

Taylor Independent School District
Naomi Pasemann Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Reading/English Language Arts

Table of Contents

| | |
|---|----|
| Comprehensive Needs Assessment | 3 |
| Demographics | 3 |
| Student Academic Achievement | 4 |
| School Processes & Programs | 8 |
| Perceptions | 10 |
| Comprehensive Needs Assessment Data Documentation | 11 |
| Goals | 14 |
| Goal 1: Improve student performance through effective classroom instruction that focuses on teaching, learning, and the use of data to make informed decisions in order to close performance gaps of our students. | 14 |
| Goal 2: Provide teachers with increased professional development opportunities in order to build the capacity of all teachers to create and deliver instruction that effectively meets the needs of students. | 17 |
| Goal 3: Establish a School Wide Culture that increases teacher effectiveness, student engagement and academic achievement while preparing students to be Leaders in the 21st Century in order to reach their full potential. | 18 |
| Goal 4: Focus on the implementation and improvement of the Critical Success Factors to foster the Continuous Improvement Cycle in order to increase student achievement. | 22 |
| System Safeguard Strategies | 24 |
| Campus Funding Summary | 25 |
| Addendums | 26 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

Naomi Pasemann Elementary School is located at 2809 North Drive. The campus has a total enrollment of 668 students. The school is a First through Third grade campus, with a student population consisting of: 0.6% Asian, 9.3 % African-American, 62.6 % Hispanic and 24.4 % Anglo. 90% of the student population at Pasemann is in regular education, and 10% qualify for Special Education services. 20.5% of the student population are English Language Learners who receive instruction in a language other than English. 14% of the student population is mobile. 3.3% of the student population is identified as gifted and talented. 69.8% of the student population are economically disadvantaged and qualify for free or reduced lunch. Hence, Naomi Pasemann Elementary qualifies as a school wide Title I campus. Title I funds as well as all other federal and special funds are supplemental to other funds available to Pasemann Elementary School. 18 members of the Naomi Pasemann staff are Taylor High School graduates who returned to work in the district. 57.4% of the teachers have 6 or more years of experience in education.

Demographics Strengths

Naomi Pasemann Elementary is a campus comprised of a diverse student body and a campus staff committed to continued success and improvement. NPE has a mobility rate below the state average and an attendance rate that is above. NPE's mission is to develop leaders who have their ducks in a row. To achieve this mission, The Leader in Me program based on the 7 habits of highly effective people has been implemented. Naomi Pasemann Elementary is one step away from achieving Lighthouse status.

Problem Statements Identifying Demographics Needs

Problem Statement 1: In 2017, 3.3% of the student population was identified as gifted and talented which is below the state average by 4%. **Root Cause:** Teachers may not be effectively implementing differentiated instruction for above average students or providing honor experiences for all students.

Student Academic Achievement

Student Academic Achievement Summary

May 2018 STAAR Mathematics, Grade 3

| | Total Students | Approaches GL | Meets GL | Masters GL |
|---------------------------|----------------|---------------|----------|------------|
| Naomi Pasemann Elementary | 220 | 65% | 33.18% | 11.82% |
| Economic Disadvantage | 152 | 58.55% | 27.63% | 7.24% |
| American Indian/Alaskan | 2 | 50% | 0% | 0% |
| Native | | | | |
| Asian | 1 | 100% | 100% | 100% |
| Black/African American | 21 | 38.10% | 9.52% | 4.76% |
| Hispanic | 134 | 61.94% | 26.87% | 6.72% |
| Two or More Races | 6 | 83.33% | 50% | 16.67% |
| White | 56 | 80.36% | 55.36% | 25% |
| Female | 109 | 62.39% | 28.44% | 7.34% |
| Male | 111 | 67.57% | 37.84% | 16.22% |
| First Year of Monitoring | 4 | 100% | 100% | 50% |
| LEP | 41 | 60.98% | 21.95% | 0% |
| Special Ed Indicator | 23 | 26.09% | 4.35% | 0% |

