Lampasas Independent School District

Taylor Creek Elementary School

2019-2020 Campus Improvement Plan

Mission Statement

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Taylor Creek Elementary serves students from PreKindergarten through Fifth Grade, maintaining a population of approximately 532 students. Taylor Creek utilizes Title 1 funding to meet the needs of all learners. PreKindergarten through third grade instructional teams are self-contained, fourth grade is teamed into pairs, and fifth grade is departmentalized. The demographic make-up of Taylor Creek is as follows:

African American - 4.14%

Hispanic - 23.5%

White - 62.22%

Native American - 1.13%

Asian/Pacific Islander - .56%

Multi-Racial - 7.33%

Economically Disadvantaged - 55.08%

LEP - 3.57%

At Risk - 50.38%

mobility rate - 61.8%

SpEd - 10.34%

GATE - 4.14%

Demographics Strengths

- All staff members meet highly qualified status

Problem Statements Identifying Demographics Needs

Problem Statement 1: Taylor Creek Elementary has a high mobility rate. **Root Cause**: The location of the school and the close proximity to Ft. Hood military base

Student Achievement

Student Achievement Summary

Taylor Creek earned an overall rating letter grade of "D" from the Texas Education Agency for the 2018-19 school year. Our goal is to raise our performance level. We have continued with the changes to our Child Centered Team procedures in order to identify, monitor, and serve not only our struggling students, but all students in order to ensure growth in each of the four performance indexes. We have implemented a system to better track our students through the intervention and enrichment process. We have added an RTI Coordinator to lead the effort in making those changes and raising our performance level this school year.

Testing results for the 2018-19 school year are as follows:

Reading STAAR: 3rd grade - 69%

4th grade - 61%

5th grade - 91%

Math STAAR: 3rd grade - 70%

4th grade - 56%

5th grade - 95%

Science STAAR: 5th grade - 70%

Writing STAAR: 4th grade - 51%

The 2019 Accountability Ratings for Taylor Creek are as follows:

Student Achievement - 67

School Progress - 69

Closing the Gaps - 63

Resulting in an Overall score of 67 - D

Student Achievement Strengths

Increased STAAR passing percentage rates in 5th grade math and reading as well as in 4th grade writing.

Daily 5 campus implementation to increase engagement.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We need to increase our focus on Fourth Grade ELAR to improve STAAR Writing Scores. **Root Cause**: Need to focus on Writing curriculum in lower grades to build the knowledge base for students before they reach fourth grade

Problem Statement 2: Instruction and planning needs to be data informed across all core areas, especially math and reading. **Root Cause**: Data will be used to drive all planning and instruction at TC to foster student growth.

School Culture and Climate

School Culture and Climate Summary

Taylor Creek is continuing to foster the school climate which was already in place while pushing the campus to grow and expand at the same time. We believe the school community (staff members, students, parents, community members) will experience more positive outcomes and successes if they feel connected and welcomed in the school. We place an emphasis on school safety and continue to enforce the policies implemented to increase the overall safety and well being of all students. We are also focusing on reading in K-3 to follow the Read on Lampasas initiative as well as the Daily 5 initiative in order to have all students K-3 reading on grade level.

School Culture and Climate Strengths

- Tayt's Top Troops Awards for caught being good actions
- Taylor Creek Student of the Week for each grade level
- Semester awards for attendance, citizenship, academic success
- Reading incentive programs
- Assemblies to address good character and citizenship, health and wellness, and safety
- Red Ribbon Week - Drug awareness
- Coordinated health programs and wellness incentives
- Marathon Club
- Family Night Events and Programs
- Monday Madness nights to target parents and parent involvement
- Trunk or Treat
- Spring Fling event
- PTSO meetings and events
- Continuation of the restructured Child Center Team to track all students
- Addition of RTI Coordinator
- Staff development and training
- Horizontal planning days
- Teacher mentoring program
- Incentive programs
- Kindness committee
- Increased safety awareness
- Attendance incentives
- Daily 5 Continuation

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Continued staff development in reading and the implementation of the Daily 5 initiative. **Root Cause**: Need to provide more training for staff to strengthen implementation of district initiatives

Problem Statement 2: School wide implementation and enforcement of expectations **Root Cause**: Need to create and update expectations school wide, gathering input from all stake holders, to increase buy in

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Taylor Creek maintains a 100% Highly Qualified staff. Six new teachers were hired, two new paras were hired, a new RTI Coordinator was hired, a anew Assistant Principal was hired, a new Counselor was hired, and five teachers moved to new positions for the 2019-20 school year. All new personnel are supported by not only being partnered with veteran teachers, but also by participating in our mentor program. The professional/staff development that our staff receives is monitored through data, frequent classroom visits by administrators, team meetings, vertical meetings, and individual conferences with teaches throughout the year.

Taylor Creek meets weekly for grade level planning, monthly for grade level meetings, and monthly for staff development. These meetings address various topics to meet teacher/staff and student needs and concerns. Teachers are sharing with teachers at our monthly meetings.

Our Instructional Specialist meets weekly with our teachers to provide training, and teachers are encouraged to attend outside staff development as well.

Staff Quality, Recruitment, and Retention Strengths

- 100% highly qualified staff
- Purposeful staff development
- Teacher mentoring program
- Horizontal planning days with support from the curriculum specialist
- Vertical math planning day

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The staff mobility rate at Taylor Creek impacts consistency. **Root Cause**: Lack of consistency is caused by lack of classroom management mastery which in turn contributes to student discipline issues and lower student achievement scores.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Taylor Creek Elementary has implemented the TEKS Resource System across all core subject areas. Administrators monitor the implementation of this through classroom observations and provide feedback and communication to teachers through walkthroughs through Strive T-TESS. District wide common assessments and benchmarks are being utilized to track student performance and growth at the end of each nine weeks.

