

## ***2005-06 Academic Excellence Indicator System***

***District Name: ALDINE ISD***

***Campus Name: THOMPSON ELEMENTARY***

***Campus #: 101902117***

***2006 Accountability Rating: Exemplary***

***Gold Performance Acknowledgments:***

***Attendance (2004-05)***

***Commended on Reading/ELA***

***Commended on Writing***

***Commended on Mathematics***

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T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2005-06 Campus Performance

Section I - Page 1  
Total Students: 609  
Grade Span: KG - 04  
School Type: Elementary

District Name: ALDINE ISD  
Campus Name: THOMPSON ELEMENTARY  
Campus #: 101902117

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
<b>TAKS Met 2006 Standard</b>															
<b>Grade 3 (English) (First Administration Only)</b>															
Reading	2006	90%	90%	86%	95%	89%	96%	> 99%	*	*	90%	> 99%	*	95%	93%
	2005	89%	89%	88%	96%	93%	96%	*	*	95%	96%	*	95%	> 99%	
Mathematics	2006	83%	86%	78%	95%	78%	> 99%	> 99%	*	*	91%	> 99%	*	95%	> 99%
	2005	82%	83%	78%	94%	86%	96%	*	*	> 99%	89%	*	93%	> 99%	
All Tests	2006	77%	77%	68%	93%	78%	96%	> 99%	*	*	86%	> 99%	*	93%	94%
	2005	76%	75%	71%	91%	86%	93%	*	*	95%	89%	*	90%	> 99%	
<b>TAKS Met 2006 Standard</b>															
<b>Grade 3 (Spanish) (First Administration Only)</b>															
Reading	2006	76%	86%	83%	96%	*	96%	*	*	91%	> 99%	*	95%	96%	
	2005	74%	83%	80%	94%	*	94%	*	*	92%	96%	*	96%	94%	
Mathematics	2006	69%	86%	70%	97%	*	97%	*	*	97%	97%	*	97%	97%	
	2005	68%	84%	71%	94%	*	94%	*	*	92%	96%	*	96%	94%	
All Tests	2006	56%	70%	62%	90%	*	90%	*	*	84%	94%	*	89%	90%	
	2005	54%	66%	57%	91%	*	91%	*	*	88%	93%	*	92%	91%	
<b>TAKS Met 2006 Standard</b>															
<b>Grade 4 (English)</b>															
Reading	2006	83%	84%	80%	85%	80%	86%	*	*	81%	88%	*	86%	83%	
	2005	80%	79%	75%	83%	93%	80%	*	*	79%	86%	*	82%	69%	
Mathematics	2006	84%	89%	82%	90%	70%	93%	*	*	92%	88%	*	92%	94%	
	2005	82%	86%	77%	95%	93%	95%	*	*	94%	95%	*	94%	92%	
Writing	2006	92%	94%	90%	> 99%	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	> 99%	
	2005	91%	89%	90%	94%	> 99%	93%	*	*	87%	98%	*	94%	88%	
All Tests	2006	74%	78%	69%	81%	60%	86%	*	*	79%	82%	*	83%	84%	
	2005	70%	70%	64%	78%	86%	75%	*	*	73%	81%	*	77%	63%	
<b>TAKS Met 2006 Standard</b>															
<b>Grade 4 (Spanish)</b>															
Reading	2006	76%	87%	86%	91%	*	91%	*	*	83%	> 99%	*	91%	91%	
	2005	69%	81%	70%	> 99%	*	> 99%	*	*	> 99%	> 99%	*	> 99%	> 99%	
Mathematics	2006	70%	85%	71%	91%	*	91%	*	*	83%	> 99%	*	91%	91%	
	2005	65%	81%	57%	91%	*	91%	*	*	> 99%	83%	*	91%	91%	
Writing	2006	90%	96%	97%	> 99%	*	> 99%	*	*	> 99%	> 99%	*	> 99%	> 99%	
	2005	88%	88%	89%	93%	*	93%	*	*	80%	> 99%	*	93%	93%	
All Tests	2006	63%	80%	70%	82%	*	82%	*	*	67%	> 99%	*	82%	82%	
	2005	56%	70%	52%	86%	*	86%	*	*	80%	89%	*	86%	86%	

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2005-06 Campus Performance

Section I - Page 2  
Total Students: 609  
Grade Span: KG - 04  
School Type: Elementary

District Name: ALDINE ISD  
Campus Name: THOMPSON ELEMENTARY  
Campus #: 101902117