May 2018 STAAR Reading, Grade 3

| | Total Students | Approaches GL | Meets GL | Masters GL |
|---------------------------|----------------|---------------|----------|------------|
| Naomi Pasemann Elementary | 208 | 68.27% | 37.50% | 22.12% |
| Economic Disadvantage | 142 | 62.68% | 28.87% | 13.38% |
| American Indian/Alaskan | 2 | 100% | 0% | 0% |
| Native | | | | |
| Asian | 1 | 100% | 100% | 100% |
| Black/African American | 20 | 40% | 10% | 5% |

| | | | | |
|--------------------------|-----|--------|--------|--------|
| Hispanic | 126 | 65.08% | 30.95% | 15.08% |
| Two or More Races | 6 | 83.33% | 50% | 16.67% |
| White | 53 | 83.02% | 62.26% | 45.28% |
| Female | 104 | 65.38% | 30.77% | 17.31% |
| Male | 104 | 71.15% | 44.23% | 26.92% |
| First Year of Monitoring | 4 | 100% | 75% | 75% |
| LEP | 35 | 68.57% | 37.14% | 5.71% |
| Special Ed Indicator | 16 | 31.25% | 18.75% | 0% |

STAAR Data Color Key

| | Approaches Meets | Masters |
|---------------|-------------------------|----------------|
| Green | 70%+ | 35%+ |
| Yellow | 50%-69% | 20%-34% |
| Red | 49% or less | 19% or less |

STAAR reading results show that while the percentage of students achieving approaches grade level is lower than 2017 STAAR results, the percentage of students achieving Meets and Masters has increased. STAAR results also show that AA subpopulation is performing significantly below other subpopulations in both reading and math.

ISIP data indicates the Lexile Trends for 1st, 2nd, and 3rd grades showed steady progress from September 2017 to April 2018. In May 2018, all grade levels dipped below the trend line.

Tier levels for each grade level for 2018 EOY ISIP and BOY ISIP data are reported below.

| EOY ISIP | Tier 1 | Tier 2 | Tier 3 |
|------------------|---------------|---------------|---------------|
| 1st Grade | 51% | 24% | 24% |
| 2nd Grade | 52% | 20% | 27% |

3rd Grade 45% 25% 29%

BOY ISIP **Tier 1** **Tier 2** **Tier 3**

1st Grade 50% 36% 14%

2nd Grade 57% 18% 24%

3rd Grade 44% 27% 29%

Comparison of BOY ISIP data to EOY ISIP data in the above chart shows little gains in Tier movement in overall reading in each of the three grade levels.

Campus Based Assessments (CBA) in math when aggregated for 2017-2018 show that in 1st grade 79% of the students met the satisfactory standard and in 2nd grade 58% of the students met standard.

3rd grade Mock STAAR test for math shows that 53% of the students met satisfactory standard in reading and 41% of the students met satisfactory standard in math. Comparatively, students scored higher on both reading and math STAAR tests.

Student Academic Achievement Strengths

Reading:

In reading, Lexile data trends from IStation show that reading levels steadily increased from BOY to EOY in grades 1, 2, and 3.

STAAR reading data for 3rd grade shows an increase in the percentage of students achieving at both the meets and masters levels. The percentage of students at the meets level increased from 35.54% in 2017 to 37.50% in 2018 and at the masters level the percentage increased from 20.85% in 2017 to 22.12% in 2018.

Math:

In 1st grade math, the percentage of students meeting the satisfactory standard on the CBAs increased from 67% in 2017 to 79% in 2018 which is a significant improvement.

Overall:

First year monitoring students are meeting or exceeding performance expectations which indicate the bilingual and ESL programs are effectively meeting the needs of students before exiting them from the programs.

3rd Grade STAAR achievement levels were significantly above the results on the MOCK STAR, the campus based assessment administered in May.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: In 2018, 35% of students did not meet approaches on STAAR reading assessments. **Root Cause:** Teachers may not be effectively implementing high yield instructional strategies or have adequate curriculum knowledge.

Problem Statement 2: In 2018, 32% of students did not meet approaches on STAAR math assessments. **Root Cause:** Teachers may not be effectively implementing high yield instructional strategies in Tier 1 instruction or have adequate curriculum knowledge.

Problem Statement 3: In 2018, over 40% of students are not reading on grade level in first and second grades. **Root Cause:** Teachers may not be implementing best practices for guided reading effectively.

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment and Retention: An emphasis has been placed on hiring high quality staff to support our students through rigorous questioning and collaborative interviewing. A new teacher mentor will be put in place for new teacher support. Staff surveys are conducted on a regular basis. Data indicates retaining bilingual teachers has been a significant challenge.