Taylor Creek has an enrichment/intervention time for each grade level built into the master schedule. The Child Centered Team meets each nine weeks to re-evaluate student needs. Groups are adjusted for enrichment/intervention during these meetings to insure we are continually supporting each individual student as they grow and their needs change, however, interventionists are monitoring data monthly and adjusting groups as needed each month. The enrichment/intervention time involves every student on campus. Those students who are struggling receive intervention during this time while those who need advanced enrichment receive that enrichment. The needs of students are met through campus wide differentiated small groups divided up amongst our interventionists and their paraprofessionals, our special education staff, the Program for Dyslexia Intervention, and classroom teachers. Several computer programs are used to help meet these needs as well.

Taylor Creek teachers in grades K-5 offer weekly tutoring before school to all students in need.

Taylor Creek is continuing to follow the district initiatives, Learning Keys, Read on Lampasas, and Daily 5, in order to foster higher levels of engagement within lessons in every classroom in each grade level and to increase rigor, and to reach the goal of every student K-3 reading on grade level.

We implemented Lexia Lab for all first grade students and low performing second grade students this year.

We are offering an after school enrichment program for 2nd through 5th grade students for six weeks in the fall to target our higher level students.

Curriculum, Instruction, and Assessment Strengths

- Teacher knowledge and training in the TEKS Resource System
- Weekly grade level planning meetings
- Disaggregation of data through Eduphoria AWARE
- Instructional technology
- Child Centered Team
- Horizontal planning days to insure TEKS aligned instruction
- Maker Spaces

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: We need stronger instruction and focus on writing across all grade levels. **Root Cause**: The need for a better base knowledge of writing prior to entering fourth grade.

Parent and Community Engagement

Parent and Community Engagement Summary

Taylor Creek hosts a family event once a month throughout the school year to encourage and promote "family time" at school. We will have a Ohana Night, a Trunk or Treat, at least one family night in conjunction with our book fair, Spring Fling, and Fine Arts programs. We send home notifications with students in advance of activities. We also use our marquee, website, school messenger system, and Remind 101 to notify parents of activities and events.

We offer Monday Madness at least once a month where we invite parents in to use our parent resources, computer, etc in the library in the evening from 5-6:30.

Taylor Creek has an open door policy to parents. Parents are always welcome to come in and eat lunch with their students and to schedule times with classroom teachers to come in for observations. Our PTSO is very active in our school and promotes family participation within the school.

Parent and Community Engagement Strengths

- Meet the Teacher
- Parent/teacher conferences
- Positive Contacts between teachers and parents, at least one per nine weeks
- Increasing membership in PTSO
- Increased PTSO activities and events to promote family time on campus
- Monthly newsletter to communicate with parents
- Remind 101 and School Messenger is used to keep parents up to date on events at Taylor Creek
- Our Adopt A Unit
- Marathon Club

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Obtaining volunteers to come in to Taylor Creek and read with our students **Root Cause**: The location of our campus in relation to the district makes it hard for Lampasas citizens and volunteers to volunteer on our campus.

School Context and Organization

School Context and Organization Summary

Taylor Creek differentiates within the classroom on a daily basis and provides support services to appropriately meet the needs of all learners. Administrators monitor the integrity of the differentiation through walk throughs and observations, as well as lesson plan review. Administrators also monitor student progress through AWARE and Skyward gradebook.

Teachers are provided daily planning times with their grade levels as well as one grade level planning day quarterly. Monthly grade level meetings are held with campus administrators as needed. Staff development is provided regularly through monthly faculty meetings. Grade level teachers also have weekly planning days with our instructional specialist.

Taylor Creek also utilizes an enrichment/intervention time built in to the daily schedule in order to provide either intervention or enrichment to meet individual needs of students without taking away from the core classroom instructional time. Teachers offer before school tutoring each week for those students who are in need.

School Context and Organization Strengths

- Regular grade level meetings
- Monthly staff development/faculty meetings
- Daily enrichment/intervention
- Regular CCT meetings
- Effective and consistent communication with parents
- Weekly PLCs

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Limited funding to provide after school tutoring for all grade levels year round. **Root Cause**: Need to be able to focus on all grade levels and not just those involved in state testing.

Technology

Technology Summary

Our campus is continually looking for ways to incorporate technology into the calssroom to achieve higher levels of learning for all students. Each classroom is equipped wiht a SMART interactive board, document, camera, teacher computer, teacher iPad, and either six student Chromebooks or six student iPads. Grade levels also share two chromebook carts. The iPads are used to differentiate instruction through the use of leveled apps for reading and math. Each fifth grade student has a Chromebook assigned to them to use throughout the day. This has created the opportunity to use digital textbooks in classroom and create a paperless environment. In addition, our classrooms will soon be receiving three Chromebooks each. Our intervention teachers use programs like iStation and Think Through Math to address the weaknesses and needs of individual students. Teachers use websites like Discovery Education, Brainpop, Renaissance Learning, and IXL to engage students and support their learning in a variety of ways. Our teachers maintain a teacher website to provide information to the parents and community. Our school provides information to parents through our campus site.

Our district uses the Eduphoria Suite which includes Aware for disaggregate state and district data; Workshop which tracks staff professional development; T-TESS which is used for teacher evaluations; and Helpdesk to address technology needs.