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
<b>TAKS Met 2006 Standard (Sum of All Grades Tested)</b> (Standard Accountability Indicator)															
Reading/ELA	2006	87%	86%	85%	93%	84%	94%	89%	*	*	90%	95%	75%	94%	94%
	2005	83%	81%	82%	92%	96%	91%	> 99%	*	*	90%	93%	33%	92%	88%
Mathematics	2006	75%	76%	80%	93%	74%	96%	89%	*	*	93%	94%	89%	94%	96%
	2005	71%	70%	78%	94%	89%	95%	> 99%	*	*	95%	93%	83%	94%	94%
Writing	2006	91%	93%	90%	> 99%	> 99%	> 99%	*	*	*	> 99%	> 99%	*	> 99%	> 99%
	2005	90%	89%	90%	94%	> 99%	93%	*	*	*	86%	98%	*	94%	89%
All Tests	2006	67%	66%	68%	89%	68%	92%	78%	*	*	86%	91%	67%	90%	91%
	2005	62%	59%	64%	86%	86%	85%	> 99%	*	*	84%	87%	17%	85%	81%
<b>TAKS Commended Performance (Sum of All Grades Tested)</b>															
Reading/ELA	2006	27%	19%	18%	27%	21%	27%	33%	*	*	24%	29%	13%	27%	26%
	2005	25%	17%	20%	31%	21%	33%	29%	*	*	24%	35%	< 1%	32%	27%
Mathematics	2006	23%	19%	24%	38%	21%	41%	33%	*	*	39%	38%	22%	36%	40%
	2005	20%	15%	20%	26%	11%	28%	14%	*	*	24%	27%	< 1%	26%	22%
Writing	2006	30%	20%	14%	20%	30%	20%	*	*	*	16%	23%	*	22%	15%
	2005	26%	18%	17%	20%	29%	17%	*	*	*	14%	23%	*	21%	13%
All Tests	2006	11%	7%	8%	15%	16%	16%	11%	*	*	18%	13%	22%	15%	15%
	2005	10%	6%	8%	8%	4%	8%	14%	*	*	8%	7%	< 1%	8%	5%
<b>SDAA II Examinations (Sum of All Grades Tested)</b> Met ARD Expectations (Standard Accountability & AEA Indicator)															
2006	84%	88%	90%	91%	*	86%	*	*	*	*	86%	*	91%	91%	80%
2005	79%	66%	88%	75%	*	72%	*	*	*	*	75%	75%	75%	75%	67%
<b>SDAA II Examinees (Sum of All Grades Tested)</b> Met ARD Expectations															
Reading/ELA	2006	87%	90%	95%	> 99%	*	*	*	*	*	*	*	> 99%	> 99%	*
	2005	82%	69%	90%	50%	*	40%	*	*	*	*	*	50%	50%	*
Mathematics	2006	86%	88%	96%	*	*	*	*	*	*	*	*	*	*	*
	2005	80%	71%	95%	> 99%	*	> 99%	*	*	*	*	*	> 99%	> 99%	*
Writing	2006	68%	81%	78%	*	*	*	*	*	*	*	*	*	*	*
	2005	65%	44%	62%	75%	*	75%	*	*	*	*	*	75%	75%	71%
All Tests	2006	74%	80%	81%	83%	*	*	*	*	*	*	*	83%	83%	*
	2005	68%	52%	79%	67%	*	63%	*	*	*	*	60%	67%	67%	57%

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Section I - Page 3  
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Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
<b>2006 TAKS/SDAA II/TAKS-I Participation (Grades 3-11)</b>														
<b>Tested</b>	97.1%	97.5%	98.1%	99.6%	96.4%	100.0%	100.0%	-	*	100.0%	99.2%	100.0%	99.5%	100.0%
<b>By Assessment</b>														
TAKS (1 or more)	90.7%	92.5%	92.3%	97.9%	89.3%	99.0%	100.0%	-	*	98.2%	97.7%	71.4%	97.7%	99.4%
Not on TAKS	6.4%	5.0%	5.5%	1.7%	7.1%	1.0%	0.0%	-	*	1.8%	1.6%	28.6%	1.8%	0.6%
TAKS-I Only	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	5.4%	4.5%	4.5%	1.7%	7.1%	1.0%	0.0%	-	*	1.8%	1.6%	28.6%	1.8%	0.6%
TAKS-I/SDAA II Only	0.8%	0.5%	0.5%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
<b>By Acct Status</b>														
Acct System	90.5%	88.5%	88.4%	89.1%	75.0%	91.0%	90.0%	-	*	89.1%	89.1%	100.0%	88.6%	89.3%
Non-Acct System	6.5%	9.0%	8.5%	10.5%	21.4%	9.0%	10.0%	-	*	10.9%	10.1%	0.0%	10.9%	10.7%
Mobile	5.6%	6.0%	7.8%	8.8%	10.7%	8.5%	10.0%	-	*	9.1%	8.5%	0.0%	9.5%	10.1%
Non-Acct Test	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Katrina/Rita	0.8%	3.0%	0.0%	1.7%	10.7%	0.5%	0.0%	-	*	1.8%	1.6%	0.0%	1.4%	0.6%
<b>Not Tested</b>	2.9%	2.5%	2.0%	0.4%	3.6%	0.0%	0.0%	-	*	0.0%	0.8%	0.0%	0.5%	0.0%
Absent	0.2%	0.1%	-	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	0.7%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	1.2%	0.5%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Other	1.0%	0.5%	0.6%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Katrina/Rita	0.0%	0.1%	0.0%	0.4%	3.6%	0.0%	0.0%	-	*	0.0%	0.8%	0.0%	0.5%	0.0%
<b>Total Count</b>	<b>3,001,657</b>	<b>37,297</b>	<b>286</b>	<b>239</b>	<b>28</b>	<b>200</b>	<b>10</b>	<b>0</b>	<b>1</b>	<b>110</b>	<b>129</b>	<b>14</b>	<b>220</b>	<b>159</b>
<b>2005 TAKS/SDAA II Participation (Grades 3-11)</b>														
<b>Tested</b>	97.0%	97.3%	97.6%	100.0%	100.0%	100.0%	100.0%	-	*	100.0%	100.0%	100.0%	100.0%	100.0%
<b>By Assessment</b>														
TAKS (1 or more)	90.8%	93.2%	92.0%	97.4%	97.1%	97.3%	100.0%	-	*	97.9%	97.0%	60.0%	97.2%	97.1%
SDAA II Only	6.2%	4.1%	5.5%	2.6%	2.9%	2.7%	0.0%	-	*	2.1%	3.0%	40.0%	2.8%	2.9%
<b>By Mobility Status</b>														
Acct Subset	91.3%	91.7%	88.6%	90.9%	82.9%	91.9%	100.0%	-	*	88.5%	92.5%	80.0%	92.5%	94.2%
Mobile Subset	5.7%	5.6%	8.3%	9.1%	17.1%	8.1%	0.0%	-	*	11.5%	7.5%	20.0%	7.5%	5.8%
<b>Not Tested</b>	3.0%	2.7%	2.4%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Absent	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	0.8%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	1.5%	0.8%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Other	1.0%	0.5%	0.7%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Count</b>	<b>2,931,773</b>	<b>35,974</b>	<b>313</b>	<b>230</b>	<b>35</b>	<b>185</b>	<b>7</b>	<b>0</b>	<b>3</b>	<b>96</b>	<b>134</b>	<b>15</b>	<b>212</b>	<b>137</b>

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2005-06 Campus Performance

Section I - Page 4  
Total Students: 609  
Grade Span: KG - 04  
School Type: Elementary

District Name: ALDINE ISD  
Campus Name: THOMPSON ELEMENTARY  
Campus #: 101902117