Curriculum, Instruction and Assessment: Pasemann Elementary supports the district's guaranteed and viable curriculum. Class sizes are kept lower than the state average. NPE utilizes formative assessments to drive instruction throughout the school year and provides data for student intervention and acceleration needs. Professional development is offered through the district and campus based on needs. Continue to build teacher instructional capacity and TEKS knowledge.

Family and Community Involvement: Pasemann Elementary has a strong parent action team that is involved in creating community events and supporting the teachers and students. Community members and businesses donate time and resources that benefit the educational program provided. In addition, the district provides the "voice" which is a forum for families and community members to share thoughts, concerns and accolades.

School Organization: Pasemann Elementary will have an organizational chart that delineates responsibilities. A collaborative and shared approach to decision making will occur with the teacher leadership team. All teachers will be assigned a leadership role as well as students. The master schedule will be adjusted to maximize instructional time. The RTI process will be adjusted to ensure all students in Tier 3 are being progress monitored.

Technology: Pasemann Elementary will have classrooms with multiple facets of technology available to staff and students (desktops, , ipads, , projectors and document cameras). Student data will be tracked and analyzed using a variety of sources.

School Processes & Programs Strengths

Staff Quality, Recruitment and Retention: Hire quality staff through rigorous interview processes. Continued improvement on teacher mentor and support programs.

Curriculum, Instruction and Assessment: Focused on student engagement and classroom expectations. Create and grow balanced literacy

program (emphasis on reading fluency, sight word recognition and comprehension). Create systematic process to monitor writing instruction through the writing process and writing across all subject areas. Emphasis on developing student numerical fluency foundation and problem solving strategies. Implement science vocabulary strengthening program. Align curriculum standards and resources available for teacher to utilize. Implement RtI process to ensure student needs are being met (above and below level)

Family and Community Involvement: Continued awareness to promote positive relationships with parents, families and the community. Improve campus climate and staff morale. Students hosted events to speak to various local service organizations to promote our Leader in Me Philosophy.

School Organization: Clearly define roles and responsibilities and clear staff expectations. Established Leadership Roles for all staff members as we move forward with the Leader in Me philosophy. Staff Handbook was updated to clearly define the staff's roles and responsibilities.

Technology: Continue the implementation of utilizing technology in the classroom that supports teachers and the curriculum. Provide professional development and support to implement and use technology effectively in the classroom. Campus Focus on using the Google Shared Drive for curriculum documents and lesson plans

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Fluidity was not sustained throughout the RTI process. **Root Cause:** Accountability systems for progress monitoring and follow-up meetings need to be adjusted to ensure all student needs are addressed.

Problem Statement 2: Lesson plans did not reflect an adequate understanding of all grade level TEKS and vertical alignment through grade levels. **Root Cause:** Teachers need additional training and resources in order to fully understand the depth and complexity of grade level TEKS.

Perceptions

Perceptions Summary

Survey data indicates that while NPE is a safe and nurturing campus, behavior issues have posed a challenge for teachers and administrators. Teacher survey data also indicates a need for a school-wide discipline plan with clear expectations for student behavior and processes for managing disciplinary referrals. NPE provides a wide range of extracurricular activities as well as providing an aligned viable curriculum. Staff indicated that there are high expectations in place for all and that campus leadership is effective. Teacher survey data indicates a strong sense of commitment to the community and to their Pasemann family. The staff feel like family and show care and concern for all. Survey data also indicates a true commitment to developing leaders who all have their ducks in a row and instilling pride in their school.

Perceptions Strengths

Strengths include the leadership opportunities provided through the Leader in Me program, the strong sense of family, the commitment to the community, and the high expectations for all. Data also shows a clear understanding and a relentless pursuit of the Pasemann vision, developing leaders who have their ducks in a row.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Behavioral issues increased causing a decline in campus climate and culture. **Root Cause:** Campus may not be implementing effective behavior management systems or have adequate resources and support that address the needs of diverse learners such as a school-wide positive behavior support system.

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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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
- Migrant population, including performance, progress, discipline, attendance, and mobility
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- 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
- T-TESS

Parent/Community Data

- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals


Goal 1: Improve student performance through effective classroom instruction that focuses on teaching, learning, and the use of data to make informed decisions in order to close performance gaps of our students.

Performance Objective 1: Close gaps with differentiated Tier I instruction, Tier II and Tier III interventions by implementing professional learning communities and targeted staff development on an on-going basis.