The iBadger Chromebook initiative is a district wide 1:1 initiative in which all fifth grade students receive Chromebooks for use at school. This will allow students to grow more with technology as well as provide them support for the future. The Chromebooks will provide teachers with a wealth of extra resources.

Technology Strengths

- Instructional Specialist to support staff
- Computer technologist on each campus
- Ability to disaggregate campus data
- Continued staff development on new technologies
- Increased technology in classrooms used by students and teachers
- iBadger Chromebook Initiative
- Chromebook carts for grade levels to share
- Robotics Team

Problem Statements Identifying Technology Needs

Problem Statement 1: 50% of TCE students are Economically Disadvantaged which limits their ability to use technology outside of school **Root Cause**: Need to find ways for all students to be able to access technology outside the school day.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: The Students in the Lampasas ISD will demonstrate exemplary performance in mathematics, science, social studies, and the reading and writing of the English language.

Performance Objective 1: By Spring 2020, the percentage meeting or exceeding proficiency will meet or exceed state average on the STAAR tests.

Evaluation Data Source(s) 1: All students and each special population will exceed the state average on the STAAR tests, and meet ARD expectations.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) TCE will use the scientifically research-based TEKS Resource System (TRS) to ensure academic success for all students in all classes.	Superintendent; Asst. Supt.; Curr. Specialist; Principal; Teacher	Teacher-made and released tests; common assessments and benchmark tests; textbook evaluation instruments; lesson plans				
2) Integrate higher-level thinking and problem-solving skills into the instruction of all classes by training all new to the district teachers through Learning Keys	Superintendent; Asst. Supt.; Curr. Specialist; Principal; Teacher	TRS Timeline; Lesson Plans; Nine Weeks Tests; Teacher-made Tests; Common Assessments; Benchmark Tests				
3) TCE will utilize Eduphoria Aware to disaggregate data for each student so that student weaknesses may be addressed with appropriate interventions.	Superintendent; Asst. Supt.; Curr. Specialist; Principal; Teacher; Interventionists	TRS Timeline ; Weekly Progress Reports; Nine Week Reports; Semester Grades; Benchmark Tests				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 4) TCE will provide before and after school tutorials and small group writing focused intervention to demonstrate progress on STAAR writing.	Principals; Curr. Specialist; Interventionists; Teachers	Common Assessments; Benchmarks; STAAR Data				
Comprehensive Support Strategy 5) Taylor Creek will have an after school Writing camp to target writing, specifically within our economically disadvantaged and LEP students	Asst. Super.; Curriculum specialist, principal, teachers	Writing benchmarks and Writing STAAR				
6) Teachers will be involved in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program by participating on the various district assessment creation teams	Asst. Supt.; Curriculum Specialist, Principal	Sign In Sheets				
7) Taylor Creek will employ teachers and support personnel to provide ongoing instruction and/or support to all students in order to promote continued student success in all academic areas. In addition, teachers and personnel will also provide ongoing support to students to help monitor the academic, social-emotional, and extra-curricular needs of students throughout the school year in order to produce student graduates and successful citizens.	Principal, teachers, auxillary staff	Common Assessments; Benchmarks; STAAR Data				
		Funding Sources: 199 - General Fund - Basic Education 11 - 1840658.00, 199 - General Fund - Instruction 99 Undistributed - 8600.00				
8) Taylor Creek will employ a library assistant to work under the district elementary librarian in order to support student reading growth, promote accelerated reading instruction, promote our district reading initiative, and support teachers and students to achieve select reading goals.	Asst. Superintendent; Librarian; Principal					
		Funding Sources: 199 - General Fund - Library 99 Undistributed - 66702.00				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 1: The Students in the Lampasas ISD will demonstrate exemplary performance in mathematics, science, social studies, and the reading and writing of the English language.

Performance Objective 2: Interventions will be provided to all at-risk students.

Evaluation Data Source(s) 2: The Accountability Index 3 will reflect a closing of performance gaps above the state target score.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Comprehensive Support Strategy 1) TCE will target special population students that need to improve academically including such groups as ESL, SpEd, Section 504 and Economically Disadvantaged.	Asst. Supt.; Principal; Teachers; Sp.Ed. Director; Section 504 Coordinator	Weekly Progress Reports; Nine Week Reports; Semester Grades; Benchmark Tests				
Funding Sources: 199 - General Fund - Bilingual/ESL Allotment 25 - 1783.00, 224 - IDEA B, Formula SPED - 75976.00, 199 - General Fund - SPED Allotment 23/33 - 185414.00						
2) Taylor Creek will provide academic support for struggling learners and increase student engagement (as defined by Learning Keys and researched-based learning components), through the use of interventionist support personnel (Interventionists and Intervention paraprofessionals), and a partially funded Instructional Specialist.	Asst. Superintendent, Principal, ISs, teachers, Intervention Personnel	District-wide student engagement percentages will increase from 16% to 20% as evidence by Eduphoria walk-through results.				
Funding Sources: 211 - Title I, Part A - 217564.00						
3) TCE will target individual student strengths and weaknesses through flexible grouping, differentiated instruction, and iStation math/reading while using bench marks and assessments diagnostically to drive instruction	Asst. Supt.; Principal; Teachers; Instructional Specialist	TRS Timeline ; Weekly Progress Reports; Nine Week Reports; Semester Grades; Benchmark Tests;				
4) Students will be identified as at-risk using the State Compensatory Education criteria	Principal; Counselor; Teachers; Asst. Supt.	PEIMS; STAAR				
5) Identified at-risk students will have special tutoring and response to intervention activities to address areas of weaknesses so that the students will have academic success	Asst. Supt.; Instructional Specialist; Dir. of Sp.Ed.; Principal; Teachers	Weekly Tests; Progress Reports; STAAR				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) TCE will continue to implement academic vocabulary in regard to migrant and ESL students.	Asst. Supt.; Principal; ESL 12 (SSA); ESL Fac.; Classroom Teachers	Program Reports; Progress Report; PEIMS; TELPAS				
7) Special needs of homeless and foster students will be met by providing help and assistance so that each student can be academically successful, and by ensuring homeless students are identified.	Homeless Liaison; Principal; Teachers; Counselor; Office Staff	PEIMS; Surveys; Observations				
Comprehensive Support Strategy 8) Special population students including Dyslexic, Special Education, Section 504, and Economically Disadvantaged students will be monitored and will be provided with RTI activities when needed to ensure academic success.	Instructional Specialist; Principal; Teachers; Sp.Ed. Teachers; Dyslexia Coordinator; Asst. Supt	Weekly Tests; Nine Weeks Tests; Benchmark Test				
	Funding Sources: 199 - General Fund - SPED Allotment 23/33 - 131228.00					
9) Provide targeted supplemental instruction for any student who is at risk of school failure.	Principal; Teachers; Counselor; PDI Reading Coach; Interventionists	Weekly; Semester Observations				
10) Campus based interventionist will provide supplemental instructional remediation and enrichment to students.	Principal; Assistant principal; interventionists	Common Assessments, Benchmarks, STAAR				
11) Campus intervention paraprofessionals will serve under campus interventionists serving the academic needs of Taylor Creek students.	Campus Interventionist; Principal; Assistant Principal	Common Assessments, Benchmarks, STAAR				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
12) Work with the ESC region 12 in the implementation of the seven areas of focus in regards to Migrant students: 1) Identification and Recruitment 2) Parental involvement (Parent certificate) 3) Migrant Services Coordination 4) Services Provided 5) Form (English/Spanish) 6) Monitoring (Programs & Retention) 7) Intervention Strategies *Priority of Services Action Plan	Counselor; PEIMS clerk; Principal: ESC XII	Annual Performance Report; Migrant Application/Form Required				
Comprehensive Support Strategy 13) The essential student expectations (Essential Safety Nets) will be reviewed for all core subjects. In addition, we will utilize ongoing data analysis that will be conducted utilizing programs that include reading screener K-2, Eduphoria Aware, OnSuite, iStation, Think Through Math, Program for Dyslexia Intervention PDI.	Teachers, Principal, Assistant Principal, Counselor, Interventionists, ISs	TRS Timeline ; Weekly Progress Reports; Six Week Reports; Semester Grades; Common Assessments and Benchmark Tests; Intervention Tracking; Programming reports and data analysis				
14) Taylor Creek will offer educational support, intensive instruction, and/or small group remediation opportunities to at-risk students in an effort to reduce any disparity in performance on state assessments. As a Title I school, Taylor Creek will maintain an ongoing process to identify at-risk students and address their educational needs via educational support personnel and supplemental programming.	Principal, Intervention staff members, teachers, counselors	Improved performance on state assessments and benchmarks; Intervention tracking; semester grades; progress reports				
	Funding Sources: 199 - General Fund - SCE Allotment 24/28/30 - 189360.00					
15) Taylor Creek will fund personnel to provide high quality Pre-Kindergarten Education to students who qualify via migrant, economically disadvantaged, military, and/or ESL qualifications.	Principal, teachers	Increased readiness for kindergarten and higher reading levels for kindergarten students				
	Funding Sources: 199 - General Fund - Pre-K 32 - 94800.00					

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Goal 2: Lampasas ISD will offer and provide a challenging and rigorous curriculum so students meet their full educational potential.

Performance Objective 1: By Spring 2020, the percentage meeting advanced performance will meet or exceed state average on the STAAR tests.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) TCE will facilitate higher level growth for gifted and talented students through the development of higher level thinking strategies	Principal, Assistant Principal ,GT Coordinator, and Classroom Teachers	Level III scores on STAAR				
Funding Sources: 199 - General Fund - GT Allotment 21 - 16414.00						
2) Daily enrichment time (TC Time) will be provided to all students in order to facilitate higher order thinking	Interventionist, Campus Principal, Assistant Principal, Teachers	Common Assessments, Benchmarks, STAAR				
3) TCE teachers will continue to receive training in Learning Keys initiative to ensure rigor across all subjects.	Superintendent; Asst. Supt.; Principal; Teachers	STAAR progress; AWARE data; Walk Through Data				
4) TCE will use Maker Spaces to provide students the opportunity for problem solving and to facilitate higher order thinking.	Principal, Assistant Principal, GT Coordinator, Teachers, Instructional Specialist					

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 2: Lampasas ISD will offer and provide a challenging and rigorous curriculum so students meet their full educational potential.

Performance Objective 2: Taylor Creek will make data informed decisions when creating lesson plans for core subjects and intervention times.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Targeted Support Strategy 1) The RTI Coordinator, IS, and teachers will compile and review data in order to make data informed decisions about planning and intervention.	Principal; IS; RTI Coordinator					
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: Lampasas ISD will offer and provide a challenging and rigorous curriculum so students meet their full educational potential.

Performance Objective 3: All students will be prepared for 'real world' entry after graduation.

    Evaluation Data Source(s) 3:

    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will incorporate "real world" techniques into classroom settings to foster life applications.	Principal, Assistant Principal, Teachers	T-TESS observations; Walk Throughs				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 2: Lampasas ISD will offer and provide a challenging and rigorous curriculum so students meet their full educational potential.

Performance Objective 4: All curriculum guides will be aligned to state content and performance standards.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will access TRS online and use the Timeline (YAG) and IFD template to impact instruction.	Asst. Supt.; ISs; Principal; Asst. Principal; Teachers; Technology Director.	Observations; Lessons; Benchmark Tests; STAAR				
2) Administrators will promote and progress monitor curriculum alignment through walk throughs to ensure campus's vertical and horizontal alignment to TRS and TEKS.	Asst. Supt.; Principal; Asst. Principal; Teachers	Walk Through Data				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 2: Lampasas ISD will offer and provide a challenging and rigorous curriculum so students meet their full educational potential.

Performance Objective 5: LISD will provide all personnel with staff development in identified areas of need.

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) TCE will provide staff development to improve understanding of concepts of vocabulary for ESL and special education students.	Asst. Supt.; ISs; Principal	TRS Timeline; Weekly Progress Reports; Nine Week Reports; Semester Grades; Benchmark Tests				
2) TCE will support staff development opportunities to improve instructional strategies at all levels of science and social studies classes.	Asst. Supt.;ISs; Principal; Teachers	Lesson Plans; Registration Forms; Teacher Survey				
3) Ensure low-income students and minority students are not taught at higher rates than other student groups by in-experienced, out-of-field, or non-HQ teachers.	Asst. Supt.; Principal; Human Resource Department	Class Schedules; Student STAAR; HQ Report to NCLB; Observations				
4) The percentage of teachers receiving high-quality professional development will meet 100% by end of 2019-20.	Asst. Supt.; Principal	Surveys; Student STAAR; HQ Report to NCLB; Observations; TRS Timeline				
5) The percentage of core academic subject area classes taught by highly qualified teachers on each campus will meet 100% by end of 2019-20.	Asst. Supt.; Principal; Human Resource Department	Class Schedules; Student STAAR; HQ Report to NCLB; Observations				
6) TCE will continue to provide peer and district mentors to new teachers to ensure a smooth transition into the LISD elementary school culture.	Asst. Supt.; ISs; Principal; Human Resource Department; Mentor Teacher	Class Schedules; Student STAAR; HQ Report to NCLB; Observations				
7) TCE will continue to provide staff development in Response to Intervention (RTI) and Child Centered Team (CCT).	Superintendent; Asst. Supt.; Principal; Special Ed. Staff; Counselor	Observations; Student STAAR; TRS Timelines				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

Goal 2: Lampasas ISD will offer and provide a challenging and rigorous curriculum so students meet their full educational potential.

Performance Objective 6: All student populations will be provided career awareness opportunities.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Counselors will provide counseling and offer up-to-date information relating to various careers	Principal; Counselor; Teachers	Counseling Log; Student Surveys; Observations				
2) TCE will continue to integrate career and occupational instruction through special days such as Ag Day and Family Nights.	Principal; Counselor; Librarian; Teachers	Lesson Plans; Surveys; Observations				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue

Goal 2: Lampasas ISD will offer and provide a challenging and rigorous curriculum so students meet their full educational potential.

Performance Objective 7: By May 2020, LISD campuses containing K-8 will implement programs and services to increase overall fitness levels of students, improve academic performance, and decrease child obesity rates among students.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All students grades K-5 will get at least 30 minutes a day or 135 minutes a week of moderate vigorous physical activity.	Superintendent; Asst. Supt.; Principal; Asst. Principal; Teachers	Observations; Staff Development				
2) All students in grades 3-5 will have a physical fitness assessment conducted at least once a year.	Superintendent; Asst. Supt.; Principal; Teachers; Nurses	FitnessGram Statistical Data; TEA Reporting on State Averages				
3) TCE will maintain and update on a regular basis a district Wellness Policy.	Superintendent; Asst. Supt.; Principal; Teachers; Dir. of Child Nutrition; Dir. of School Health	Bi-Annual Audits; Yearly Reviews				
4) TCE will develop and maintain a Coordinated School Health program for students grades K-8 that targets programs related to safety, wellness, increasing physical activity, encourages healthy eating, and decreasing child obesity rates.	Superintendent; Asst. Supt.; Principal; Teachers; Campus Nurse; Counselor; LSSP; Cafeteria Workers; Parents/Community	Surveys; Student Evaluations and Testing; School Health Index; District SHAC				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: Lampasas ISD will offer and provide a challenging and rigorous curriculum so students meet their full educational potential.

Performance Objective 8: Taylor Creek will provide UIL extracurricular opportunities and educational field trips for students.

    Evaluation Data Source(s) 8:

    Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			**Summative**
			Nov	**Jan**	**Mar**	**June**
1) Taylor Creek will provide students with a variety of extracurricular activities and educational field trips throughout their elementary educational career.	Principal, teachers	Student exposure to learning outside the classroom.				
		Funding Sources: 199 - General Fund - Extracurricular 99 Undistribu - 15594.00				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 3: Lampasas ISD will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 1: All student populations will maintain 96% attendance.

Evaluation Data Source(s) 1:
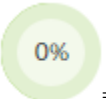
Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Dropout prevention strategies will be provided at TCE for all at-risk students.	Principal; Teachers; Asst. Supt.; Attendance Clerk; Counselor; Asst. Principal	Attendance Data; Discipline Reports; Progress Reports; Nine Weeks Grades				
2) The importance of good school attendance for all populations (ESL, Migrant, homeless, dyslexia, special education, GT and at-risk) will be stressed through announcements, parent orientation, newsletters, Atten"Dance" rewards, and conferences.	Principal; Teachers; Asst. Principal; PEIMS Personnel; Attendance Clerk	Nine Weeks; Semester				
3) TCE will investigate reasons for student absences and provide assistance and motivation to students and parents having difficulty with attendance.	Principal; Teachers; Asst. Principal; PEIMS Personnel; Attendance Clerk	Nine Weeks; Semester				
4) TCE will work to create a positive campus environment that will instill school pride and school spirit in all students.	Superintendent; Asst. Supt.; Principal; Asst. Principal; Teachers	Staff Development; Surveys; Observations				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 3: Lampasas ISD will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 2: All personnel will be provided required staff development in identified areas.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All staff will be trained on the district procedures in dealing with bullying, harassment, dating violence, abuse, and suicide prevention.	Asst. Superintendent; Principal	Sign-Ins				
2) Administrators and other specified district personnel will attend crisis management staff development and share information with other district personnel concerning various ways of ensuring safe school environments	Superintendent; Asst. Supt.; Principal; Teachers; District CFO	Staff Development; Surveys; Observations				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Goal 3: Lampasas ISD will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 3: In 2019-2020, a safe, orderly environment at LISD will be evidenced by maintaining a zero incident or reducing the number of incidents reported on the annual Safe/Drug Free Schools and Communities Report.

    Evaluation Data Source(s) 3: A comprehensive safety plan is in place.

    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) TCE will continue to support and be a safe and drug-free school/community by providing drug education training for all students.	Principal; Teachers; Asst. Principal; Counselor; Asst. Supt.	PEIMS; Discipline Reports; Counseling Logs; Observations				
2) Red Ribbon Week will be observed with activities, guest speakers and classroom lessons to show and teach students about the dangers of all drug use.	Principal; Teachers; Asst. Principal; Counselor	Lesson Plans; Discipline Referrals; Observation				
3) School counselors and campus psychologists will provide social skills coaching sessions for students who demonstrate behavior difficulties.	Principal; Counselor; LSSP; Behavior Support Staff	Surveys; Observations; Discipline Referrals				
4) Implement bullying prevention programs and instruction to all students.	Principal; Counselor	Observation and documentation of reported incidents.				
5) Facilities will be monitored on an ongoing basis to decrease opportunities for unsafe situations and of entrance into building by unauthorized people using the Raptor identification program.	Superintendent; Asst. Supt.; Principal; Teachers; Technology; Police Dept.	Self-evaluations; Observations; Surveys				
6) TCE will work with local and regional law enforcement officers to refine plans for dealing with major crisis situations; teachers will be trained in how to react during crisis situations.	Superintendent; Asst. Supt.; Principal; Teachers; District CFO	Surveys; Staff Development; Plans; Observations				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) TCE will update the Crisis Management Plan in order to ensure a safe and disciplined environment conducive to learning.	Superintendent; Asst. Supt.; Principal; Asst. Principal; Teachers	Staff Development; Surveys; Observations; PEIMS				
8) TCE will have a discipline management program that provides for the prevention of and education concerning unwanted physical or verbal abuse, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles.	Superintendent; Asst. Supt.; Principal; Asst. Principal; Teachers; Behavior Specialists; Counselor	Staff Development; Surveys; Observations; PEIMS				
9) TCE will provide social skills coaching for all students including special populations in order to help prevent discipline problems.	Special Ed. Teachers; Counselor; LSSP; Behavior Specialist	Staff Development; Surveys; Observations; PEIMS				
10) A School Counselor will be utilized to offer student guidance, crisis counseling, and teacher training. In addition, a Comprehensive Guidance Curriculum will be taught on each campus by counselors and support personnel.						
		Funding Sources: 199 - General Fund - Guidance & Counseling 99 Undi - 74380.00				
11) School/District nursing staff members will be utilized to provide school health services to all students. School nursing staff will also monitor overall school health, immunizations, medications, allergies, health procedures, coordinated school health & wellness, and health curriculum						
		Funding Sources: 199 - General Fund - Health Services 99 Undistribu - 36799.00				
12) Taylor Creek will maintain the facility to ensure it remains a safe environment for students and staff.						
		Funding Sources: 199 - General Fund - Facilities Maintenance & Oper - 178667.00				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	**Jan**	**Mar**	**June**
13) Taylor Creek will partially fund one of three School Resource Officers utilized to help monitor and address safety concerns on LISD campuses. In addition, each campus and the district will work with our SRO's to update Crisis Management Plans in order to ensure a safe and disciplined environment conducive to learning.						
		Funding Sources: 199 - General Fund - Security & Monitoring 99 Undi - 20885.00				

100% = Accomplished   = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 3: Lampasas ISD will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 4: TCE will create, update, and enforce school wide expectations tied to a common mission, vision, and goals.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Targeted Support Strategy 1) TCE will gather with stake holders to update the school's mission, vision, and goals. These will be posted and shared with all stake holders at Taylor Creek.	Principal; Asst Principal; IS					
Targeted Support Strategy 2) Taylor Creek will post and enforce school wide expectations to create a safe environment with high expectations focused on learning for all students.						
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 4: Lampasas ISD will recruit, develop and retain qualified and highly effective personnel.

Performance Objective 1: Ensure that 100% of certified staff in LISD meet professional standards and demonstrate professional competence and skills to assist all students in meeting or exceeding academic expectations.

Evaluation Data Source(s) 1: Staff development and training sessions will be implemented to ensure all professional staff members are certified and meet "highly qualified".