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
<b>Progress of Prior Year TAKS Failers (Sum of Grades 4-11)</b>														
<b>Percent of Failers Passing TAKS</b>														
Reading/ELA	2006	51%	53%	30%	*	*	*	*	*	*	*	*	*	*
	2005	45%	50%	47%	*	*	*	*	*	*	*	*	*	*
Mathematics	2006	32%	36%	44%	80%	*	*	*	*	*	*	*	80%	*
	2005	25%	28%	38%	*	*	*	*	*	*	*	*	*	*
<b>Average TGI Growth</b>														
Reading/ELA	2006	0.56	0.56	0.58	*	*	*	*	*	*	*	*	*	*
	2005	0.53	0.63	0.69	0.04	*	*	*	*	*	*	*	0.04	*
Mathematics	2006	0.34	0.41	0.41	0.81	*	*	*	*	*	*	*	0.81	*
	2005	0.38	0.49	0.43	*	*	*	*	*	*	*	*	*	*
<b>Student Success Initiative</b>														
<b>Grade 3 Reading (English and Spanish)</b>														
<b>Students Requiring Accelerated Instruction</b>														
	2006	12%	11%	16%	5%	11%	4%	< 1%	*	*	9%	< 1%	*	5%
	2005	13%	12%	16%	6%	7%	6%	*	*	*	9%	4%	*	5%
<b>TAKS Cumulative Met Standard (First and Second Administrations)</b>														
	2006	94%	96%	93%	99%	89%	> 99%	> 99%	*	*	98%	> 99%	*	99%
	2005	93%	94%	92%	99%	> 99%	99%	*	*	*	98%	> 99%	*	99%
<b>TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year)</b>														
<b>Retained in Grade 3</b>														
	2006	86%	93%	> 99%	*	*	*	*	*	*	*	*	*	*
	2005	76%	86%	*	*	*	*	*	*	*	*	*	*	*
<b>English Language Learners Progress Measure</b>														
	2005-06	66%	72%	70%	84%	*	83%	*	*	82%	85%	22%	83%	82%
<b>Attendance Rate</b>														
	2004-05	95.7%	96.2%	96.9%	97.8%	97.3%	98.0%	97.2%	-	97.9%	97.7%	98.0%	97.3%	97.9%
	2003-04	95.7%	96.2%	97.1%	97.6%	96.4%	98.0%	97.6%	-	*	97.5%	97.8%	96.7%	97.7%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'\*' indicates results are masked due to small numbers to protect student confidentiality.

'-' indicates zero observations reported for this group.

'n/a' indicates data reporting is not applicable for this group.

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2005-06 Campus Profile

Section II - Page 1  
Total Students: 609  
Grade Span: KG - 04  
School Type: Elementary

District Name: ALDINE ISD  
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Campus #: 101902117

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	609	100.0%	24,126	57,931	4,505,572
Students By Grade:					
Early Childhood Education	0	0.0%	0.2%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	7.8%	5.2%	4.0%
Kindergarten	135	22.2%	14.7%	8.6%	7.8%
Grade 1	137	22.5%	15.8%	8.6%	8.0%
Grade 2	98	16.1%	14.7%	8.6%	7.6%
Grade 3	126	20.7%	15.1%	7.9%	7.6%
Grade 4	113	18.6%	14.5%	7.3%	7.3%
Grade 5	0	0.0%	14.5%	7.9%	7.5%
Grade 6	0	0.0%	2.4%	6.8%	7.2%
Grade 7	0	0.0%	0.2%	7.5%	7.5%
Grade 8	0	0.0%	0.2%	7.2%	7.4%
Grade 9	0	0.0%	0.0%	9.1%	8.7%
Grade 10	0	0.0%	0.0%	6.8%	7.2%
Grade 11	0	0.0%	0.0%	4.0%	6.2%
Grade 12	0	0.0%	0.0%	4.3%	5.7%
Ethnic Distribution:					
African American	92	15.1%	6.5%	32.2%	14.7%
Hispanic	492	80.8%	86.4%	60.8%	45.3%
White	22	3.6%	5.9%	4.8%	36.5%
Native American	0	0.0%	0.2%	0.1%	0.3%
Asian/Pac. Islander	3	0.5%	1.1%	2.1%	3.1%
Economically Disadvantaged	521	85.6%	85.8%	78.3%	55.6%
Limited English Proficient (LEP)	400	65.7%	41.8%	27.2%	15.8%
Students w/Disciplinary Placements (2003-04)	0	0.0%	0.4%	2.2%	2.3%
At-Risk	514	84.4%	65.5%	68.9%	48.7%
Mobility (2004-05)	117	20.6%	20.0%	23.8%	21.1%
Number of Students per Teacher	13.5	n/a	15.8	15.1	14.9

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	9.6%	2.5%	6.3%	2.9%	42.1%	10.5%	21.7%	11.8%
Grade 1	18.7%	7.6%	10.4%	5.9%	14.3%	12.6%	17.8%	10.2%
Grade 2	7.3%	4.5%	12.1%	3.5%	10.5%	2.6%	17.3%	4.3%
Grade 3	6.1%	4.7%	7.9%	3.3%	12.5%	3.7%	10.2%	2.6%
Grade 4	6.7%	2.6%	3.1%	1.8%	7.1%	1.3%	5.2%	1.4%
Grade 5	-	4.6%	11.5%	3.8%	-	2.2%	6.0%	2.2%
Grade 6	-	0.8%	0.7%	1.5%	-	1.4%	2.2%	1.6%
Grade 7	-	12.2%	3.8%	2.3%	-	20.0%	3.7%	2.5%
Grade 8	-	-	2.2%	1.7%	-	-	5.2%	3.0%

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CLASS SIZE INFORMATION  
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	22.3	18.6	20.9	19.3
Grade 1	18.5	19.6	20.3	18.9
Grade 2	16.5	18.6	20.0	18.9
Grade 3	20.1	19.8	20.1	18.9
Grade 4	21.1	19.1	20.5	19.3
Grade 5	-	23.1	24.2	21.9
Grade 6	-	21.0	25.5	21.4
Mixed Grades	-	32.1	23.2	25.7
Secondary: English/Language Arts	-	14.6	21.7	20.3
Foreign Languages	-	-	22.8	21.3
Mathematics	-	17.4	22.9	20.3
Science	-	18.4	24.9	21.5
Social Studies	-	18.4	25.9	22.5