Evaluation Data Source(s) 1: Lesson plans, progress monitoring, RTI documentation, walk-throughs, and TPRI , ISIP, and STAAR results

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Staff members will attend the PLC conference so that instructional coaches and teacher leaders can help facilitate the PLC process.</p> | 2.4, 2.5, 2.6 | Principal, Assistant Principal, Instructional Coach | Increase student achievement Improve teacher effectiveness | | | | |
| <p>Problem Statements: Student Academic Achievement 1, 2, 3</p> <p>Funding Sources: 211 Title 1 Part A - 0.00, 255 Title II Supporting Effective Instruction - 0.00</p> | | | | | | | |
| <p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>2) Implement RTI processes to monitor student progress and increase fluidity through the Tiers.</p> | 2.4, 2.6 | Principal, Assistant Principal, Instructional Coach, Interventionist, Teachers | Increase student achievement | | | | |
| <p>Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 1</p> <p>Funding Sources: 199 General Funds - 0.00, 211 Title 1 Part A - 0.00</p> | | | | | | | |

| | | | | | | | |
|--|---|--|---|--|--|--|--|
| System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7 3) Provide Empowering Writers staff development to improve student achievement in writing through effective instructional strategies that scaffolds writing skills | 2.4, 2.5, 2.6 | Principal, Assistant Principals, Instructional Coach | Increased student achievement, Improved teacher effectiveness | | | | |
| | Problem Statements: Student Academic Achievement 1, 3 Funding Sources: 211 Title 1 Part A - 0.00 | | | | | | |
| System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7 4) Staff members will attend Foundations staff development so that teachers can implement best practices for phonics instruction with a balanced literacy program. | 2.4, 2.5, 2.6 | Principal, Assistant Principal, Instructional Coach | Increased student achievement, Improved teacher effectiveness | | | | |
| | Problem Statements: Student Academic Achievement 1, 3 - School Processes & Programs 2 Funding Sources: 211 Title 1 Part A - 0.00 | | | | | | |
| System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 5) Restructure master schedule and utilize staff members to provide a scheduled school-wide WIN (What I Need) time to address needs of all learners | 2.4, 2.5, 2.6 | Principal, Instructional Coach, Interventionist | Increased student achievement | | | | |
| | Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3 Funding Sources: 199 General Funds - 0.00 | | | | | | |
| 6) Utilize intervention and progress monitoring programs such as AIMSweb, IStation, TPRI, and Formative Loop to collect and analyze data to inform instructional practices. | 2.4, 2.5, 2.6 | Principal, Instructional Coach | Increased student achievement, Improved teacher effectiveness | | | | |
| | Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 199 General Funds - 0.00 | | | | | | |
|  | | | | | | | |

Performance Objective 1 Problem Statements:

| |
|--|
| Demographics |
| Problem Statement 1: In 2017, 3.3% of the student population was identified as gifted and talented which is below the state average by 4%. Root Cause 1: Teachers may not be effectively implementing differentiated instruction for above average students or providing honor experiences for all students. |
| Student Academic Achievement |


| |
|---|
| Problem Statement 1: In 2018, 35% of students did not meet approaches on STAAR reading assessments. Root Cause 1: Teachers may not be effectively implementing high yield instructional strategies or have adequate curriculum knowledge. |
| Problem Statement 2: In 2018, 32% of students did not meet approaches on STAAR math assessments. Root Cause 2: Teachers may not be effectively implementing high yield instructional strategies in Tier 1 instruction or have adequate curriculum knowledge. |
| Problem Statement 3: In 2018, over 40% of students are not reading on grade level in first and second grades. Root Cause 3: Teachers may not be implementing best practices for guided reading effectively. |
| School Processes & Programs |
| Problem Statement 1: Fluidity was not sustained throughout the RTI process. Root Cause 1: Accountability systems for progress monitoring and follow-up meetings need to be adjusted to ensure all student needs are addressed. |
| Problem Statement 2: Lesson plans did not reflect an adequate understanding of all grade level TEKS and vertical alignment through grade levels. Root Cause 2: Teachers need additional training and resources in order to fully understand the depth and complexity of grade level TEKS. |

Goal 2: Provide teachers with increased professional development opportunities in order to build the capacity of all teachers to create and deliver instruction that effectively meets the needs of students.

Performance Objective 1: Taylor ISD will recruit, support, retain, and develop staff in order to increase student achievement in all subject areas to meet or exceed state averages in all tested areas.