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) TCE will assist teachers not currently highly qualified to meet the highly qualified requirements by the end of the school year 2019-20.	Asst. Supt.; Principal; Human Resource Department	TExES Results; Student STAAR; HQ Report of NCLB				
2) Ensure low-income students and minority students are not taught at higher rates than other student groups by in-experienced, out-of-field, or non-HQ teachers.	Asst. Supt.; Principal; Human Resource Department	Class Schedules; Student STAAR; HQ Report to NCLB; Observations				
Funding Sources: 199 - General Fund - Early Education Allotment 36 - 85000.00						
3) Increase the percentage of teachers receiving high-quality professional development to meet 100% by end of 2019-20.	Asst. Supt.; Principal	Surveys; Student STAAR; HQ Report to NCLB; Observations; TRS Timeline				
Funding Sources: 199 - General Fund - Staff Development 99 Undistri - 8560.00						
4) Increase the percentage of core academic subject area classes taught by highly qualified teachers to meet 100% by end of 2019-20.	Asst. Supt.; Principal; Human Resource Department	Class Schedules; Student STAAR; HQ Report to NCLB; Observations; TRS Timeline				
5) TCE will continue to provide peer and district mentors to new teachers to ensure a smooth transition into the LISD elementary school culture.	Asst. Supt.; ISs; Principal; Human Resource Department; Mentor Teachers	Class Schedules; Student STAAR; HQ Report to NCLB; Observations; TRS Timeline				
6) TCE will continue to provide opportunities for teachers to observe in peer classrooms within the district and in Exemplary districts.	Superintendent; Asst. Supt.; Elem. Curr. Specialist; Principal	Class Schedules; Student STAAR; HQ Report to NCLB; Observations				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) TCE staff will receive walk-throughs on a regular basis to monitor student progress and teacher fidelity to district curriculum.	Principal; Asst. Principal; Curriculum Specialist	Walk-through documentation				
8) TCE will continue to provide staff development in Response to Intervention (RTI) and Child Centered Team (CCT).	Principal; Special Ed. Staff; Interventionist	Sign-in documentation				
9) The Principal and Assistant Principal will provide instructional leadership, campus vision, teacher guidance, and student support in all areas related to student and teacher success. In addition, campus administrators will complete Eduphoria walk-throughs in all classrooms on a consistent basis to monitor instructional strategies and the use of the instructional timeline.						
		Funding Sources: 199 - General Fund - School Leadership 99 Undistri - 258802.00				

100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue

Goal 5: Lampasas ISD will encourage communication so parents and community members are active partners in the education and activities of all students.

Performance Objective 1: Develop and utilize a variety of strategies to ensure communication with all parents and community members regarding school news/information, student achievement, meetings, and training sessions.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) A Campus-Parent Compact will be provided to every parent in order to promote parental involvement in each child's academic progress.	Principal; Teachers; Asst. Supt.; Asst. Principal	Signed Documents; Surveys; Observations; Attendance Sheets				
2) A campus newsletter will continue to be provided to all parents.	Principal; Teachers; Asst. Supt.	Signed Documents; Surveys; Observations; Attendance Sheets.				
3) Through a variety of methods, inform parents and families in the area of parent involvement, policy, best practices and program requirements for the Title 1 program. A yearly review of Title 1 requirements will be provided to parents.	Principal; Teachers; Asst. Supt.; Asst. Principal.	Signed Documents; Surveys; Observations; Attendance Sheets; PTSO Attendance Data				
4) TCE will provide incentives to encourage attendance at Family Nights for all populations.	Principal; Librarian; ESL Teacher; GATE Teacher	Attendance Sheets; Incentives Received				
5) TCE will incorporate Coordinated School Health Activities.	Dir. of Student Health Services; Principal; Advisory Committee; Teachers; Nurses	Fitness Gram Testing				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	**Jan**	**Mar**	**June**
6) Parents will be able to access individual student grades and other educational information by using Family Access and the District and Campus Home Pages.	Teachers; Office Staff; Technology; Instructional Technologist	Data from Technology				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Goal 5: Lampasas ISD will encourage communication so parents and community members are active partners in the education and activities of all students.

Performance Objective 2: Offer training to all LISD families.

Evaluation Data Source(s) 2:
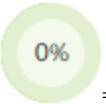
Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) TCE will encourage and notify parents of Family Nights through increased communication, letters, newsletters, e-mail, school messenger, and Remind 101. We will also provide incentives to encourage attendance at Family Nights for all populations.	Principal; Asst. Principal; Librarian; ESL Teacher; GATE Teacher; Teachers	Attendance Sheets; Incentives Received				
100% = Accomplished		🠒 = Continue/Modify	0% = No Progress		✕ = Discontinue	

Goal 5: Lampasas ISD will encourage communication so parents and community members are active partners in the education and activities of all students.

Performance Objective 3: Maintain open communication between LISD and local governmental agencies who serve as support/resources for individual student needs.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Through district participation in the community Resources Coordination Groups (CRCG), TCE will maintain open communication between LISD and local government agencies.	Principal, Counselor, District personnel	Communication between district and local government agencies				
2) Participate in Texas Homeless Education Office (THEO) trainings to provide support to students qualifying under the McKinney-Vento Act.	Asst. Superintendent; Counselors; Campus PEIMS clerks	McKinney-Vento Student Residency Questionnaire				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 6: Lampasas ISD will implement and use technology to increase the effectiveness of the digital learner, instructional management, staff development and administration.

