Ysleta Independent School District



Thomas Manor Elementary School

Accountability Rating: C

2026-2027 Campus Improvement Plan

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Mission Statement

All Thomas Manor Elementary students will receive quality instruction in a stimulating and nurturing environment to attain high levels of learning and mastery of 21st century learning skills to prepare them for post secondary education.

Vision

The Vision of the Ysleta Independent School District and Thomas Manor Elementary is to improve lives by eliminating opportunity gaps while ensuring all students have a high-quality education that ignites and instills the confidence, creativity and conceptual thinking students need to graduate college, career, and community ready.

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Comprehensive Needs Assessment

Demographics

Summary

At Thomas Manor, we recognize that a significant portion of our student body, 88%, comes from economically disadvantaged backgrounds. This presents unique challenges and opportunities for us to provide equitable access to resources and support systems that can help bridge the gap and ensure all students have the opportunity to succeed academically and personally.

Our school is proud to serve a diverse community, with 97.3% of our students identifying as Hispanic. This cultural richness enhances our learning environment, allowing us to incorporate a wide range of perspectives and experiences into our curriculum and school activities, fostering a sense of belonging and cultural pride among our students.

The remaining 2.7% of our student population identifies as White, and we are committed to ensuring that all students, regardless of their racial or ethnic background, feel included and valued within our school community. We strive to create an inclusive environment where diversity is celebrated and all students can thrive.

With 21% of our students identified as having special needs, we are dedicated to providing tailored educational programs and support services that meet their individual requirements. Our goal is to ensure that every student receives the necessary accommodations and interventions to achieve their fullest potential.

Additionally, 45% of our students are emerging bilinguals, which highlights the importance of implementing effective language acquisition programs. We are committed to supporting these students in developing proficiency in English while also valuing and maintaining their native languages, thus preparing them for success in a multilingual world.

Strengths

Our school is proud to have a team of bilingual teachers who are adept at bridging language barriers and fostering an inclusive learning environment for students from diverse linguistic backgrounds. Their ability to communicate in multiple languages not only enhances the educational experience for our students but also strengthens the connection between the school and our multilingual community.

We are equally committed to supporting students with special needs through our dedicated SPED teachers. These educators are specially trained to provide individualized instruction and support, ensuring that every student has access to the resources and opportunities they need to succeed. Their expertise is invaluable in creating a nurturing and accommodating environment for all learners.

Furthermore, over 50% of our teaching staff boasts between 11 to 30 years of experience, bringing a wealth of knowledge and seasoned pedagogical skills to our classrooms. This extensive experience allows them to implement effective teaching strategies, mentor newer teachers, and contribute to a stable and consistent learning environment for our students. Their long-term commitment to education is a testament to their passion and dedication to fostering academic excellence.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Attendance Rate below district average at 94.8%.	Chronic Absentism 16% impacting overal attendance rate.

★ = Priority

Student Learning

Summary

As a school, we are committed to fostering growth for students who are currently performing below grade level. Our dedicated educators are implementing targeted interventions and personalized learning strategies to ensure that each student receives the support they need to reach their full potential. By focusing on individual progress, we aim to close the achievement gap and elevate all students to meet or exceed grade-level expectations.

In the previous academic year, our campus was rated a B in the Texas Education Agency (TEA) accountability system. This rating reflects our ongoing efforts to maintain high educational standards and deliver quality instruction. We are proud of this achievement and remain focused on continuous improvement to enhance our educational outcomes.

Our school's performance, consistently rated as a B, is commendable, especially when compared to other schools with similar economically disadvantaged student populations. This demonstrates our commitment to providing equitable educational opportunities and addressing the unique challenges faced by our students. We strive to create an inclusive and supportive learning environment that empowers all students to succeed.

Strengths

Our school has demonstrated significant growth for emergent bilingual students in the Texas English Language Proficiency Assessment System (TELPAS). This achievement reflects our commitment to providing targeted support and resources that cater to the unique needs of bilingual learners, ensuring they develop the necessary language skills to succeed academically.

We have also seen commendable growth for students who are below grade level. Through personalized learning plans and dedicated instructional strategies, we are able to meet students where they are and guide them towards achieving grade-level proficiency. This progress is a testament to our educators' dedication to fostering an inclusive and supportive learning environment for all students.