T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2005-06 Campus Profile

Section II - Page 3  
Total Students: 609  
Grade Span: KG - 04  
School Type: Elementary

District Name: ALDINE ISD  
Campus Name: THOMPSON ELEMENTARY  
Campus #: 101902117

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	64.7	100.0%	100.0%	100.0%	100.0%
Professional Staff:	51.7	79.9%	83.8%	59.8%	62.5%
Teachers	45.2	69.9%	70.6%	49.1%	50.7%
Professional Support	4.0	6.2%	9.5%	6.8%	8.0%
Campus Admin. (School Leader.)	2.5	3.9%	3.8%	2.9%	2.8%
Educational Aides:	13.0	20.1%	16.2%	13.2%	10.2%
Total Minority Staff:	43.7	67.5%	62.0%	62.2%	41.5%
Teachers By Ethnicity and Sex:					
African American	10.2	22.6%	3.9%	33.8%	9.1%
Hispanic	18.0	39.8%	53.4%	16.3%	20.1%
White	17.0	37.6%	41.3%	48.0%	69.4%
Native American	0.0	0.0%	0.1%	0.1%	0.3%
Asian/Pacific Islander	0.0	0.0%	1.2%	1.9%	1.1%
Males	7.0	15.5%	13.0%	21.6%	22.9%
Females	38.2	84.5%	87.0%	78.4%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	3.0	6.6%	7.9%	8.4%	7.5%
1-5 Years Experience	12.0	26.5%	32.9%	31.9%	29.0%
6-10 Years Experience	8.0	17.7%	16.6%	19.2%	19.4%
11-20 Years Experience	10.0	22.1%	23.6%	23.3%	24.2%
Over 20 Years Experience	12.2	27.0%	19.0%	17.3%	19.9%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		12.7 yrs.	10.8 yrs.	10.6 yrs.	11.5 yrs.
Average Years Experience of Teachers with District:		9.7 yrs.	8.4 yrs.	6.8 yrs.	7.6 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$36,500	\$35,869	\$36,343	\$34,505
1-5 Years Experience		\$38,684	\$37,917	\$38,707	\$36,567
6-10 Years Experience		\$43,793	\$40,189	\$42,694	\$39,008
11-20 Years Experience		\$51,557	\$44,530	\$51,353	\$43,978
Over 20 Years Experience		\$64,518	\$53,973	\$60,910	\$51,998
Average Actual Salaries (regular duties only):					
Teachers		\$49,265	\$42,742	\$46,061	\$41,744
Professional Support		\$54,983	\$46,625	\$55,072	\$50,029
Campus Administration (School Leadership)		\$63,184	\$61,315	\$70,779	\$62,704
Contracted Instructional Staff (not incl. above):		0.0	2.3	0.0	4,958.9

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2005-06 Campus Profile

Section II - Page 4  
Total Students: 609  
Grade Span: KG - 04  
School Type: Elementary

District Name: ALDINE ISD  
Campus Name: THOMPSON ELEMENTARY  
Campus #: 101902117

ACTUAL OPERATING EXPENDITURE INFORMATION	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
<b>By Function:</b>									
Total Operating Expenditures	\$3,640,891	100.0%	\$5,734	\$4,437,999	100.0%	\$6,989	\$132,934,776	100.0%	\$5,580
Instruction (11,95)	\$2,808,040	77.1%	\$4,422	\$3,226,822	72.7%	\$5,082	\$98,522,594	74.1%	\$4,136
Instructional-Related Services (12,13)	\$160,398	4.4%	\$253	\$176,743	4.0%	\$278	\$5,399,485	4.1%	\$227
Instructional Leadership (21)	\$73,708	2.0%	\$116	\$73,708	1.7%	\$116	\$1,798,946	1.4%	\$76
School Leadership (23)	\$241,073	6.6%	\$380	\$253,208	5.7%	\$399	\$8,939,177	6.7%	\$375
Support Services-Student (31,32,33)	\$233,081	6.4%	\$367	\$288,686	6.5%	\$455	\$6,204,287	4.7%	\$260
Other Campus Costs (35,36,51,52,53)	\$124,591	3.4%	\$196	\$418,832	9.4%	\$660	\$12,070,287	9.1%	\$507
<b>By Program:</b>									
Total Operating Expenditures	\$3,516,300	100.0%	\$5,537	\$4,009,489	100.0%	\$6,314	\$120,030,770	100.0%	\$5,038
Bilingual/ESL Education (25)	\$1,555,209	44.2%	\$2,449	\$1,633,060	40.7%	\$2,572	\$16,634,548	13.9%	\$698
Career & Technology Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,955	0.0%	\$0
Accelerated Education (24,30)	\$292,583	8.3%	\$461	\$607,460	15.2%	\$957	\$24,562,283	20.5%	\$1,031
Gifted & Talented Education (21)	\$1,276	0.0%	\$2	\$1,276	0.0%	\$2	\$1,058,450	0.9%	\$44
Regular Education (11)	\$1,110,434	31.6%	\$1,749	\$1,129,473	28.2%	\$1,779	\$63,211,008	52.7%	\$2,653
Special Education (23)	\$556,798	15.8%	\$877	\$638,220	15.9%	\$1,005	\$14,562,304	12.1%	\$611
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$222	0.0%	\$0

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
<b>Student Enrollment by Program:</b>					
Bilingual/ESL Education	397	65.2%	38.0%	25.2%	14.6%
Career & Technology Education	0	0.0%	0.0%	22.9%	20.3%
Gifted & Talented Education	23	3.8%	4.8%	5.4%	7.6%
Special Education	51	8.4%	9.2%	9.1%	11.1%
<b>Teachers by Program (population served):</b>					
Bilingual/ESL Education	23.0	50.9%	31.9%	19.2%	8.8%
Career & Technology Education	0.0	0.0%	0.0%	3.5%	4.0%
Compensatory Education	4.2	9.3%	2.7%	9.9%	3.2%
Gifted & Talented Education	1.8	4.1%	2.0%	2.6%	2.2%
Regular Education	10.2	22.5%	56.0%	53.2%	68.9%
Special Education	6.0	13.3%	7.5%	9.6%	10.4%
Other	0.0	0.0%	0.0%	2.1%	2.5%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'-' indicates zero observations reported for this group.