Evaluation Data Source(s) 1: TPRI, Benchmark, STAAR

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| Critical Success Factors CSF 3 CSF 6 CSF 7 1) Implement and maintain a new employee/teacher mentor program to support new educators, build teacher leaders, and retain effective teachers. | 2.4, 2.5 | Principal, Instructional Coach, Mentors, Team Leads | Teacher retention, Improved teacher effectiveness | | | | |
| | Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 199 General Funds - 0.00 | | | | | | |
| System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Provide staff development on best practices for guided reading and effective management of learning stations | 2.4, 2.5, 2.6 | Principal, Assistant Principal, Instructional Coach | Increased student achievement, Improved teacher effectiveness | | | | |
| | Problem Statements: Student Academic Achievement 1, 3 Funding Sources: 199 General Funds - 0.00 | | | | | | |
|  | | | | | | | |

Performance Objective 1 Problem Statements:

| Student Academic Achievement |
|--|
| Problem Statement 1: In 2018, 35% of students did not meet approaches on STAAR reading assessments. Root Cause 1: Teachers may not be effectively implementing high yield instructional strategies or have adequate curriculum knowledge. |
| Problem Statement 2: In 2018, 32% of students did not meet approaches on STAAR math assessments. Root Cause 2: Teachers may not be effectively implementing high yield instructional strategies in Tier 1 instruction or have adequate curriculum knowledge. |

Problem Statement 3: In 2018, over 40% of students are not reading on grade level in first and second grades. **Root Cause 3:** Teachers may not be implementing best practices for guided reading effectively.

Goal 3: Establish a School Wide Culture that increases teacher effectiveness, student engagement and academic achievement while preparing students to be Leaders in the 21st Century in order to reach their full potential.

Performance Objective 1: Implement the Leader in Me 8 Habits of Highly effective people to build leadership capacity in staff and students so that Lighthouse Status is obtained.

Evaluation Data Source(s) 1: Leader In Me binders, surveys, discipline data, Lighthouse status

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Implement the 8th habit, find your voice, in daily lesson plans and through leadership opportunities so that all students exhibit the characteristics of highly effective people in their daily lives | 2.4, 2.5, 2.6 | Principal, Lighthouse Chair, Team Leads | Increased student achievement, Decreased disciplinary referrals | | | | |
| Problem Statements: Perceptions 1 Funding Sources: 199 General Funds - 0.00 | | | | | | | |
| | | | | | | | |

Performance Objective 1 Problem Statements:


| Perceptions |
|--|
| Problem Statement 1: Behavioral issues increased causing a decline in campus climate and culture. Root Cause 1: Campus may not be implementing effective behavior management systems or have adequate resources and support that address the needs of diverse learners such as a school-wide positive behavior support system. |

Goal 3: Establish a School Wide Culture that increases teacher effectiveness, student engagement and academic achievement while preparing students to be Leaders in the 21st Century in order to reach their full potential.

Performance Objective 2: Develop a school wide PBIS system to create a common language for expectations and systemically to reinforce desired behaviors.

Evaluation Data Source(s) 2: Positive office referral, Disciplinary office referrals, surveys

Summative Evaluation 2:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|--------------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 1) Establish a PBIS committee to develop and implement school wide expectations for behavior | 2.5, 2.6 | Principal, Assistant Principal | Increased academic achievement, Reduced disciplinary referrals | | | | |
| Problem Statements: Student Academic Achievement 1, 2, 3 - Perceptions 1 Funding Sources: 199 General Funds - 0.00 | | | | | | | |
| System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 2) Implement a reinforcement system for frequent praise and recognition of desired behaviors including incentives and positive phone calls home. | 2.4, 2.5, 2.6 | Principal, Assistant Principal | Increased student achievement, decreased office referrals | | | | |
| Problem Statements: Perceptions 1 Funding Sources: 199 General Funds - 0.00 | | | | | | | |
|  | | | | | | | |

Performance Objective 2 Problem Statements:

| Student Academic Achievement |
|--|
| Problem Statement 1: In 2018, 35% of students did not meet approaches on STAAR reading assessments. Root Cause 1: Teachers may not be effectively implementing high yield instructional strategies or have adequate curriculum knowledge. |
| Problem Statement 2: In 2018, 32% of students did not meet approaches on STAAR math assessments. Root Cause 2: Teachers may not be effectively implementing high yield instructional strategies in Tier 1 instruction or have adequate curriculum knowledge. |

Problem Statement 3: In 2018, over 40% of students are not reading on grade level in first and second grades. **Root Cause 3:** Teachers may not be implementing best practices for guided reading effectively.