Our master schedule includes intervention and enrichment blocks specifically designed to differentiate instruction. These blocks allow us to tailor educational experiences to meet the diverse needs of our students, providing additional support for those who need it and challenging enrichment opportunities for those who are ready to advance.

Professional Learning Team (PLT) weekly meetings are a cornerstone of our instructional planning and student performance analysis. These collaborative sessions enable our educators to share insights, develop cohesive strategies, and continuously refine their teaching practices based on data-driven outcomes. This ongoing professional development ensures that our instructional approaches remain effective and responsive to student needs.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Student performance in meets and masters levels has decreased.	Academic rigor for TEKS mastery not sustained.

★ = Priority

School Processes & Programs

Summary

Our school has implemented a robust Professional Learning Community (PLC) process, where professional learning teams convene weekly for 75 to 90 minutes. During these sessions, educators collaboratively plan and analyze student learning outcomes, allowing them to identify areas where students may benefit from enrichment or require intervention. This structured time is crucial for ensuring that our instructional strategies are responsive to the diverse needs of our students.

To support this collaborative effort, we have aligned our master schedule across all grades, incorporating embedded blocks specifically designed for small group instruction. This strategic scheduling enables teachers to deliver targeted instruction tailored to the individual needs of students, thereby enhancing their learning experiences and outcomes.

Our commitment to maintaining high educational standards is further demonstrated through our alignment with the district's curriculum scope and sequence. This ensures that our teaching practices are consistent and coherent across all grade levels, providing a seamless educational journey for our students.

Additionally, we hold weekly Instructional Leadership meetings, which include consistent classroom walkthroughs and the provision of constructive feedback to teachers. These practices are integral to our continuous improvement efforts, as they foster an environment of reflective practice and professional growth, ultimately leading to improved pedagogy and student success.

Strengths

Our Professional Learning Team structures are a cornerstone of our educational approach, facilitating a weekly analysis of student learning focused on priority TEKS. This collaborative effort allows teachers to bring common assessments for all students to the table, ensuring a unified approach to identifying students who require additional support or enrichment. Through this process, we are able to plan targeted instruction that meets the diverse needs of our student body, fostering an environment where every student has the opportunity to succeed.

In addition to our structured analysis, we conduct learning walks on a weekly basis, complemented by T-TESS walkthrough feedback. These initiatives provide invaluable insights into classroom dynamics and instructional effectiveness, allowing us to continuously refine our teaching practices. Each team is responsible for planning common assessments, which ensures consistency and alignment across grade levels and subjects. Our unwavering commitment to student growth is evident in these practices, as we strive to create a supportive and challenging learning environment.

To further enhance our students' educational experience, we implement the Accelerated Reader program. This initiative is designed to motivate students to read more frequently and improve their lexile levels, fostering a love for reading and enhancing literacy skills. By encouraging students to engage with a variety of texts, we aim to develop lifelong readers who are well-prepared for future academic challenges.

Beyond academics, we offer a range of extracurricular opportunities that contribute to the holistic development of our students. Programs such as the Wranglerettes dance team, Robotics, and Wrangler Student Leaders provide students with avenues to explore their interests, develop leadership skills, and collaborate with peers. These activities not only enrich the school experience but also help students build confidence and a sense of community.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Tier 1 instruction not highly effective.	Inconsistency with daily use of high quality instructional materials & practices, implementation of coaching and walk through feedback, alignment with professional learning teams planning analysis of student work and plans for response, and follow through of action plans.

★ = Priority

Perceptions

Summary

Our recent employee survey results have been exceptionally positive, with staff members expressing a strong sense of clarity regarding their roles within the school. This clarity is bolstered by consistent and ongoing communication from the administration to the faculty, ensuring that everyone is well-informed and aligned with our school's objectives. Additionally, employees appreciate the immediate access they have to administrators, which facilitates prompt support and guidance whenever needed. The availability of necessary materials further empowers our staff to perform their duties effectively, while the support from grade teams fosters a collaborative and cohesive working environment. Importantly, our staff members feel safe and encouraged to share their ideas or raise any concerns, knowing that their voices are heard and valued. The administration, along with instructional coaching, provides robust support, reinforcing the feeling of being valued and appreciated. Clear goals and organizational structures are in place, contributing to a well-functioning school environment. Moreover, both the principal and assistant principal are recognized as approachable, which strengthens the trust and communication within our school community.

