execute at least seven parent engagement events by EOY. • Provide daily on-the-job coaching that aligns with written feedback, shared at least bi-weekly using the Spot Observation form. • Weekly PLC Training: During weekly PLCs, train teachers on customizing lessons so they reflect both the rigor of the TEKS and unique needs of our students, and effectively improve student outcomes and thus teacher effectiveness. • Conduct at least 9-week cycles (4) of campus listening tours to effectively collect and respond to qualitative feedback on campus culture data. • Conduct outcomes, causes, and solutions round with campus grade team leaders, around the MOY campus culture data. • Execute monthly campus team(s) gratitude moments/notes. (leaders will rotate teams to ensure equity in the moments of gratitude) • Set up and monitor parent connections on Dojo, ensuring 100% of families are connected by October of the new school year. (and ongoing as new families enroll)
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	• Engage scholars in community circles, daily- from 7:45am-7:55am. • Partake in the planning and execution of at least seven campus events centered on family engagement. • Reflect on instructional feedback and improve the delivery of instruction as appropriate. • Engage in daily structured planning that is both leader and teacher led, to effectively customize lessons to reflect the rigor of the TEKS and unique needs of all students. • Engage in at least (4) listening tours and an OCS round to share qualitative feedback on campus experience, as it relates to campus culture. • Experience and receive moments of gratitude from leaders. • Ensure 100% of families are connected to Parent Square and positively communicate at least weekly with families on the Parent Square application.

Key Action FOUR: Staff Development

Who: Campus leadership team and staff

What: Professional Development: Set Up and Follow up Parents Connecting on Parent Square, High Quality Instruction, and Community Circles

When: Daily, Weekly and during monthly campus PD days

Where: District and campus locations

Key Action FOUR: Budget

Proposed item	Description	Amount
Staff development		0
Materials/resources		0
Purchased services	NA	
Other		
Other		
TOTAL		0

Funding sources: