

Northwest Independent School District
Thompson Elementary School
2018-2019 Campus Improvement Plan



Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

J.C. Thompson Elementary School Vision

Empowered to learn, motivated to lead!

J.C. Thompson Elementary School Mission

J.C. Thompson Elementary, together with families and community, will provide a positive learning environment where students are engaged in a premier education, preparing them for success in an ever-changing world.

Comprehensive Needs Assessment

Revised/Approved: September 18, 2018

Needs Assessment Overview

STAAR	2014	2015	2016	2017	Change 1 yr	Change 2 yrs	Change 3 yrs	Needed	Needed
3rd Math % Passing		4878	61	61	0			50%	16/32
3rd Math % Adv		110	6	14	8			88%	28/32
3rd Eco. Dis. % Passing				54					
3rd Math Avg %	1384 or 57	1433 or 65	1413 or 63	1417	4				
4th Math % Passing	60	68	69	76	7			50%	17/34
4th Math % Adv	13	4	14	18	4			85%	29/34
4th Eco.Dis. % Passing				47					
4th Math Avg %	1512 or 65	1486 or 54	1532 or 63	1553	21				
5th (1st/2nd) Math % Passing	85	77	88/96	86/91	5			46%	17/36
5th (1st) Math % Adv	13	9	16	23/23	7			86%	31/36
5th (2nd) Eco. Dis. % Passing				84					
5th (1st) Math Avg %	1582 or 68	1585 or 64	1612 or 67	1625	13				

STAAR	2014	2015	2016	2017	Change 1 yr	Change 2 yrs	Change 3 yrs	Needed	Needed
3rd Reading % Passing	74	81	77	68	9			53%	18/34
3rd Reading % Adv.	11	23	26	35	9			85%	29/34
3rd Eco. Dis. % Passing				54					
3rd Reading Avg Scale/%	1407 or 64	1446 or 70	1450 or 73	1435	15				
4th Reading % Passing	90	77	74	78	4			56%	20/36
4th Reading % Adv.	19	10	15	25	10			86%	31/36
4th Eco. Dis. % Passing				59					
4th Reading Avg Scale/%	1533 or 71	1500 or 67	1502 or 68	1539	37				
5th (1st/2nd) Reading % Passing	85	83	86/93	78/85	8			58%	22/38

5th (1st/2nd) Reading % Adv.	27	30	23	26/26	3	87%	33/38
5th (2nd) Eco. Dis. % Passing				80			
5th (1st) Reading Avg Scale/%	1585 or 73	1590 or 79	1588 or 75	1568	20		

STAAR	2014	2015	2016	2017	Change 1 yr	Change 2 yrs	Change 3 yrs	Needed	Needed
4th Writing % Passing	72	51	57	60	3			56%	18/32
4th Writing % Adv.	1	0	7	7	0			84%	27/32
4th Eco. Dis.				44					
4th Writing Avg Scale/%	3721 or 59	3509 or 52	3669 or 58	3629	40				

STAAR	2014	2015	2016	2017	Change 1 yr	Change 2 yrs	Change 3 yrs	Needed	Needed
5th Science % Passing	70	79	76	73	3			58%	21/36
5th Science % Adv.	7	10	2	12	10			89%	32/36
5th Eco. Dis.				63					
5th Science Avg Scale/%	3744 or 68	3828 or 74	3787 or 71	3805	18				

Text level/on level/year's growth

K: JCT 7.42 NISD 8.41/JCT 83% NISD 85%/JCT 84 NISD 81.

1st: JCT 19.07 NISD 20.59/JCT 68% NISD 81%/ JCT 87% NISD 89%.

2nd JCT 30.56 NISD 31.37/ JCT 67% NISD 79%/ JCT 93% NISD 83%.

3rd JCT 37.73 NISD 40/ JCT 63% NISD 89%/ JCT 83% NISD 86%.

Demographics

Demographics Summary

J.C. Thompson Elementary, opened in 2011, is home to 604 students. As part of a fast growth district and a fast growth neighborhood, our school was rezoned and we sent over 100 students to our sister school down the road. Our number of students from Economically Disadvantaged families receiving free or reduced lunch increased from 26% to 32%. Our population is diverse with 61% White, 19% Hispanic, 15% African American. Students who are Two or More Races, Asian, Pacific Islander and American Indian make up 5% of our population. We serve 11% of our student body with Special Education services. 7% of our students receive 504 services. Our student population includes 38 or 6% gifted and talented learners. We also have 3% of our population served with ESL services. 26% of our students are at-risk. (source Edugence) Our student mobility rate is steady at 14.6, 3% higher than the district average. Our attendance rate increased from 96.3 to 96.6 in one year. (data source: 2016-17 TAPR) We have 118 students (16.8%) who are receiving Tier 2 services and 73 students (10.4%) who are receiving Tier 3 services.

J.C. Thompson Elementary is home to 30 general education classroom teachers, 4 special education teachers, 3 electives teachers (Art, Music, and P.E.), 3 intervention support (Intervention Specialist, Reading Specialist and Reading Recovery) teachers, 1 gifted and talented teacher, and 1 media specialist. We also have 3 special education paraprofessionals, 1 paraprofessional in PreK, and 1 P.E. paraprofessional. We have 1 principal, 1 assistant principal, 1 office manager, 1 counselor, 1 nurse, and 2 paraprofessionals serving as office receptionist and attendance clerk. We have one instructional para supported with comp.ed. funds. We also have a full-time diag on our campus. We have 8 support staff shared with other campuses to serve our special education population including speech pathologist and speech assistant, behavior interventionist, OT, PT, APE, and LSSP. All professional staff are highly qualified. Our average years of experience is 7.6 compared to 10.5 in NISD and years of experience on campus is 4.1 compared to 4.9 across the district. 47% of our teachers have 5 years experience or less (data source: 2016-2017 TAPR).

We have several components in place for staff recognition such as Make Your Day, group or team luncheons, birthday recognition, Staff Ambassador events, and Blazer Brags for above and beyond assistance. We also recognize instructional efforts where we share the success of others.

The teacher retention rate on our campus has been consistent. Our teacher survey results are very positive. Our 2018 OHI average is 92 with communication at 98, innovativeness at 99 and autonomy at 96. Teachers are happy to work at Thompson and proud to be part of NISD.

We are in the 5th full year implementation of our T.R.A.I.L. Guide developed with our Standards for Behavior committee to develop common student expectations. Students and staff are recognized for positive choices with our Blazer Brags.

As a 7 year old campus, J.C. Thompson recognized family and community involvement as an area for improvement and we celebrate the gains we have experienced in attendance at our community events. Our Parent Teacher Association has grown in numbers every year. We have provided a number of opportunities for families to get involved on campus from Trailblazer (Curriculum) Night, Meet the Teacher, Reading Nights, Math Nights, Music Performances, Art Fairs and academic, leadership and character celebrations at our six week student celebrations. We also host school events like the Daddy Daughter Dance, movie nights, Mother-Son Night, etc. We have increased our number of extracurricular opportunities for students and had a record high

number of Destination Imagination groups last year.

Our teacher and parent surveys indicate a positive culture is actively growing at Thompson. Parents indicate 98% feel welcome at our school, 90% of our students are excited to come to school, and 98% feel the principal is leading the school to excellence.

Demographics Strengths

The following have been identified as demographic strengths. We have grown by almost 200 students in six years. We have a diverse population for children to learn with and through others. We have increased our attendance rate slightly to 96.6%.

Our new teaching staff includes 1 first year teacher, certified through an out of state college in Georgia, 1 experienced teacher from another NISD campus, and 3 experienced teachers from other Texas districts including Azle, Cy-Fair/Klein and ILT. This allows us to bring in new ideas and keep our collaboration fresh and inspired. Five of our teachers are serving as curriculum writers and 8 teachers provide professional development at the campus levels and district levels.

Our teachers participate actively on several committees to support students and each other. The JCT Spirit Committee, Curriculum Nights Committee, School and Community Events Committee, Service Learning Committee, and Trailblazer Time Committee. All teachers are part of a Professional Learning Community (PLC) designed to support students and teachers in their growth.

In 2017-2018 our PTA was awarded eight different recognitions for membership including a special recognition as 100% of our staff as PTA members. They continue to earn more in their fundraiser than in other previous years. We have increased our numbers of parents at academic events (Camp Read A Lot, Monster Math) and Open House/Curriculum Nights. We also have increased our number of Watch DOGS on campus. Our parents also enjoy Student Showcase where dozens of JCT students have participated. We added family movie nights, parent/child dances and a family fitness night at our campus. All were successfully attended.

Our most recent parent survey in late fall of 2016 indicated our parents are happy with the progress, communication and goals of our campus. 98% of our families reported feeling welcomed at our school. 96% of our families feel school staff is approachable and addresses their concerns courteously, 98% of our families reported that their child feels safe at school, and 98% feel the principal is leading the school to academic excellence. According to the survey, 49% of our parents have lived within the NISD borders for three or less years.

Students continue to be recognized with Blazer Brags and in six weeks assemblies as well as through positive behavior supports in each grade level. School pride is evident in student use of the TRAIL Guide, providing Blazer Brags to each other, and in morning meetings. We were one of the pilot schools for PBIS and implemented new school wide reward systems to recognize positive choices. We have added a number of new opportunities for students to be involved including iTime, Running Club, Art Club, STEM, etc.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our demographics are continually changing as a fast growth school. We have 61% white, 19% Hispanic, 15% African American and 5% for all other student groups. 11% of our children receive special education services and 3% receive ESL services. 32% of our children come from economically disadvantaged homes. As our demographics change, we need to be sure we are adapting to each child's needs. **Root Cause:** As a growing campus, we must continue to strive to meet the needs of diverse learners. Our demographics continually change and we need to plan for and monitor that the needs of a diverse population are met. Rapid growth and changing demographics require teachers to expand their skill sets and work collaboratively to problem solve together.

Problem Statement 2: Some parents indicate they do not see the relevance of student learning beyond the classroom (9%) and 13% say do not have information to help their children at home. **Root Cause:** Parents feel disconnected about the learning that is taking place or the classroom experiences we are providing.

Problem Statement 3: Student input in decision making about campus events is minimal. Opportunities for students are adult driven leading to lower student ownership. **Root Cause:** Students are receivers of the school culture rather than designers and contributors to it.

Problem Statement 4: As a staff, we are less experienced than other schools. Our staff includes 5 new teachers this year resulting in the ongoing need for mentorship and targeted professional development. **Root Cause:** As a fast growth school in a fast growth district, we continually hire new teachers with varying levels of experience in need of targeted professional development and collaborative PLCs.

Student Academic Achievement

Student Academic Achievement Summary

Based on our data, our students are performing at minimum expectations in many areas. This analysis includes STAAR, DRA2, math diagnostic data, and common district assessments. For instance, our K-3 readers are reading below district average on text level but above district average in year's growth.

Text level/on level/year's growth

K: JCT 7.65 NISD 8.85/JCT 89%/ NISD 88%/JCT 86% NISD 86%.

1st: JCT 19.59 NISD 21.1/JCT 80% NISD 81%/ JCT 92% NISD 91%.

2nd JCT 33.25 NISD 31.91/ JCT 76% NISD 84%/ JCT 95% NISD 89%.

3rd JCT 37.11 NISD 39.01/ JCT 65% NISD 82%.

4th JCT 44.67 NISD 47.7/ JCT 78% NISD 87%.

5th JCT 49.77 NISD 56.04/JCT 87% NISD 90%.

As indicated by an analysis of our data, in many cases our students are struggling to perform at the same level as their district peers.

Therefore our Problem of Practice for 2018-2019 is as follows: Thompson students are not performing at their maximum potential and must be held to high expectations, supported with scaffolded instruction tailored to meet their individual needs and address their goals.

Student Academic Achievement Strengths

We are a school who Met Standard by TEA guidelines.

We have several teachers on campus involved in curriculum writing and presenting staff development at campus, district, and state levels. This indicates a core group of people are working on campus with a deep level of understanding of our curriculum. Over the past two years we have seen growth in advanced scores on 7 out of 8 STAAR administrations.

We have increased our number of students in our Gifted and Talented program per capita, however our numbers are lower because we lost over 100 students to Sendera Ranch.

When comparing STAAR scores over a three year period, we are seeing some gains across all content areas, and will continue to address inconsistencies.

JCT STAAR	2016	2017	2018	Change 1 yr	Change 2 yrs
3rd Math % Passing	61	61	73	12	12
3rd Math % Adv	6	14	13	-1	7
3rd Eco. Dis. % Passing	27	54	52	-2	25
3rd Math Avg %	1413 or 63	1417 or 59	1440	23	27
4th Math % Passing	69	76	73	-3	4
4th Math % Adv	14	18	25	7	11
4th Eco.Dis. % Passing	55	47	68	21	13
4th Math Avg %	1532 or 63	1553 or 63	1548	-5	16
5th (1st/2nd) Math % Passing	86/96	86/91	77/85	-6	-11
5th (1st) Math % Adv	16	23/23	19/19	-4	3
5th (2nd) Eco. Dis. % Passing	81/94	76/84	69/77	-7	-17
5th (1st) Math Avg %	1612 or 67	1625 or 68	1584	-41	-28

JCT STAAR	2016	2017	2018	Change 1 yr	Change 2 yrs
3rd Reading % Passing	77	68	75	7	-2
3rd Reading % Adv.	26	35	22	-13	-4
3rd Eco. Dis. % Passing	67	54	52	-2	-15
3rd Reading Avg Scale/%	1450 or 73	1435 or 67	1429	6	-21
4th Reading % Passing	74	78	72	-6	-2
4th Reading% Adv.	15	25	30	-5	15
4th Eco. Dis. % Passing	70	59	57	-2	-13
4th Reading Avg Scale/%	1502 or 68	1539 or 69	1544	5	42
5th (1st/2nd) Reading % Passing	84/93	75/85	76/83	-2	-10
5th (1st/2nd) Reading % Adv.	23	26/26	21/21	-5	-2
5th (2nd) Eco. Dis. % Passing	84/90	60/80	69/77	-3	-13
5th (1st) Reading Avg Scale/%	1588 or 75	1568 or 71	1573	-5	-15

JCT STAAR	2016	2017	2018	Change 1 yr	Change 2 yrs
4th Writing % Passing	57	60	64	4	7
4th Writing % Adv.	7	7	17	10	10
4th Eco. Dis.	50	44	45	1	-5
4th Writing Avg Scale/%	3669 or 58	3629 or 48	3815	186	146

JCT STAAR	2016	2017	2018	Change 1 yr	Change 2 yrs
5th Science % Passing	76	73	61	-12	-15
5th Science % Adv.	2	12	8	-4	-6
5th Eco. Dis.	66	63	48	-15	-18
5th Science Avg Scale/%	3787 or 71	3805 or 66	3706	-99	-71

All students in 3-5 are assigned a Chromebook to enhance learning opportunities. We currently have 3 iPad carts and 1 mini iPad cart for teachers to use as they integrate technology as way for student to demonstrate their understand of learning goals. We also have a chromebook cart in 2nd and one in 1st. Each classroom also has a ladybug and projector and the majority of our classrooms have utilize Doceri for interactive learning. Our PreK classroom utilizes an interactive board to supplement learning.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our K-5 readers are reading below district average on text level but above district average in year's growth. K: JCT 7.65 NISD 8.85/JCT 89%/ NISD 88%/JCT 86% NISD 86%. 1st: JCT 19.59 NISD 21.1/JCT 80% NISD 81%/ JCT 92% NISD 91%. 2nd JCT 33.25 NISD 31.91/ JCT 76% NISD 84%/ JCT 95% NISD 89%. 3rd JCT 37.11 NISD 39.01/ JCT 65% NISD 82%. 4th JCT 44.67 NISD 47.7/ JCT 78% NISD 87%. 5th JCT 49.77 NISD **Root Cause:** Many students need more than a year's growth to become on-level readers. Students are not learning at a level where they can transfer skills and knowledge gained daily to formal assessments.

Problem Statement 2: Students in ECD and AA, SE student groups are underperforming compared to their peers. Only 81% ECD, 83% AA, 60% SE (ECD/AA/SE) Kinder students are on/above compared to 84% all, 73/73/42 of 1st to 68% all, 38/56/30 of 2nd to 70% all, 37/57/18 of 3rd to 59% all, 46/72/20 of 4th to 86% all and 61/64/52 of 5th to 76% all readers are on/above level in reading. **Root Cause:** Our focus has been consistently on "all of our kids" rather than on specific student groups of learners and the achievement gap that now exists.

Problem Statement 3: In 2 out of 3 STAAR reading assessments (gr 3-5), a lower percentage of students met the standard compared to 16-17. The same is true for STAAR math assessments. Our science % passing also decreased from 73% to 61%. **Root Cause:** Students are not learning at a level where they can internalize and transfer skills and knowledge to assessments.

School Processes & Programs

School Processes & Programs Summary

J.C. Thompson Elementary is home to 30 general education classroom teachers, 4 special education teachers, 3 electives teachers (Art, Music, and P.E.), 3 intervention support (Intervention Specialist, Reading Specialist and Reading Recovery) teachers, 1 gifted and talented teacher, and 1 media specialist. We also have 3 special education paraprofessionals, 1 paraprofessional in PreK, and 1 P.E. paraprofessional. We have 1 principal, 1 assistant principal, 1 office manager, 1 counselor, 1 nurse, and 2 paraprofessionals serving as office receptionist and attendance clerk. We have one instructional para supported with comp.ed. funds. We also have a full-time diag on our campus. We have 8 support staff shared with other campuses to serve our special education population including speech pathologist and speech assistant, behavior interventionist, OT, PT, APE, and LSSP. All professional staff are highly qualified. Our average years of experience is 7.6 compared to 10.5 in NISD and years of experience on campus is 4.1 compared to 4.9 across the district. 47% of our teachers have 5 years experience or less (data source: 2016-2017 TAPR). Our principal is in her 7th year on campus and our assistant principal is in her 2nd year on campus.

We have an instructional leadership team on campus consisting of grade level representative, department representatives, and administration. Meetings take place on a weekly basis. We also meet as a campus PLC weekly in a variety of forms from whole group, vertical and horizontal teams, book studies. Grade levels meet on Wednesdays, often with administrators present, to discuss and plan for student learning. We also have an operational leadership team for the second time this year to help grow leadership capacity and separate some of the responsibilities of team leadership. Conscious effort dedicated to building capacity in teachers and providing leadership opportunities for teachers.

We house one special education unit in addition to our students receiving resource and inclusion services: PPCD (PreSchool Programs for Children with a Disability). We also have a PreKindergarten unit on our campus as well as one 1/2 Reading Recovery, 1/2 time intervention teacher, full time intervention teacher and 1 full time reading interventionist to meet the needs of our learning community.

Rti, 504, and ARD committees meet to discuss the needs and progress of students and PLC work is focused on student need and teacher growth.

In addition to working closely with our ELA and math coaches, our teaching staff has worked collaboratively with our instructional technology coach to find meaningful ways to integrate technology in their instruction. This year we have new coaches in ELA and Technology and we welcome our math coach back for her 2nd year. Teachers meet consistently once every week in their PLC and once every two weeks in school wide PLCS to further their knowledge and increase their comfort level. Students have been able to share their thinking and learning using a variety of programs and apps and are provided forums to share thier learning such as Expo, Debate, Shark Tank, etc.

We have several components in place for staff recognition such as Make Your Day, group or team luncheons, birthday recognition, Staff Ambassador events, and Blazer Brags for above and beyond assistance. We also recognize instructional efforts where we share the success of others.

The teacher retention rate on our campus has been consistent. Our teacher survey results are very positive. Teachers are happy to work at Thompson and proud to be part of NISD and our OHI survey indicates that our organizational health is very strong.

Does the rigor and relevance of instruction align with TEKS? Is it cognitively demanding? How do you know?

Grade levels plan together to varying degrees, some using tools such as depth and complexity to ensure rigorous thinking. We have continued on our journey to learn more about how we use depth and complexity as well as the Rigor/Relevance/Learner Engagement rubrics as well as the Depth and Complexity model in our lesson design to ensure we address TEKS to the depth needed for mastery. We will continue to grow in our approach to planning to ensure instruction in each classroom is at the same level as in others.

What programs provide intervention/enrichment?

We have provided Reading Recovery and early literacy intervention in K-2, as well as dyslexia intervention and comp.ed. tutoring. We also have an intervention teacher and this year we've added a reading specialist.

How does the campus ensure that needs are prioritized and analyzed?

Continuous progress monitoring, revisiting data, PLC work, campus PD, RtI intervention data wall, newly implemented Trailblazer Time, leadership conversation

School Processes & Programs Strengths

Our new teaching staff includes 3 first year teachers, certified through college, 1 experienced teacher from another NISD campus, and 1 experienced teacher from another Texas district. This allows us to bring in new ideas and keep our collaboration fresh and inspired. Four of our teachers are serving as curriculum writers and provide professional development at the campus levels and district levels. Every 1st and 2nd year teacher has a mentor, every 3rd year teacher and every teacher new to the campus/district has a buddy.

Our teachers participate actively on several committees to support students and each other. The Spirit Committee, Math Committee, Reading Committee, Science Committee and Community Committee. All teachers are part of a Professional Learning Community (PLC) designed to support students and teachers in their growth.

All professional staff are highly qualified. All professional staff and paraprofessionals are involved in professional development opportunities designed to meet the needs of our student population.

All staff participate in our campus professional learning community. Staff also participate in district learning opportunities.

Our staff and student body believes in our creed. "At JCT, we take care of ourselves, we take care of each other, and we take care of this place."

Our OHI survey indicates growth in 8 out of 10 measures.

JCT OHI	2015	2017	2018
Goal Focus	84	86	91
Communication	87	89	98
Optimal Power Equalization	89	95	89
Resource Utilization	86	92	90
Cohesiveness	85	89	92
Morale	83	89	89
Innovativeness	84	95	99
Autonomy	65	91	96
Adaptation	58	83	86
Problem Solving Adequacy	67	86	88
Average:	79	90	92

We have added Trailblazer Time (intervention/enrichment/SEL time) and restructured our Thompson Time (staff PD) to our structures to improve our collaborative opportunities and provide targeted opportunities for student progress.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our OHI data indicates that our sense of innovation is very strong (99). Although both increased by 2-3 points, Adaptation (86) and problem solving adequacy (88) are our two lowest areas on the OHI survey. We need to be sure that the ways we are being innovative lead to increased student achievement and that our problem-solving and adaptive skills are at the forefront of PLC dialogue. **Root Cause:** Our teachers are an eager and dedicated staff, however may not have the skill set or the evidence that the risks and changes they are making result in higher achievement. Our PLCs vary in effectiveness in their need for examining the instruction and the resulting work that is indicative of positive student outcomes. Our professional development has not resulted in all teachers feeling capable of m

Problem Statement 2: We lack alignment in the level of learning happening in different classrooms. While we want teachers to experience autonomy, we also need to ensure that every student has access to rigorous and relevant instruction. **Root Cause:** Teachers have not been provided the opportunity to learn through others as they gain skills and knowledge that will impact student achievement.

Perceptions

Perceptions Summary

Our collaborative school culture puts an emphasis on the power of teamwork and the power of developing professional learning communities at grade levels, department levels, campus and district levels. The desire to learn with and through each other is evident on our campus. Our OHI survey indicates our organizational health is strong, in the 92nd percentile nationwide, up from 79% in 2015 and 90 in 2017. Of 10 indicators, 8 are higher in 2018 than they were in 2017 which was still indicated a healthy organization. Morale is very high at the 89% percentile. The greatest increases are in autonomy (65 to 91 to 96) and adaption (58 to 83 to 86). Innovativeness also increased from 95 to 99 indicating a willingness to take risks and try new things.