Our parent survey results also reflect high satisfaction, particularly with regard to the safety of our campus. Parents have expressed confidence in the measures we have implemented to ensure a secure environment for their children. This positive feedback is a testament to our commitment to maintaining a safe and nurturing atmosphere for all students, which remains a top priority for our school.

Strengths

Our administration prides itself on being approachable and supportive, fostering an environment where employees feel comfortable and valued. This open line of communication ensures that teachers receive the necessary support and resources to effectively carry out their educational responsibilities. By providing access to professional development opportunities, we empower our educators to continually enhance their skills and stay abreast of the latest educational practices.

We maintain clear expectations for both staff and students, which contributes to a positive culture and climate within our school. This clarity helps in creating a structured environment where students feel safe and are recognized for their accomplishments, reinforcing their confidence and motivation to excel. Our commitment to safety and recognition extends to parents, who trust that their children are in a secure environment that prioritizes learning and provides the necessary resources for success.

Regular communication with parents is a cornerstone of our community engagement strategy. By keeping parents informed, we foster a collaborative relationship that enhances student learning and well-being. This has also led to an increased number of parent volunteers, who play a vital role in enriching our school community and supporting our educational initiatives.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Campus rating as measured by TEA accountability system dropped from a B to a C.	Student growth decreased primarily with students not sustaining high levels of learning.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)**
- [x] **Student failure and/or retention rates**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**

- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Community service agencies and support services**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**

- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Action research results**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**

Goals

Goal 1 Our Future

Performance Objective 1

The district and all campuses will be rated C or better in state accountability

Evaluation Data Source: State Assessments

Strategy 1

Students will receive highly effective Tier I and targeted instruction and utilize programs/ resources to develop, acquire, and enhance all content area skills according to grade-level TEKS.

Strategy's Expected Result/Impact: High quality Tier 1 instruction will be provided in every classroom to attain grade level TEKS readiness and student growth for all students.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers

Funding Sources: Classroom Supplies, Print Shop Materials, Sharon Wells Material, and Student Awards Title I, Part A, 211-11-6399-00-146-24-000, $8,000, Reading Supplemental Program (Accelerated Reader) Title I, Part A, 211-11-6395-00-146-24-000, $6,332

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

PLT structures with weekly analysis of common assessments and implementation DOK/HESS Matrix & best instructional practices will be utilized to design and implement weekly lessons that differentiate instruction to attain growth for all students.

Strategy's Expected Result/Impact: All students will attain yearly progress.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers

Title I: 2.5.1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Extra duty pay for teachers to target individual student growth in Reading and Math K-2 and all 3-5 STAAR content areas to address gaps or enrich instruction to sustain high levels of achievement.

Strategy's Expected Result/Impact: Student performance outcomes will demonstrate high levels of achievement and student growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers

Funding Sources: Extra Duty Funds Title I, Part A, 211-11-6118-00-146-24-000, $29,000

Title I: 2.5.1

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Principal Data Dig meetings will be held every nine weeks with each PLT and individual teachers to analyze student performance data, set actions & measurable goals, and provide resources & support as needed.

Strategy's Expected Result/Impact: Teachers will use data to plan and target instruction to meet student needs and improve outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principal Instructional Coaches, and Teachers

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2

One in two Kindergarten through 2nd grade students will be ready for reading by achieving no less than level 4 in the EOY iStation assessment.

Evaluation Data Source: EOY iStation Assessments

Strategy 1

ISIP assessment reports and intervention lessons will be utilized to target Tier 1 and small group instruction to meet individual student needs and attain level 4 for over 50% of K-2 students.

Strategy's Expected Result/Impact: EOY Student Performance istation data will reflect grade level readiness (level 4 attainment) for at least 50% of students in every K-2 classroom.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Progress monitoring of K-2 students performance on istation reading skills will occur every three weeks.

Strategy's Expected Result/Impact: Progress monitoring systems will be implemented to determine student acquisition of grade level Reading readiness skills.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3

One in four Kindergarten through 2nd grade students will be ready for math by achieving no less than level 4 in the EOY iReady assessment.

Strategy 1

I-ready assessment reports and intervention lessons will be utilized to target Tier 1 and small group instruction to meet individual student needs and attain level 4 for over 25% of K-2 students.

Strategy's Expected Result/Impact: Implementation of targeted intervention instruction to ensure attainment of math grade level skills as measured from BOY to MOY to EOY reports.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Progress monitoring of K-2 students performance on i-ready math skills will occur every three weeks.