Perceptions

Problem Statement 1: Behavioral issues increased causing a decline in campus climate and culture. **Root Cause 1:** Campus may not be implementing effective behavior management systems or have adequate resources and support that address the needs of diverse learners such as a school-wide positive behavior support system.

Goal 4: Focus on the implementation and improvement of the Critical Success Factors to foster the Continuous Improvement Cycle in order to increase student achievement.

Performance Objective 1: NPE will implement at least 4 of the Critical Success Factors in order to meet or exceed STAAR State testing in all core areas during the 2018-2019 school year.

Evaluation Data Source(s) 1: STAAR, TPRI, ISIP,

Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7 1) Improve the use of quality data to drive instruction through the PLC process. | 2.4, 2.5, 2.6 | Principal, Instructional Coach, Team Leads | Increased student achievement, improved teacher effectiveness | | | | |
| | Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 2 Funding Sources: 199 General Funds - 0.00 | | | | | | |
| Critical Success Factors CSF 5 CSF 6 2) Increase Family and Community Engagement activities by offering a variety of opportunities for parents to be a part of their child's school through parent education and volunteer opportunities as well as school wide events | 3.1, 3.2 | Principal | Increased partnerships with families and community members, Improved school climate, Increased student achievement | | | | |
| | Funding Sources: 199 General Funds - 0.00 | | | | | | |
| | | | | | | | |

Performance Objective 1 Problem Statements:

| Student Academic Achievement |
|--|
| Problem Statement 1: In 2018, 35% of students did not meet approaches on STAAR reading assessments. Root Cause 1: Teachers may not be effectively implementing high yield instructional strategies or have adequate curriculum knowledge. |
| Problem Statement 2: In 2018, 32% of students did not meet approaches on STAAR math assessments. Root Cause 2: Teachers may not be effectively implementing high yield instructional strategies in Tier 1 instruction or have adequate curriculum knowledge. |

Problem Statement 3: In 2018, over 40% of students are not reading on grade level in first and second grades. **Root Cause 3:** Teachers may not be implementing best practices for guided reading effectively.

School Processes & Programs

Problem Statement 2: Lesson plans did not reflect an adequate understanding of all grade level TEKS and vertical alignment through grade levels. **Root Cause 2:** Teachers need additional training and resources in order to fully understand the depth and complexity of grade level TEKS.

System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 1 | 1 | Staff members will attend the PLC conference so that instructional coaches and teacher leaders can help facilitate the PLC process. |
| 1 | 1 | 2 | Implement RTI processes to monitor student progress and increase fluidity through the Tiers. |
| 1 | 1 | 3 | Provide Empowering Writers staff development to improve student achievement in writing through effective instructional strategies that scaffolds writing skills |
| 1 | 1 | 4 | Staff members will attend Foundations staff development so that teachers can implement best practices for phonics instruction with a balanced literacy program. |
| 1 | 1 | 5 | Restructure master schedule and utilize staff members to provide a scheduled school-wide WIN (What I Need) time to address needs of all learners |
| 2 | 1 | 2 | Provide staff development on best practices for guided reading and effective management of learning stations |
| 3 | 2 | 1 | Establish a PBIS committee to develop and implement school wide expectations for behavior |
| 3 | 2 | 2 | Implement a reinforcement system for frequent praise and recognition of desired behaviors including incentives and positive phone calls home. |
| 4 | 1 | 1 | Improve the use of quality data to drive instruction through the PLC process. |

Campus Funding Summary

| 199 General Funds | | | | | |
|--|-----------|----------|------------------|--------------|--------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | | | \$0.00 |
| 1 | 1 | 5 | | | \$0.00 |
| 1 | 1 | 6 | | | \$0.00 |
| 2 | 1 | 1 | | | \$0.00 |
| 2 | 1 | 2 | | | \$0.00 |
| 3 | 1 | 1 | | | \$0.00 |
| 3 | 2 | 1 | | | \$0.00 |
| 3 | 2 | 2 | | | \$0.00 |
| 4 | 1 | 1 | | | \$0.00 |
| 4 | 1 | 2 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 211 Title 1 Part A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | | | \$0.00 |
| 1 | 1 | 2 | | | \$0.00 |
| 1 | 1 | 3 | | | \$0.00 |
| 1 | 1 | 4 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 255 Title II Supporting Effective Instruction | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Grand Total | | | | | \$0.00 |