We are in the 6th full year implementation of our T.R.A.I.L. Guide developed with our Standards for Behavior committee to develop common student expectations. Students and staff are recognized for positive choices with our Blazer Brags.

As a 7 year old campus, J.C. Thompson recognized family and community involvement as an area for improvement and we celebrate the gains we have experienced in attendance at our community events. We were rezoned for the year, sending over 120 students to Sendera and received an outpouring of love from families who were sad to leave, indicating that we were doing a great job of making them feel welcome. Our Parent Teacher Association has grown in numbers every year. We have provided a number of opportunities for families to get involved on campus from Curriculum Night, Meet the Teacher, Reading Nights, Math Nights, Music Performances, Art Fairs and academic, leadership and character celebrations at our six week student celebrations.

Our teacher and parent surveys indicate a positive culture is actively growing at Thompson. Parents indicate 98% feel welcome at our school, 90% of our students are excited to come to school, and 98% feel the principal is leading the school to excellence. 10 4th and 5th grade students participated in the Principal Panel to provide feedback about their perceptions of school strengths and weaknesses.

We've made some significant structural changes for the 2018-2019 school year. We have added committees to ensure the success of our events.

Regarding discipline, we had 61 incidents coded 21 indicating a consequence removing the child from the instructional setting.

Perceptions Strengths

Our OHI data continues to be very strong indicating a level of commitment that is needed to transform work. Our most recent parent survey in late fall 2016 indicated our parents are happy with our campus. 98% of our families reported feeling welcomed at our school. 98% of our families reported that their child feels safe at school, and 98% feel the principal is leading the school to academic excellence. Our most recent teacher survey indicates that 100% of JCT teachers are proud to teach in NISD. This indicates that our teachers are doing well in communicating the vision and mission of JCT with families. Some other highlights include 100% of teachers enjoy working and learning at Thompson and working with the principal, and 100% agree that meeting the needs of students is a top priority. 100% of our teachers accept ownership of their work and 91% feel appreciated for their work. Our TRAIL Guide and common expectations for our students has results in a discipline decrease of over 20% in 1 year. Discipline incidents continue to decrease.

In 2017-2018 our PTA was awarded several recognitions for membership including a special recognition as 100% of our staff is a member. Our PTA president changed hands just a month into the year and the transition was successful. The PTA earned more in their fundraiser than in other previous years. We have increased our numbers of parents at academic events (Camp Read A Lot, Monster Math) and Open House/Curriculum Nights. We also have increased our number of Watch DOGS on campus. Our parents also enjoy Student Expo where dozens of JCT students have participated. We added family movie nights, parent/child dances and a family fitness night at our campus. All were successfully attended.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In spite of a strong culture, 40% of our teachers feel they do not have enough time to successfully accomplish their responsibilities. Only 25% say they are able to efficiently use their time. **Root Cause:** Teachers need help/clearer expectations for prioritizing their time and aligning their actions with our campus instructional focus.

Problem Statement 2: Parents indicate communication is their greatest concern. 85% of our parents feel they need more email communication about learning opportunities and activities. 89% of parents feel the school newsletter informs them of student learning opportunities and school activities. **Root Cause:** Parents receive email communication from teachers and administrator/school and district as well as Facebook/text/phone call communication. Communication needs to be clearer, more concise communication.

Problem Statement 3: All students are not demonstrating ownership of their actions and their learning. **Root Cause:** Students are lacking in social-emotional skills and need explicit instruction to help build important learner qualities.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: May 29, 2018

Goal 1: Northwest ISD students will achieve through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: To ensure that all students are successful learners we will provide safety nets for students who are struggling, and enrichment for students who are mastering concepts. We will strive to ensure each child is performing on or above grade level. We will engage students in learning that is relevant and meaningful to them in addition to modeling and accepting work that meets or exceeds the standards.

Evaluation Data Source(s) 1: On district and state assessments, we will increase our percentage of meets and masters by 10%.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
<p>1) Instructional focus on our Problem of Practice (PoP). Thompson students are not performing at their maximum potential and must be held to high expectations, supported with scaffolded instruction tailored to meet their individual needs and address their goals.</p> <p>This PoP addresses our campus goal. At Thompson Elementary, our goal is to increase the percentage of all student groups at meets and masters by at least 10% on assessments throughout the entire school year.</p>	Principal, AP, Leadership team, Teachers	Observations, reflections sheets, student work, PLC discussions and journals, professional development will lead to evidence of student achievement increases				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 2						
<p>2) Provide small group instructional time for meeting the individual needs of students at Tier II and Tier III in RtI. Trailblazer Time will compliment the work done during the regularly structured instructional blocks.</p>	Principal, AP, Counselor, Teachers	Running records, progress monitoring records, student achievement data, Trailblazer Time plan, student work will lead to evidence of student achievement increases				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 2						