Strategy's Expected Result/Impact: Student growth as measured by BOY to MOY to EOY reports.

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4

Two in three 3rd Grade students will be rated Meets Grade Level on STAAR

Strategy 1

Students will receive highly effective quality Tier I and targeted instruction and utilize programs/ resources to develop, acquire, and enhance all content area skills to MEET or MASTER grade-level priority TEKS as measured on STAAR.

Strategy's Expected Result/Impact: 66% of students in 3rd grade will be rated Meets on STAAR.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers, Academic Tutors

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 5

Two in three students will achieve growth as measured on STAAR/EOC

Strategy 1

STAAR Reading and common assessment data will be utilized to target instruction for ALL students during Intervention/Enrichment Giddy Up the daily blocks, afterschool sessions, and intercession to attain progress for all students.

Strategy's Expected Result/Impact: 75% of students will attain student growth as measured by STAAR.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers, Academic Tutors

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Instructional Coaches will support teachers with Tier 1 and Targeted Group Language Arts & Math instruction (4th-5th) through effective coaching and monitoring framework to meet student growth targets, close gaps, extend learning & evaluate progress every three weeks.

Strategy's Expected Result/Impact: Teachers will implement researched based practices to improve instruction and attain growth for 75% of their students.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers, Academic Tutors

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 6

One in two students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Students will receive quality Tier I and targeted individual instruction and utilize programs/ resources to develop, acquire, and enhance all content area skills to MEET or MASTER grade-level TEKS as measured on STAAR.

Strategy's Expected Result/Impact: 50% of students will be rated Meets on STAAR.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers, Academic Tutors

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 7

One in three EB students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

EB students will receive instruction from highly qualified bilingual teachers and academic tutors following ELPs, implementing high quality Tier I and differentiated instruction utilizing STAAR aligned common assessment data to attain grade level TEKS mastery.

Strategy's Expected Result/Impact: Tier I and targeted instruction will yield 35% of EB students rated Meets or Masters as measured on STAAR.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers, Academic Tutors

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 8

One in four SPED students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Tier I quality and targeted instruction and STAAR aligned common assessment data will be utilized to differentiate for SPED students during Tier I, Intervention/Enrichment Giddy Up the daily block, afterschool sessions, and intercession to attain progress for all students.

Strategy's Expected Result/Impact: Tier I and targeted instruction will yield 25% of SPED students rated Meets or Masters as measured on STAAR.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers, Academic Tutors

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Goal 2 Our People

Performance Objective 1

Receive a score of 4.0 or better out of a possible 5.0 in satisfaction in the Employee Engagement Survey

Evaluation Data Source: Employee Engagement Survey

Strategy 1

Principal & faculty communication and recognition will continue through weekly PLT and monthly PLC Mtgs along with ongoing T-TESS/SLO Feedback to recognize strengths/needs and provide additional PD, support, & resources.

Strategy's Expected Result/Impact: Employees will receive ongoing feedback, support and materials.

Staff Responsible for Monitoring: Principal and Assistant Principal

Title I: 2.5.1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 2

Weekly PLT meetings and Monthly Principal Meeting Data meetings will be held with each teacher to analyze student performance data and provide resources & support as needed.

Strategy's Expected Result/Impact: Improvement in student performance.

Staff Responsible for Monitoring: Principal, AP, Instructional Coaches, Teachers

Title I: 2.5.1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2

Receive a score of 4.0 or higher out of 5.0 in parent satisfaction, as measured by the Parent Satisfaction Survey.

Strategy 1

Campus will follow Service Excellence Model and provide ongoing positive feedback on student progress.to sustain and improve student/parent/community communication.

Strategy's Expected Result/Impact: Increased parent involvement and rating of 4.0 or higher in parent satisfaction, as measured by the Parent Satisfaction Survey.

Staff Responsible for Monitoring: Parent Liaison, Office Staff, Administration, Teachers

Title I: 2.5.1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 3

Increase parental, family, and community engagement opportunities by hosting at least one parent meeting/engagement activity per nine weeks.

Strategy 1

Provide various opportunities (Open House, Literacy & Math Nights, Coffee with the Principal, Student-Led Conferences, Family Fitness Days) for parents to engage in school activities.

Strategy's Expected Result/Impact: Increase parental involvement.