'n/a' indicates data reporting is not applicable for this group.

Target Campus Name: THOMPSON ELEMENTARY  
 Target Campus #: 101902117  
 District Name: ALDINE ISD  
 Campus Type: Elementary School

T e x a s E d u c a t i o n A g e n c y  
 Campus Comparison Group for 2005-06

Campus Number	Campus Name	District Name	% Econ	% Hispanic	% LEP	% Mobility	% Afr_Amer	% White
015904102	BELLAIRE ELEMENTARY	HARLANDALE ISD	85.8	95.1	25.6	20.4	0.2	4.3
015907150	MAVERICK EL	SAN ANTONIO ISD	85.9	91.8	17.0	25.8	4.3	4.0
015910111	OLMOS EL	NORTH EAST ISD	86.3	93.6	41.0	23.2	0.3	5.1
031903103	BONHAM EL	HARLINGEN CISD	85.2	91.8	13.1	20.9	0.3	7.3
031903116	WILSON EL	HARLINGEN CISD	86.1	95.4	24.8	18.3	0.2	4.4
057813101	TRINITY BASIN PREPARATOR	TRINITY BASIN PREPARATOR	86.4	92.5	50.9	20.0	7.3	0.2
057830001	INSPIRED VISION ACADEMY	INSPIRED VISION ACADEMY	86.3	70.9	38.0	13.0	24.3	4.5
057905199	REINHARDT EL	DALLAS ISD	85.7	69.2	34.3	21.5	18.1	11.7
057910103	CROCKETT EL	GRAND PRAIRIE ISD	84.8	72.0	37.7	17.1	13.1	12.3
057910111	BONHAM EL	GRAND PRAIRIE ISD	84.6	79.5	40.1	20.4	7.0	11.1
057910127	TRAVIS ELEMENTARY	GRAND PRAIRIE ISD	85.6	87.2	52.0	15.4	4.5	7.5
071901101	WM DAVID SURRATT ELEMENT	CLINT ISD	86.3	96.1	59.1	16.2	0.3	2.9
071902112	CROCKETT EL	EL PASO ISD	86.2	97.8	46.3	18.5	0.5	1.7
071902113	CROSBY EL	EL PASO ISD	86.0	78.5	30.5	16.3	9.2	11.3
071902115	DOWELL EL	EL PASO ISD	86.5	78.1	34.0	20.3	9.7	11.4
071902121	HILLSIDE EL	EL PASO ISD	85.2	96.2	49.0	14.1	0.3	3.3
071902133	NEWMAN EL	EL PASO ISD	85.7	85.2	24.4	18.6	3.7	10.5
071905104	DEL NORTE HEIGHTS EL	YSLETA ISD	86.1	94.9	31.3	20.5	1.8	2.8
071909106	VISTA DEL SOL EL	SOCORRO ISD	84.6	95.1	36.0	20.0	1.6	3.2
101902109	MENDEL ELEMENTARY	ALDINE ISD	85.8	88.9	43.9	28.4	5.5	5.1
101902117 *	THOMPSON ELEMENTARY	ALDINE ISD	85.6	80.8	65.7	20.6	15.1	3.6
101903122	COLLINS ELEMENTARY	ALIEF ISD	86.2	60.4	65.0	28.7	24.9	2.0
101910104	GALENA PARK EL	GALENA PARK ISD	86.2	90.3	55.6	17.5	5.6	4.1
101911111	LAMAR EL	GOOSE CREEK CISD	86.5	72.5	40.0	22.0	14.9	11.8
101912216	PATTERSON EL	HOUSTON ISD	84.6	86.3	34.4	13.9	6.0	6.2
101912252	WAINWRIGHT EL	HOUSTON ISD	86.2	70.4	36.0	20.9	16.3	12.6
101917103	FREEMAN EL	PASADENA ISD	85.9	78.1	44.0	25.1	13.5	6.5
101917114	RED BLUFF ELEMENTARY	PASADENA ISD	85.9	87.7	46.9	17.3	0.1	12.0
101920119	SHERWOOD EL	SPRING BRANCH ISD	86.2	60.1	46.8	22.1	28.7	9.9
108906112	WILSON ELEMENTARY	MCALLEN ISD	86.4	96.9	51.0	22.8	0.2	2.9
108909107	GERALDINE PALMER EL	PHARR-SAN JUAN-ALAMO ISD	86.1	98.9	63.3	24.6	0.1	1.0
108909115	RAUL LONGORIA EL	PHARR-SAN JUAN-ALAMO ISD	86.3	98.9	41.9	22.5	0.3	0.8
108912117	SAM FORDYCE ELEMENTARY	LA JOYA ISD	85.4	99.8	65.1	21.5	0.0	0.2
159901107	MAUDE MAE KIRCHNER ELEME	EAGLE PASS ISD	85.0	89.0	39.0	15.0	0.0	10.0
159901109	SAN LUIS ELEMENTARY	EAGLE PASS ISD	85.1	99.1	53.0	11.4	0.2	0.8
171901101	CACTUS EL	DUMAS ISD	86.1	99.4	76.1	23.1	0.2	0.4
178904105	CASA LINDA EL	CORPUS CHRISTI ISD	86.0	88.6	15.2	24.0	3.0	8.1
220901126	FOSTER EL	ARLINGTON ISD	85.8	48.1	31.3	29.1	26.6	18.0
220905146	MOORE M H EL	FORT WORTH ISD	86.2	89.8	45.0	19.5	5.4	4.2
240903115	RUIZ EL	UNITED ISD	86.3	99.8	66.3	10.8	0.0	0.2
245902106	LYFORD EL	LYFORD CISD	86.3	96.6	19.0	18.1	0.4	3.0
	Group Average		85.8	86.4	41.8	20.0	6.5	5.9