3) Implementation of weekly PLCs - examine content standards, student work/exemplars, monitor student progress, fidelity of implementation of curriculum, teacher expectations, and application of learning in assessments	Teachers monitored by Principal, AP, Intervention Specialist, Reading Specialist	PLC minutes, student work products, PLC journals will lead to evidence of student achievement increases				
	Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1, 2					
4) Monitor math and reading progress and build independent readers and efficient mathematicians. Provide feedback and monitor goal setting for all student in order to meet students individual needs and goals	Principal, AP, Intervention specialist, Reading Specialist, Reading Recovery, GATES, Media Specialist, Teachers	Guided reading documentation, math progress monitoring, student reflection, student work and goal setting, Lexia and Imagine Math progress data, and fidelity to support goal setting will lead to evidence of student achievement increases				
	Problem Statements: Demographics 1, 3 - Student Academic Achievement 1, 3 - Perceptions 3					
5) Monitor RtI identification and effectiveness of interventions for students in the RtI process. Provide intervention services for students identified with characteristics of Dyslexia and some students at-risk and provide Reading Recovery intervention services for targeted first graders reading below grade level	Principal, AP, Intervention Specialist, Reading Recovery, Reading Specialist Counselor	Lesson plans, progress monitoring, RtI documentation, Reading Recovery documentation, Dyslexia progress reports will lead to evidence of student achievement increases				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3					
6) Collaborate with instructional coaches (ELA, Math, Technology, ELL, Sp.Ed.) in providing teacher support in scaffolding or enriching instruction for students.	Principal, AP, coaches	Grade level PLC agendas and notes, lesson plans, two technology projects/grade level for student showcase participation, student work, E-portfolios will lead to evidence of student achievement increases				
	Problem Statements: School Processes & Programs 1, 2					
7) Improve percentage of students performing at advanced levels on STAAR by providing opportunities for enrichment	Principal, AP, GATES teacher, Teachers	STAAR scores, common assessments, student work will lead to evidence of student achievement increases				
	Problem Statements: Student Academic Achievement 2, 3					
8) Coordinated School Health implemented into the school day and improved fitness levels of students through regular participation in health and physical activity	Principal, AP, PE teacher	Lesson plans, observations				
	Problem Statements: Demographics 1 - School Processes & Programs 1					
9) Provide enrichment learning opportunities to all students and draw on leadership and expertise of students identified as Gifted and Talented to engage them in leading work in the FAB LAB (STEAM lab) and through iTime (developing new passions/clubs).	Principal, AP, GATES teacher	Lesson plans, student work, Expo participation, Trailblazer Time for students will lead to evidence of student achievement increases				
	Problem Statements: Demographics 1, 3 - School Processes & Programs 2					
10) Provide rigorous and relevant learning experiences using best practices and strategies to ensure adequate growth of individual students with a focus on mastery of standards from PreK-5th grade	Principal, AP, leadership team	Classroom visits, instructional rounds/observations, student work, assessments, use of ICLE and D&C tools, and Bloom's work, will lead to evidence of student achievement increases				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3					



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Our demographics are continually changing as a fast growth school. We have 61% white, 19% Hispanic, 15% African American and 5% for all other student groups. 11% of our children receive special education services and 3% receive ESL services. 32% of our children come from economically disadvantaged homes. As our demographics change, we need to be sure we are adapting to each child's needs. Root Cause 1: As a growing campus, we must continue to strive to meet the needs of diverse learners. Our demographics continually change and we need to plan for and monitor that the needs of a diverse population are met. Rapid growth and changing demographics require teachers to expand their skill sets and work collaboratively to problem solve together.</p>
<p>Problem Statement 3: Student input in decision making about campus events is minimal. Opportunities for students are adult driven leading to lower student ownership. Root Cause 3: Students are receivers of the school culture rather than designers and contributors to it.</p>
Student Academic Achievement
<p>Problem Statement 1: Our K-5 readers are reading below district average on text level but above district average in year's growth. K: JCT 7.65 NISD 8.85/JCT 89%/ NISD 88%/JCT 86% NISD 86%. 1st: JCT 19.59 NISD 21.1/JCT 80% NISD 81%/ JCT 92% NISD 91%. 2nd JCT 33.25 NISD 31.91/ JCT 76% NISD 84%/ JCT 95% NISD 89%. 3rd JCT 37.11 NISD 39.01/ JCT 65% NISD 82%. 4th JCT 44.67 NISD 47.7/ JCT 78% NISD 87%. 5th JCT 49.77 NISD Root Cause 1: Many students need more than a year's growth to become on-level readers. Students are not learning at a level where they can transfer skills and knowledge gained daily to formal assessments.</p>
<p>Problem Statement 2: Students in ECD and AA, SE student groups are underperforming compared to their peers. Only 81% ECD, 83% AA, 60% SE (ECD/AA/SE) Kinder students are on/above compared to 84% all, 73/73/42 of 1st to 68% all, 38/56/30 of 2nd to 70% all, 37/57/18 of 3rd to 59% all, 46/72/20 of 4th to 86% all and 61/64/52 of 5th to 76% all readers are on/above level in reading. Root Cause 2: Our focus has been consistently on "all of our kids" rather than on specific student groups of learners and the achievement gap that now exists.</p>
<p>Problem Statement 3: In 2 out of 3 STAAR reading assessments (gr 3-5), a lower percentage of students met the standard compared to 16-17. The same is true for STAAR math assessments. Our science % passing also decreased from 73% to 61%. Root Cause 3: Students are not learning at a level where they can internalize and transfer skills and knowledge to assessments.</p>
School Processes & Programs
<p>Problem Statement 1: Our OHI data indicates that our sense of innovation is very strong (99). Although both increased by 2-3 points, Adaptation (86) and problem solving adequacy (88) are our two lowest areas on the OHI survey. We need to be sure that the ways we are being innovative lead to increased student achievement and that our problem-solving and adaptive skills are at the forefront of PLC dialogue. Root Cause 1: Our teachers are an eager and dedicated staff, however may not have the skill set or the evidence that the risks and changes they are making result in higher achievement. Our PLCs vary in effectiveness in their need for examining the instruction and the resulting work that is indicative of positive student outcomes. Our professional development has not resulted in all teachers feeling capable of m</p>
<p>Problem Statement 2: We lack alignment in the level of learning happening in different classrooms. While we want teachers to experience autonomy, we also need to ensure that every student has access to rigorous and relevant instruction. Root Cause 2: Teachers have not been provided the opportunity to learn through others as they gain skills and knowledge that will impact student achievement.</p>
Perceptions
<p>Problem Statement 3: All students are not demonstrating ownership of their actions and their learning. Root Cause 3: Students are lacking in social-emotional skills and need explicit instruction to help build important learner qualities.</p>

Goal 2: Northwest ISD will recruit, develop, value, and retain an exceptional staff to create a rewarding learning environment.





Performance Objective 1: We will develop a culture that will help to develop, retain and recognize highly motivated staff in order to provide meaningful instruction for students.