Addendums

APPENDIX

Taylor Independent School District

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site-based committee.

| MANDATE | REFERENCES | PERSON RESPONSIBLE | LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION |
|---|--|---|--|
| 1. Bullying <ul style="list-style-type: none"> ● Prevention, identification, response to and reporting of bullying or-bully-like behavior | Board Policy FFI(Local) TEC 11.252(a)(3)(E) | Campus Principals Campus Counselors | Student Handbook District Website |
| 2. Coordinated Health Program <ul style="list-style-type: none"> ● Student fitness assessment data ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators | TEC 11.253(d) Board Policy FFA(Local) | Campus Principals Athletic Director Campus Counselors SHAC Committee | SHAC Resource Binder Committee Notes Fitness Gram Data |
| 3. DAEP Requirements <ul style="list-style-type: none"> ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates | TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal) | Taylor Opportunity Center | Campus Plan for the TOC |

| | | | |
|---|-------------------------------|---|---|
| <ul style="list-style-type: none"> Recidivism rates | | | |
| 4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> Evaluation – every two years | TEC 11.252(d) | Superintendent | Local Board Policy |
| 5. Dropout Prevention | TEC 11.252 | Taylor Opportunity Center Secondary Principals Secondary Counselors Parent Liaison | Campus Plans Dropout Data from the State Student Input Graduation Rate |
| 6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program | TEC 11.252(a)(3)(B) | Chief Academic Officer 504 Special Programs Director Special Education Director | Dyslexia Handbook Student Data |
| 7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> An identification and recruitment plan New Generation System (NGS) Early Childhood Education Parental Involvement Graduation Enhancement Secondary Credit Exchange and Accrual Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data | P.L. 107-110, Section 1415(b) | Region 13 Director of Federal Programs Parent Liaison | Shared Service Agreement with Region 13 ESSA Compliance Document |
| 8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable | | 504 Special Programs Director | 504 Handbook |

| | | | |
|---|---|--|--|
| <p>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</p> <ul style="list-style-type: none"> ● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities | <p>TEC 11.252(4) TEC 11.252(3)(G)</p> | <p>Career and Technical Education Director Chief Academic Officer Secondary Principals Secondary Counselors</p> | <p>CTE Handbook Counselors Office</p> |
| <p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers | <p>ESSA Statutes</p> | <p>Deputy Superintendent of Principals Chief Academic Officers Principals</p> | <p>Attending Job Fairs Retention Rate Campus Climate Surveys</p> |
| <p>11. Sexual Abuse and Maltreatment of Children</p> | <p>TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)</p> | <p>Campus Principals</p> | <p>Staff Handbook CPS website</p> |
| <p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: | <p>Health and Safety Code, Ch. 161, Subchapter O-1,</p> | <p>Deputy Superintendent</p> | <p>Partnership with St. David's and Bluebonnet Trails</p> |

| | | | |
|--|---|---|--------------------------------------|
| <ul style="list-style-type: none"> o Early mental health intervention o Mental health promotion and positive youth development o Substance abuse prevention o Substance abuse intervention o Suicide prevention and suicide prevention parent/guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. | <p>Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy DMA(Legal)</p> | <p>Principals</p> <p>Counselors</p> <p>Social Workers</p> | |
| <p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> o Suicide prevention including parent/guardian notification procedure o Conflict resolution programs o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence | <p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.252(3)(B)</p> <p>Board Policy FFH(Legal), FFH(Local)</p> <p>TEC 11.253(d)(8)</p> <p>TEC 37.001</p> <p>Family Code 71.0021</p> <p>TEC 37.0831</p> | <p>Deputy Superintendent</p> <p>Campus Principals</p> | <p>Student Code of Conduct</p> |
| <p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education | <p>TEC 21.451(d)(2)</p> <p>Board Policy DMA(Legal)</p> | <p>Special Education Director</p> | <p>Special Education Handbook</p> |
| <p>15. Technology Integration in Instructional and Administrative Programs</p> | <p>TEC 11.252(a)(3)(D)</p> <p>TEC 28.001</p> | <p>Director of Technology</p> <p>Director of Instructional Technology</p> | <p>TEAMS</p> <p>District Servers</p> |