\*\*\* Order of columns will vary on lists for other campuses \*\*\*

Gold Performance Acknowledgment: Not Qualified

Campus Name	Reading/ELA							Mathematics						
	(1) Number Matched Students	(2) 2005 Avg Scale Score	(3) 2006 Avg Scale Score	(4) 2006 Est Avg Scale Score	(5) 2005 Failer Avg TGI	(6) 2006 Avg TGI	(7) Quar-tile	(1) Number Matched Students	(2) 2005 Avg Scale Score	(3) 2006 Avg Scale Score	(4) 2006 Est Avg Scale Score	(5) 2005 Failer Avg TGI	(6) 2006 Avg TGI	(7) Quar-tile
BELLAIRE ELEMENTARY	123	2265	2219	2248	0.30	-0.21	Q3	119	2203	2221	2225	0.21	-0.05	Q3
MAVERICK EL	123	2306	2271	2291	0.68	-0.16	Q3	121	2239	2321	2263	0.74	0.41	Q1
OLMOS EL	154	2215	2198	2197	0.77	-0.01	Q1	153	2191	2262	2216	0.41	0.28	Q1
BONHAM EL	187	2294	2243	2283	0.67	-0.29	Q4	197	2288	2340	2323	0.41	0.13	Q1
WILSON EL	127	2252	2210	2233	0.48	-0.18	Q3	128	2234	2276	2259	0.50	0.09	Q2
TRINITY BASIN PREPAR	140	2228	2216	2239	0.58	-0.17	Q3	142	2175	2182	2190	0.42	-0.02	Q3
INSPIRED VISION ACAD	53	2150	2185	2153	0.38	0.23	Q1	56	2070	2186	2080	1.38	0.76	Q1
REINHARDT EL	226	2246	2252	2264	0.67	-0.10	Q2	228	2275	2310	2304	0.52	0.05	Q2
CROCKETT EL	113	2197	2143	2173	0.00	-0.23	Q3	121	2145	2185	2172	0.24	0.09	Q2
BONHAM EL	128	2213	2149	2185	0.46	-0.26	Q3	122	2182	2196	2208	0.45	-0.09	Q4
TRAVIS ELEMENTARY	68	2211	2182	2188	0.45	-0.04	Q1	72	2169	2222	2189	0.53	0.24	Q1
WM DAVID SURRATT ELE	152	2212	2205	2197	0.69	0.05	Q1	144	2198	2259	2223	0.54	0.23	Q1
CROCKETT EL	119	2316	2296	2306	0.96	-0.08	Q2	113	2318	2388	2360	0.25	0.19	Q1
CROSBY EL	93	2282	2186	2270	0.72	-0.60	Q4	89	2226	2204	2251	0.22	-0.32	Q4
DOWELL EL	67	2279	2218	2270	0.93	-0.36	Q4	68	2211	2233	2234	0.62	-0.03	Q3
HILLSIDE EL	128	2261	2230	2244	0.95	-0.11	Q2	120	2291	2349	2329	0.53	0.11	Q2
NEWMAN EL	137	2242	2208	2228	0.57	-0.13	Q2	141	2227	2259	2258	0.38	0.05	Q2
DEL NORTE HEIGHTS EL	179	2277	2275	2293	0.45	-0.13	Q2	176	2223	2240	2248	0.56	-0.06	Q3
VISTA DEL SOL EL	190	2283	2261	2302	0.38	-0.29	Q4	193	2284	2278	2316	0.39	-0.24	Q4
MENDEL ELEMENTARY	41	2325	2245	2296	-	-0.37	Q4	42	2298	2313	2309	-	0.03	Q3
* THOMPSON ELEMENTARY	50	2269	2200	2229	0.12	-0.25	Q3	50	2214	2235	2233	0.81	0.01	Q3
COLLINS ELEMENTARY	133	2236	2189	2208	0.74	-0.16	Q3	138	2238	2245	2283	0.28	-0.23	Q4
GALENA PARK EL	120	2240	2218	2228	0.60	-0.07	Q2	111	2205	2263	2235	0.63	0.21	Q1
LAMAR EL	194	2250	2205	2235	0.55	-0.22	Q3	193	2253	2267	2289	0.17	-0.14	Q4
PATTERSON EL	192	2250	2200	2222	0.64	-0.18	Q3	195	2225	2281	2260	0.44	0.12	Q2
WAINWRIGHT EL	110	2262	2224	2241	0.58	-0.12	Q2	109	2259	2326	2300	0.92	0.15	Q1
FREEMAN EL	119	2247	2206	2236	0.48	-0.20	Q3	119	2233	2228	2269	0.17	-0.25	Q4
RED BLUFF ELEMENTARY	167	2232	2203	2219	0.69	-0.12	Q2	167	2232	2251	2264	0.19	-0.07	Q3
SHERWOOD EL	51	2245	2225	2222	1.31	0.00	Q1	53	2251	2267	2295	0.59	-0.15	Q4
WILSON ELEMENTARY	97	2276	2207	2263	0.50	-0.40	Q4	100	2253	2287	2282	0.73	0.03	Q3
GERALDINE PALMER EL	121	2244	2218	2223	0.57	-0.05	Q2	131	2208	2232	2234	0.32	0.00	Q3
RAUL LONGORIA EL	137	2241	2172	2228	0.12	-0.40	Q4	134	2232	2232	2258	0.47	-0.18	Q4
SAM FORDYCE ELEMENTA	114	2250	2200	2235	0.48	-0.26	Q4	114	2244	2221	2274	-0.07	-0.35	Q4
MAUDE MAE KIRCHNER E	33	2189	2258	2204	0.87	0.36	Q1	35	2196	2220	2219	0.38	0.01	Q3
SAN LUIS ELEMENTARY	208	2220	2257	2235	0.88	0.12	Q1	209	2206	2255	2227	0.68	0.17	Q1
CACTUS EL	120	2186	2203	2200	0.25	0.01	Q1	122	2226	2266	2253	0.38	0.07	Q2
CASA LINDA EL	85	2246	2253	2229	0.72	0.15	Q1	88	2235	2271	2263	0.55	0.06	Q2
FOSTER EL	168	2204	2205	2216	0.60	-0.08	Q2	172	2207	2237	2233	0.13	0.04	Q2
MOORE M H EL	135	2200	2180	2184	0.56	-0.03	Q1	137	2181	2201	2204	0.25	0.00	Q3
RUIZ EL	233	2188	2132	2170	0.26	-0.27	Q4	233	2187	2225	2212	0.27	0.07	Q2
LYFORD EL	165	2223	2164	2210	0.33	-0.33	Q4	171	2200	2202	2228	0.16	-0.17	Q4
Group Average	128	2242	2212	2233	0.55	-0.15	--	129	2225	2257	2254	0.42	0.02	--

Note: All values are based on students matched from 2006 to 2005. An asterisk indicates less than five students tested.