Evaluation Data Source(s) 1: We will offer yearlong opportunities to develop our staff professionally and to recognize our staff operating within a culture of collective efficacy.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Collaborate in PLCs to foster professional growth in all teachers; focus on professional development that supports our instructional focus and helps teachers see connections between their learning and student performance.	Principal, AP, Leadership team, teachers, district coordinators	PLC documentation (faculty and grade), use of protocols, classroom walkthroughs, Google classroom participation, observations of instruction in one another's classrooms will lead to evidence of professional growth through student achievement increases				
	Problem Statements: Demographics 4 - School Processes & Programs 1, 2 - Perceptions 1					
2) Recognize and celebrate dedication and accomplishments of staff including leadership opportunities, professional development participation and facilitation.	All staff members	Blazer Brags for adults on the announcements, Make Your Day recognitions, Thompson Time celebrations, surprise treats, 6 weeks celebrations, Student Blazer Brags, showcase halls will lead to evidence of a collaborative culture				
	Problem Statements: School Context and Organization 1 - Demographics 4 - Perceptions 1					
3) We will recruit, interview and support highly qualified teachers who meet the needs our campus. We will provide mentors or peer buddies to teachers with less than three years experience or new to the district.	Principal, AP, Mentor Coordinator	Reflection sheets, observations, meeting minutes will lead to evidence of a collaborative culture				
	Problem Statements: Demographics 4 - School Processes & Programs 1					
4) Commit time to allow teachers to observe one another and to learn with and through each other on our campus and on other campuses	Principal, AP	Focused walkthroughs, observation sheets, extended PLC schedule and agenda, Teacher Leader Academy will lead to evidence of professional growth through student achievement increases				
	Problem Statements: School Processes & Programs 2 - Perceptions 1					
5) Continued focus on the T.R.A.I.L. Guide and character building opportunities with a focus on SEL learning , supported with continued implementation of PBIS strategies and recognition.	All staff	Blazer Brags, decreased discipline, recognition of teachers and students will lead to evidence of a collaborative culture				
	Problem Statements: Demographics 3 - School Processes & Programs 1 - Perceptions 3					

6) Provide professional development targeted to teachers' needs and aligned with the Problem of Practice and T-TESS goals. Provide opportunities for teachers to develop as problem solvers, innovators, and change agents.	Principal, AP, Teachers	Participation in Thompson Time, PLCs, district PD and implementation/follow through in the classroom, lesson plans, observations				
	Problem Statements: Demographics 4 - School Processes & Programs 1, 2 - Perceptions 1					

 = Accomplished	 = Continue/Modify	 = No Progress	 = Discontinue
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Performance Objective 1 Problem Statements:

School Context and Organization
Problem Statement 1: Adaptation is our lowest score on the OHI survey at 83. Root Cause 1: Although we saw significant growth from 58 to 83, we will continue to provide professional development that helps teachers feel capable of making needed changes to keep up with the needs of our students.
Demographics
Problem Statement 3: Student input in decision making about campus events is minimal. Opportunities for students are adult driven leading to lower student ownership. Root Cause 3: Students are receivers of the school culture rather than designers and contributors to it.
Problem Statement 4: As a staff, we are less experienced than other schools. Our staff includes 5 new teachers this year resulting in the ongoing need for mentorship and targeted professional development. Root Cause 4: As a fast growth school in a fast growth district, we continually hire new teachers with varying levels of experience in need of targeted professional development and collaborative PLCs.
School Processes & Programs
Problem Statement 1: Our OHI data indicates that our sense of innovation is very strong (99). Although both increased by 2-3 points, Adaptation (86) and problem solving adequacy (88) are our two lowest areas on the OHI survey. We need to be sure that the ways we are being innovative lead to increased student achievement and that our problem-solving and adaptive skills are at the forefront of PLC dialogue. Root Cause 1: Our teachers are an eager and dedicated staff, however may not have the skill set or the evidence that the risks and changes they are making result in higher achievement. Our PLCs vary in effectiveness in their need for examining the instruction and the resulting work that is indicative of positive student outcomes. Our professional development has not resulted in all teachers feeling capable of m
Problem Statement 2: We lack alignment in the level of learning happening in different classrooms. While we want teachers to experience autonomy, we also need to ensure that every student has access to rigorous and relevant instruction. Root Cause 2: Teachers have not been provided the opportunity to learn through others as they gain skills and knowledge that will impact student achievement.
Perceptions
Problem Statement 1: In spite of a strong culture, 40% of our teachers feel they do not have enough time to successfully accomplish their responsibilities. Only 25% say they are able to efficiently use their time. Root Cause 1: Teachers need help/clearer expectations for prioritizing their time and aligning their actions with our campus instructional focus.
Problem Statement 3: All students are not demonstrating ownership of their actions and their learning. Root Cause 3: Students are lacking in social-emotional skills and need explicit instruction to help build important learner qualities.


Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: We will provide timely open communication through weekly grade level newsletters, phone calls, texts, and/or email blasts from the school and individual grade levels as appropriate. We will involve parents in their child's academic life and work together to build social-emotional skills in students. We will work cooperatively with our PTA and community to increase parent involvement.

