



2025-2026 Thompson Ranch Integrated Action Plan Goals

MISSION: We will build positive relationships and inspire high achievement through academics, athletics, and the arts.

VISION: At Thompson Ranch Elementary School, all stakeholders will strive for a high-quality education driven by students and staff who hold themselves accountable for student learning.

GOAL 1 ACADEMICS:

- By the end of the 25-26 school year, Math proficiency will increase by at least 3%, and the number of minimally proficient students will decrease by at least 5%, as measured on the AASA State Test from the previous year.
- By the end of the 2025-2026 school year, ELA proficiency is expected to increase by at least 3%, and the number of minimally proficient students is projected to decrease by at least 5% as measured on the AASA State Test from the previous year.

Action Steps:

Professional Development

- Teachers will identify the essential standards in their grade/subject area.
- Teachers will unpack standards and create aligned formative assessments.
- Teachers will backward design their lessons from their unit exams/NAVY, and exams will be aligned with the standards at the appropriate level of rigor.
- Teachers and students will track student data and their progress with the standards and students will track it themselves and post in the classroom.
- IPDP goals will correlate to Thompson's Mission, Vision, and IAP goals.
- Teachers will all be expected to use small, targeted groups for Tier 2.

Use of highly effective practices in planning and instruction (DIP/Feedback)

- Teachers will implement PD in the classroom by scheduling visits to demonstrate PD progress and receive feedback from DIP/Spark Walkthroughs.

Professional Learning Communities

- Focus on the three big ideas - Ensuring student learning, Building a culture of collaboration, and Focusing on Results.
- Collaborative teams will meet weekly and document student growth and achievement.

Assess/Monitor:

Professional Development

- Teachers will identify and place essential standards on the TRES hub and PLT Folder.
- Teachers will input data into the school spreadsheet to share with staff.
- Navi training will be provided at the beginning of the year to facilitate the aligned formative assessments.
- Teachers will create student tracking forms and a tracking poster.
- Teachers will post their IPDP in the TRES hub.
- Teachers will be provided with a scheduled time for Tier 2, which will be monitored using walk-through data.

Use of highly effective practices in planning and instruction (DIP/Feedback)

- Leadership will use data to track teachers' use of PDs from DIP and SPARK walkthroughs.

Professional Learning Communities

- Team leads will share and discuss the grade-level documentation during Guiding Coalition that was provided in the PLT agenda.
- Leadership attends and tracks the collaborative team's data during PLT time.



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GOAL 2 SAFETY

- By the end of the 25-26 school year, TRES teachers will establish and maintain a positive and safe classroom environment by consistently implementing Dysart Values and JAG cards. This will lead to a 3% decrease in disruptive behavior (5% reduction in behavior referrals for defiance/disruption/disrespect) and a minimum of 80% student engagement in the classroom, as measured by either referral or DIP data.

Action Steps:

Establish & Reinforce Expectations

- Teachers will teach, post, and model school-wide social skills on a weekly basis for the first quarter.
- Teachers will reteach, post, and model the school-wide social skills at the beginning of each quarter.
- Yearly and quarterly SMART goals will be created by all teachers based on data and will be reflected on at the end of each time frame.
- The four positives to one corrective will be explicitly taught to students and consistently implemented across all classrooms.

Instructional Time & Engagement

- Teachers will deliver bell-to-bell instruction with embedded engagement strategies to maintain 80%+ student engagement.
- Instructional coaches will use the Dysart Instructional Plan (DIP) to walk classrooms and coach for growth.

Behavioral Systems & Support

- Establish a **Buddy Teacher system** for both student support and teacher collaboration.
- Teachers will place students needing additional support on Tier 2/Tier 3 cards and possibly BSP/BIP.
- A Behavior Committee will meet quarterly to plan and deliver PD on behavior, including:
 - Classroom management techniques with PD. Positive reinforcement systems are used in the classroom and schoolwide.
 - Use of the Progressive Discipline Flowchart along with PD, aligned with

Assess/Monitor:

Establish & Reinforce Expectations

- Teachers will provide the admin team with a daily schedule of the week outlining the activities to be conducted for teaching social skills by grade level.
- Teachers will provide the assistant principal with the presentations they used at the beginning of each quarter.
- Biweekly analysis of referral data to track trends by grade level, student groups, and time of day.
- Jag Cards will be collected on a bi-monthly basis to verify the 4:1 ratio.

Instructional Time & Engagement

- Engagement levels as measured by the DIP/SPARK walkthroughs.
- Implementation of classroom expectations/procedures as measured by the SPARK Healthy Classroom.

Behavioral Systems & Support

- Teachers will identify a fellow teacher/s that they will send students to fill out a cooldown sheet and notify the Assistant Principal of their partner teacher.
- Teachers will document on the RTI platform and the school RTI folder.
- One behavior committee meeting/training a quarter during PD.
- Positive behavior recognized every quarter during the awards ceremony.



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- support from instructional coaches and behavior specialists.
- Processing referrals correctly with PD.

GOAL 3 CULTURE

- By the end of the 25-26 school year, the number of students, parents, staff, and community members who are likely or very likely to recommend our school increases at least 3% on the Dysart Annual Survey.

Action Steps:

Creating and maintaining calendars

- Create monthly calendars for all campus events, and teachers will deploy them in designated classroom communication areas.
- Embed the school's Google Calendar in ParentSquare.

Monthly Newsletters

- Creating a weekly digital newsletter in Parent Square to promote staff and students, and what is happening during that week. Teachers will post newsletters in their classrooms and on social media.

Building school culture

- Quarterly staff vs staff and STUCO challenges/assemblies.
- Planned community activities.
- Pass the torch: staff-to-staff recognition.
- Teachers call on one student per week who did a great job.

Family Outreach Specialist/Principal

- Create two new community partners
- Materials needed to meet the students' needs.

Assess/Monitor:

Creating and maintaining calendars

- End-of-the-year calendar meeting
- Have Admin III embed the calendar on ParentSquare

Monthly Newsletters

- Teachers will send home parent communication on a weekly basis. This can be done as a team.

Building school culture

- STUCO will organize quarterly assemblies.
- A minimum of four events a year.
- Passing the torch will happen during staff meetings.
- Teachers call one student per week.

Family Outreach Specialist/Principal

- Family outreach will gain one new community partner during the year.
- Collecting a minimum of two donations for the year.