# THOMPSON ELEMENTARY SCHOOL

## 2006 – 2007 Campus Objectives

### Objective # 1: Thompson will demonstrate sustained growth in student achievement

#### Goal: Improve, sustain, and support academic student performance at or beyond grade level

- Based on TAKS data, provide interventions for targeted student groups-3<sup>rd</sup> and 4<sup>th</sup> grade African Americans in math,4<sup>th</sup> grade reading and math for White, 4<sup>th</sup> grade reading for ESL and SPED students: skills teachers will tutor, inclusion teachers will participate with weekly grade level planning sessions, collaboration between 4<sup>th</sup> grade ESL teacher and Bil teachers, modeling of paired reading by skills for 4<sup>th</sup> reading, additional practice for paired reading for 4<sup>th</sup> grade, increase stamina for 4<sup>th</sup> grade reading by adding one passage to state released tests, principal will monitor targeted groups every three weeks
- Maintain at least 90% mastery in 4<sup>th</sup> grade TAKS writing
- Increase TAKS commended scores in 3<sup>rd</sup> grade reading and math and 4<sup>th</sup> grade to 40% and 20% in 4<sup>th</sup> grade reading and 22% in 4<sup>th</sup> grade writing.
- Increase TAKS all test taken passing rate to 90% (3<sup>rd</sup> and 4<sup>th</sup> reading, math, and writing)
- After reviewing 5<sup>th</sup> grade TAKS reading scores, will increase 3<sup>rd</sup>/4<sup>th</sup>/5<sup>th</sup> grade reading scores in inferencing by using graphic organizers not only to manipulate text but to present inferencing concepts
- By utilizing authentic literature for paired readings (comparing expository and narratives), will increase characterization and cause and effect mastery in 4<sup>th</sup> and 5<sup>th</sup> grades
- Concentrate in math problem solving in K-4
- Consistently model the Lone Star Problem of the Day for grades 1-2
- Using real life tools to teach and practice math concepts in 3<sup>rd</sup> and 4<sup>th</sup> grades
- Increase student success in science by identifying and manipulating systems in science (examples water cycle and body)
- Increase familiarity and use of science tools in K-4 (examples magnifying glass, microscopes)
- Based on TPRI/Tejas Lee data, develop and implement by grade level K-2 specific goals for all action plans that concentrate on specific skills rather than strategies: for example in 1<sup>st</sup> grade increase blending of phonemes by using Say It/Move It strategy
- Integrate reading and social studies curriculum in K-4
- Increase fluency and love of reading by LMC's Book It incentive program
- Provision of Book Talks by librarian to 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> grade students to expose them to various genres of literature
- Provision by librarian of list of paired readings both expository and narrative for 4<sup>th</sup> grade reading teachers
- Conduct cross curricular meetings to articulate curriculum, instruction, assessment, expectations within and across grade levels
- Conduct CWT's to monitor curricular alignment
- Continue campus homework plan by grade level to better align homework and daily curriculum
- Through our weekly collaborative lesson planning, the level of thinking/instruction being planned and taught is correlated with the TEKS so that appropriate levels are being reached
- Continue to update the benchmark calendars (timelines) and assessments
- Timely, systematic interventions for those students not mastering skills/concepts through use of flexible grouping, tutoring, push ins (inclusion, ARI,T1, SCE), extended day/week/year, FTE: teacher ARI/SCE 1, tutor ARI/SCE 1, teacher T1 1, Skills T1 2, District Skills 1.5, District Testing Coordinator 1
- Increase Kindergarten expectations to meet Kindergarten TEKS, complete Kindergarten calendars/timelines/common assessments and revise Kindergarten report card by participating in the Aldine Vertical pilot program
- Implement Samara's three part objective writing to increase teacher & student ownership of learning objectives and to better align the content taught/level of TEKS with the assessments

- Monitoring by study group facilitators of the Classroom Model Project (Samara)
- Maintain 100% participation for TAKS/SDAA II testing in 3<sup>rd</sup> and 4<sup>th</sup> grades to meet AYP
- Continue to meet AYP in attendance (90%) and participation (95%) and performance (reading 60% & math 50%)
- Maintain 90% in reading and math SDAA II
- Increase to 90% Writing in SDAA II
- Resource students taught on grade level and assessed on grade level SDAA II
- Increase knowledge of 100% of faculty regarding Special Education issues
- Monitor SPED grades, IEP progress, inclusion & related services logs
- Documentation by inclusion teachers in lesson planning as to which model of delivery being utilized in lesson (for example station, parallel, team teaching etc.)
- Continue the Intervention Assistance Team (IAT) to provide timely interventions for 100% of referred students to decrease the number of children in the Special Education program and to increase the number of students mastering the curriculum
- Increased IAT chair person, counselor, teacher and paraprofessional awareness and knowledge of working effectively with minority students, especially African American students academically and behaviorally
- Increased knowledge of IAT chair person of the number of students by ethnicity reviewed by campus IAT team referred to special education and qualify for special education (so as to not over identify student groups)
- Increased instructional staff's knowledge of working with minority students and utilizing effective strategies for improving academic achievement and managing behavior utilizing culturally responsive pedagogy
- Increased awareness and knowledge of teachers regarding effective classroom management strategies
- Daily enrichment of students who have mastered skills/concepts and are above grade level by use of centers, research, small groups, and projects
- Increase authentic engagement of students and better match needs of students to effective learning strategies by continuing to use the district's and Marzano's high yield strategies
- Spanish speaking students will be on grade level by 4<sup>th</sup> grade in English reading by insuring English reading instruction is provided by fluent English speaking Bilingual certified teachers
- Continue links to enhance transition from PK to K and from elementary to fifth by effective/open communication between schools