Staff Responsible for Monitoring: Parent Liaison, Principal, Assistant Principal, Teachers

Funding Sources: Hospitality Title I, Part A, 211.61.6498, $1,576, General Supplies, Math Manipulatives, Academic Games Title I, Part A, 211.61.6999, $2,000

Title I: 2.5.1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Performance Objective 4

Ensure at least 50% of the student population is involved in an academic, athletic, fine arts, leadership, and/or volunteer extra-curricular activity.

Strategy 1

Students will participate in extracurricular and Leader in Me activities and practices to promote positive behavior and student engagement.

Strategy's Expected Result/Impact: Students will participate in extracurricular academic and leadership activities to enhance student learning and build 21st century skills.

Staff Responsible for Monitoring: Counselor, Extra curricular coaches, Administration

Title I: 2.5.1

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 3 Our Investment

Performance Objective 1

Campus will show responsible stewardship of district resources by spending at or below the allocated campus budget.

Evaluation Data Source: Budget Reports

Strategy 1

Principal will determine budget allocations based on Campus Needs Assessment and Campus Improvement Plan and establish timeline for campus secretary to execute with all stakeholders.

Strategy's Expected Result/Impact: Campus priorities will drive budget allocations to support improvement in student outcomes.

Staff Responsible for Monitoring: Principal, Secretary

Title I: 2.5.1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 2

Campus will support the District's achievement of a FIRST Rating of Standard Achievement or higher by having no material audit, compliance, inventory, cash handling or financial procedure findings attributable to the campus.

Evaluation Data Source: Budget Reports, Audits

Strategy 1

Administration will implement procedures to reinforce district finance policies with monitoring systems.

Strategy's Expected Result/Impact: Campus will not have any material audit, compliance, inventory, cash handling or financial procedure findings.

Staff Responsible for Monitoring: Principal and Secretary

Title I: 2.5.1

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November	March	May

Performance Objective 3

Campus will achieve full compliance with district and Texas School Safety Center requirements by completing 100% of required drills and exercises and by having no findings on the Intruder Detection Audit.

Evaluation Data Source: Intruder Detection Audits, emergency drill logs

Strategy 1

Monthly safety drills, weekly teacher reports, and administration/head custodian campus walk throughs will be utilized to evaluate facilities for safety and conducive for 21st century learning.

Strategy's Expected Result/Impact: Campus will meet all district and Texas School Safety Center requirements by completing 100% of required drills and exercises and by having no findings on the Intruder Detection Audit.

Staff Responsible for Monitoring: Assistant Principal

Title I: 2.5.1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Thomas Manor Elementary School

Total SCE Funds: $260,298.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

All State Comp funds are utilized for employee salaries.

Title I Summary

Title I

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

1.1 Description of CNA Process

The Campus Needs Assessment process engaged all stakeholders (teachers, staff, students, parents, and community members). We held sessions in May 2026 (May 12th and 13th) to share campus data including test scores, attendance, demographics, and surveys.

We also analyzed gaps and evaluated core areas like curriculum, instruction, school culture, and student behavior supports. Using all stakeholder information, an action plan was created to prioritize top needs and allocate resources to build a targeted school improvement roadmap.

1.2 Location for Evidence of Multiple Meetings Held

The multiple meetings were held in campus PLC room.

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

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

Using all stakeholder information from May meetings, an action plan was created to prioritize top needs and allocate resources to build a targeted school improvement roadmap. The campus improvement plan was created by the principal based on top needs and strengths during the summer and upon final state accountability data released in August.

2.2 Stakeholders 1114(b)(2)

The staff, families, and community members are included in the plan development process by inviting them to attend sessions and provide feedback using the ***Comprehensive Needs Assessment probing questions to assist in planning and drafting the narrative for the CNA. The sessions were held in campus PLC room.***

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

The plan is made available to the district, parents and public through campus webpage in English and Spanish.

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

Not applicable

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Strategies have been aligned to goals and performance objectives as indicated below.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

The notes are in the Formative Reviews (best practice) and are reviewed semiannually for program effectiveness. Also, the notes for annual evaluation of Schoolwide program plan is included in the Summative Review. Documentation (sign-in sheets, agendas, etc.) and data analyzed (state assessments, other performance data, perception data, etc.) are aligned with required Schoolwide program evaluation process. The schoolwide program evaluation for 2025-26 was included in the CNA process for this year.