Evaluation Data Source(s) 1: We will monitor the effectiveness of our SEL, character and student recognition programs based on student, teacher, parent, counselor, feedback. We will monitor engagement of our parents through email blasts, SMORE opens, participation in campus events and parent-teacher communication.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	Apr
1) Communicate with parents with weekly information from grade levels, monthly school newsletters; share relevant up-to-date information and pictures/video of student/staff/campus/district celebrations on TV screens, website, Facebook page, Twitter feed, YouTube, Refrigerator Notes, calls/texts to open lines of communication and involve parents in campus events, learning initiatives and learning expectations and standards.	Principal, AP, Teacher, CTL, Office Manager, Attendance Clerk, Receptionist	Online reports, website hits, parent and student feedback, survey, numbers of hits and likes will lead to evidence of a strong community culture				
	Problem Statements: Demographics 2 - Perceptions 2					
2) Implement and improve number of volunteers on campus, including Moms on a Mission, Watch D.O.G.S. program to increase presence of male role models on campus, mentoring for students in need.	Counselor, Principal, AP, "Top Dog"	Participation and volunteer logs, schedules, feedback from survey, Watch D.O.G.S. calendar, MOMS, JA in a Day will lead to evidence of a strong community culture				
	Problem Statements: Demographics 2 - Perceptions 3					
3) Promote student literacy and goal setting by building a connection between home and school and coordinate with PTA and staff to host family events and learning opportunities on campus	Principal, Teachers, PTA Executive Board	Feedback, PTA minutes, One School One Book activities, attendance at events, will lead to evidence of a positive partnership within and between our community				
	Problem Statements: Demographics 2, 3 - Perceptions 2					
4) Recognition of student academic and personal success. Promote attendance through classroom and campus wide celebrations and incentives. Continue implementation and celebration of the T.R.A.I.L. Guide (Teaching Responsibility and Inspiring Leadership) to uphold expectations for positive student choices and communicate expectations with parents.	Principal, Counselor, Teachers	TRAIL Guide, participation in assemblies, rewards, student feedback, staff feedback, Blazer Blast, Blazer Brags, intentional SEL lessons, decrease in office referrals will lead to evidence of a positive partnership within and between our community and a supportive school environment				
	Problem Statements: Demographics 2 - Perceptions 2, 3					

5) Provide built in or extra-curricular opportunities for students as extensions of their learning and to develop their skills and explore passions	Principal, Teachers, Coaches	Participation in art club, choir, leadership club, Destination Imagination, Reflections, UIL, Battle of the Books, and Trailblazer Time clubs (iTime) etc. will lead to evidence of a positive school environment				
	Problem Statements: Demographics 2 - Perceptions 3					
6) Continue with implementation of Morning Meetings in every homeroom class to build a sense of community and meet the social emotional needs of students. We will support students' social-emotional learning through intentional lessons.	Principal, AP, Counselor	Morning Meetings plans, observations, teacher and student feedback will lead to evidence of a positive school environment. Students will demonstrate SEL skills such as self-control, perseverance, tolerance, and empathy.				
	Problem Statements: Demographics 3 - Perceptions 3					
7) Our TBSI core team provides behavioral support for students struggling with behavior. Students with significant behaviors will be assigned a mentor or check in person for support in order to intervene for the child and maximize instructional time.	Principal, Counselor, Special Education Teachers	Behavior tracking, special education referrals, discipline referrals will lead to evidence of a positive school environment				
	Problem Statements: Perceptions 3					
						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Some parents indicate they do not see the relevance of student learning beyond the classroom (9%) and 13% say do not have information to help their children at home. Root Cause 2: Parents feel disconnected about the learning that is taking place or the classroom experiences we are providing.
Problem Statement 3: Student input in decision making about campus events is minimal. Opportunities for students are adult driven leading to lower student ownership. Root Cause 3: Students are receivers of the school culture rather than designers and contributors to it.
Perceptions
Problem Statement 2: Parents indicate communication is their greatest concern. 85% of our parents feel they need more email communication about learning opportunities and activities. 89% of parents feel the school newsletter informs them of student learning opportunities and school activities. Root Cause 2: Parents receive email communication from teachers and administrator/school and district as well as Facebook/text/phone call communication. Communication needs to be clearer, more concise communication.
Problem Statement 3: All students are not demonstrating ownership of their actions and their learning. Root Cause 3: Students are lacking in social-emotional skills and need explicit instruction to help build important learner qualities.

State Compensatory

Budget for Thompson Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
1995.11.118.24.024.6119.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
2115.11.118.24.211A.6119.TE	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
1995.11.118.24.024.6141.00	6141 Social Security/Medicare	\$0.00
2115.11.118.24.211A.6141.00	6141 Social Security/Medicare	\$0.00
1995.11.118.24.024.6142.00	6142 Group Health and Life Insurance	\$0.00
1995.11.118.24.024.6143.00	6143 Workers' Compensation	\$0.00
2115.11.118.24.211A.6143.00	6143 Workers' Compensation	\$0.00
2115.11.118.24.211A.6145.00	6145 Unemployment Compensation	\$0.00
1995.11.118.24.024.6145.00	6145 Unemployment Compensation	\$0.00
1995.11.118.24.024.6146.00	6146 Teacher Retirement/TRS Care	\$0.00
2115.11.118.24.211A.6146.00	6146 Teacher Retirement/TRS Care	\$0.00
1995.11.118.24.024.6149.00	6149 Employee Benefits	\$0.00
6100 Subtotal:		\$0.00
6200 Professional and Contracted Services		
1995.11.118.24.024.6299.RR	6299 Miscellaneous Contracted Services	\$0.00
6200 Subtotal:		\$0.00
6300 Supplies and Services		
2115.11.118.24.211A.6329.00	6329 Reading Materials	\$0.00
2115.13.118.24.211A.6329.00	6329 Reading Materials	\$0.00

2115.11.118.24.211A.6399.00	6399 General Supplies	\$0.00
		6300 Subtotal:
		\$0.00
6400 Other Operating Costs		
1995.13.118.24.024.6411.RR	6411 Employee Travel	\$0.00
1995.13.118.24.024.6499.RR	6499 Miscellaneous Operating Costs	\$0.00
		6400 Subtotal:
		\$0.00

Personnel for Thompson Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Catherine Switzer	Paraprofessional	Instructional	1.0
Heather Martin	STAR Teacher	Intervention	1.0 (40% Comp. Ed.)

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Leigh Anne Romer	Principal
Administrator	Donna Busby	Assistant Principal
Classroom Teacher	Amanda Wise	Teacher
Classroom Teacher	Amanda Rogers	Teacher
Classroom Teacher	Jeigh Reed	Teacher
Classroom Teacher	Donna Thompson	Teacher
Classroom Teacher	Laura Garlow	Teacher
Classroom Teacher	Holly Lorton	Teacher
Paraprofessional	Kim Prax	Office Manager
Parent	Daniele Stanley	Parent
Parent	Veronika Ballinger	Parent
Business Representative	Rachel Mann	Business Representative
Classroom Teacher	Heather Martin	Teacher
Community Representative	Jeremy Martin	Community Representative