**Goal: Develop leadership capacity**

- Share characteristics of effective leaders with faculty
- Provide information to faculty about leadership opportunities
- Encourage faculty, as appropriate, to attend leadership academies (potential AP's, Principals, Counselors, Assessment Specialists)

**Goal: Align all processes to support student achievement**

- 1.3.1 Collect data from TRIAND
- 1.3.2 Analyze data to identify strengths and weaknesses
- 1.3.3 Share disaggregated data and identified strengths and weaknesses with faculty
- 1.3.4 Action plans developed and implemented by teacher, grade level, and building
- 1.3.5 Review academic and behavioral data every six weeks and determine interventions, as necessary.

**Goal: Increase Completion Rate**

- Develop, implement, monitor, and adjust intervention plans for our students who are identified as at risk in the area of academics and behavior
- Monitor students by class and intervene to decrease end of the year retention rates
- Maintain at least 97.8% student attendance each six weeks
- Periodic attendance incentives throughout year for student attendance
- Daily preliminary attendance taken at 8:30 in order that calls can be made to parents and home visits made to increase attendance

- Continue to educate parents about importance of attendance
- Provide parents a written evaluation for all training
- Send warning letters/file on those parents whose children are experiencing attendance problems

**Goal: Provide professional development to improve student achievement and job performance**

- Provide professional development to improve job performance for staff and improve student achievement
- Provide professional development opportunities individually and whole group in reading, math, science, and social studies
- Train & support Kindergarten teachers in implementing IG Pro
- Provide staff development for all administrators, teachers, and instructional aides on federal and state regulations pertaining to special education regulation to implement inclusion and measures identified in the PBMS plan.

**Goal: Identify best practices through peer review**

- Participate in peer review audit
- Conduct peer review audit
- Incorporate identified areas from peer review audit into action plans

**Goal: Provide structure and support to foster a positive climate for students, teachers, and staff**

- Continue mentor and buddy program to train and support new teachers to building
- Maintain low turnover rate for staff
- Maintain campus/district diversity ratio
- Celebrate achievements of students, teachers, and staff (Aldine Teacher Survey 06: principal recognizes teachers doing a good job 71%)
- Maintain staff attendance at 97.5%
- Continue incentives for staff attendance every six weeks
- Provide certificates to students each semester for academics and excellent behavior
- Use of CWT's to detect trends in learning and lesson delivery
- Add at least one parent as a PTA officer
- Provide three interactive workshops in science, math, and reading
- Provide day care & refreshments to parents at meetings to encourage attendance
- Return 100% of signed T1 parent compacts to enhance a partnership between student/parent/teacher/school
- Insure 1% of T1 budget is expended on parental involvement
- Encourage partnerships with community & business partners
- Increase staff (non professionals) attitude/job satisfaction (Aldine Staff Survey 06) by seeking more input from staff as to safety at school (personal belongings safe at school 71%) and their influence in decision making (ideas are paid attention 72.8%)
- Present parent meetings to educate & inform regarding promotional policies, homework policies, attendance...
- Provide parents a written evaluation for all training

**Goal: Allocate resources to maximize excellence**

- Monitor use of resources to maximize student achievement
- Share budget information with partners (parents and school improvement team)
- Seek input from faculty through a needs assessment to determine desired resources to deliver curriculum effectively.

## **Objective 2: Thompson will implement effective student management strategies to improve student behavior**

### **Goal: Provide a safe and secure environment for students and staff**

- Cooperate & coordinate w/BRICKS behavior specialists, CYS worker, and VT Social Worker as student needs arise
- Monitor daily that 100% of students are not wearing oversized clothing and have their shirts/blouses tucked in
- Insure building Crisis Plan is followed and practiced
- Continue District Social Skills Plan

### **Goal: Implement Aldine's Framework for Discipline Management**

- Establish a campus discipline committee to plan and guide implementation of the campus Discipline Framework
- Provide training for parents regarding campus Discipline Framework (Aldine Teacher Survey 06 discipline policies understood by parents 59%)
- Insure consistent consequences for inappropriate behavior within campus
- Provide interventions or counseling for repeat office referrals
- Increase teacher belief that discipline policies are effective (Aldine Teacher Survey 06 46.9%) by enforcing Campus Discipline Framework

### **Goal: Provide professional development for staff and administrators to improve discipline management skills**

- Provide monthly training in appropriate discipline management skills (Fred Jones Tools for Teaching) for faculty
- Provide training to all staff regarding campus Discipline Framework including policies and consequences of inappropriate behavior

### **Goal: Develop and implement Aldine Vertical's initiatives to address drug and substance abuse**

- Continue SNAPP and CHICKEN Club intervention programs
- 100% of 4<sup>th</sup> graders to participate in CHICKEN Club
- 100% of students and faculty participating in Red Ribbon Week
- 100% of students and teachers to participate in Career Awareness Day
- Continue education and intervention about bullying with students
- Train and implement student council for 4<sup>th</sup> grade students

## **Objective 3: Thompson will increase communication and provide opportunities for active parent participation**

### **Goal: Increase communication with parents**

- Communicate and share knowledge about campus progress, academics, attendance, discipline Framework, promotional policies, and homework
- Continue implementation of Parent Portal
- Inform affected parents regarding a waiver for 22:1 student/teacher ratio
- Increase amount of contact to parents by teachers when child is doing well at school (Aldine Parent Survey 06 78%)

### **Goal: Thompson will make our campus welcoming to stakeholders**

- Implement vertical standards for customer service
- Offer timely & sensitive responses to concerns, answer questions & seek input from stakeholders
- Increase parents volunteering at school (Aldine Parent Survey 06 78% willing to volunteer)
- Provide parent training