Performance Objective 1: All core teachers will integrate the National Educational Technology Standards for Students (NETS-S) into instruction with K-8 teachers specifically integrating Texas Technology Application TEKS.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will continue to increase integration of technology to include Smart Boards, mobile labs, iPads, and Chromebooks in the delivery of instruction and in student use of technology in learning activities.	Asst. Supt.; Elem. ISs; Principal; Asst. Principal; Teachers; Technology	Observations; Lessons; Benchmark Tests; STAAR				
2) Teachers will integrate educational programs (Learning.com, AR, Brain Pop, Discovery Education, Think Through Math, Lexia, and iStation) into instructional times to provide a variety of opportunities for students to access technology and enhance learning.	Asst. Supt.; ISs; Principal; Asst. Principal; Teachers; Technology, Library Para.	Observations; Lessons; Benchmark Tests; STAAR				
3) Teachers will work with students and parents to initiate the online Accelerated Reading (AR) program to help foster continued reading (in-school and at home) for all students	Principal; Asst. Principal; Classroom Teachers; Librarian; Library Assistant	Feedback and data from the AR program; Input from students, parents, and teachers				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 6: Lampasas ISD will implement and use technology to increase the effectiveness of the digital learner, instructional management, staff development and administration.

Performance Objective 2: With the goal of meeting the National Educational Technology Standards for Teachers (NETS-S), all teachers will attend 9 hours of technology professional development during the school year. (StaR Chart developing)

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize instructional technologist to provide teachers and assistants with relevant technology trainings related to i-Pads, SMART lessons and SMART software, laptop usage, and innovative technology lessons.	Principal, ISs, Asst. Principal, Counselor, Librarian, Library Assistant, Classroom Teachers	T-TESS Observations; Teacher feedback and survey data; Data from Instructional Specialist				
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

Goal 7: Lampasas ISD will plan and use resources available to provide and maintain educational facilities.

Performance Objective 1: All Lampasas ISD schools will offer students nutritionally balanced meals in accordance with standards set forth in state and federal law.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The Child Nutrition Department will provide qualifying LISD students with breakfast and lunch. These meals will be served on all campuses on a daily basis. Meals will be nutritionally balanced in accordance with standards set forth in state and federal law.	Supt, Asst. Supt, Principal					
	Funding Sources: 240 - Child Nutrition - 234635.00					
100% = Accomplished = Continue/Modify 0% = No Progress ✗ = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	4	TCE will provide before and after school tutorials and small group writing focused intervention to demonstrate progress on STAAR writing.
1	1	5	Taylor Creek will have an after school Writing camp to target writing, specifically within our economically disadvantaged and LEP students
1	2	1	TCE will target special population students that need to improve academically including such groups as ESL, SpEd, Section 504 and Economically Disadvantaged.
1	2	8	Special population students including Dyslexic, Special Education, Section 504, and Economically Disadvantaged students will be monitored and will be provided with RTI activities when needed to ensure academic success.
1	2	13	The essential student expectations (Essential Safety Nets) will be reviewed for all core subjects. In addition, we will utilize ongoing data analysis that will be conducted utilizing programs that include reading screener K-2, Eduphoria Aware, OnSuite, iStation, Think Through Math, Program for Dyslexia Intervention PDI.

State Compensatory

Personnel for Taylor Creek Elementary School:

Name	Position	Program	FTE
Erika Ramos	Intervention Assistant	Compensatory Education	1
Janelle Kunkel	Intervention Assistant	Compensatory Education	.86
Shannon Kneupper	ESL Facilitator	Compensatory Education	.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

We conducted the CNA on September 30, 2019. It was reviewed again on October 28, 2019.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus stakeholders discussed the needs and plan on September 30. The SBDM committee reviewed all the information on October 28.

2.2: Regular monitoring and revision

Campus administration team monitors and adjusts for all students throughout the year. All students receive intervention and/or enrichment through TC Time, 45 minutes a day. T1 students remain in teacher groups, while T2/T3 students are pulled out to work directly with interventionists in small groups. All students are monitored through the Child Centered Team and RTI Coordinator. The CCT meets and monitors after each common assessment and benchmark.

2.3: Available to parents and community in an understandable format and language

Campus communications are delivered through Black Board Messenger and are delivered in English and Spanish.

2.4: Opportunities for all children to meet State standards

Students are identified through CCT and receive intervention/enrichment services based on data collected by CCT. TC time is provided to everyone during the instructional day to provide the intervention/enrichment. We have tutoring available to all students before school. We offer after school enrichment in the fall to selected students in grades 2-5. We also offer after school tutoring to select students in grades 3-5 in the spring to target STAAR preparation.

2.5: Increased learning time and well-rounded education

We have after school enrichement in the fall. We have after school STAAR tutoring in the spring. Our students can participate in UIL, Robotics, Marathon Kids Run Club, Fine Arts Club, and Kindness Club, all of which meet after school.

2.6: Address needs of all students, particularly at-risk

Students at-risk of not being successful are identified by teachers and brought to the CCT meeting. At-risk students needing intervention in reading and math receive that intervention for 45 minutes each day in TC Time. Tier 1 students remain with teachers in classroom groups. Tier 2/Tier 3 students are pulled to work with interventionists and DOSS teachers. Before school tutoring is offered for all students. After school tutoring is offered for grades 3-5 in Math, Reading, and Writing.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is available to all parents and is also available on the LISD website. It is reviewed at the Title I Parent Meeting held in November.

3.2: Offer flexible number of parent involvement meetings

SBDM meetings are held once a semester. The PTSO meets the first Tuesday of each month.

Title I Personnel

Name	Position	Program	FTE
Lori Ramsey	Teacher	RTI/Intervention	1.0
Mary Petronis	Teacher	Intervention	1.0
Michele Stivers	teacher	Intervention	1.0

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Principal	Renee Cummings	Principal
Parent	Angela Beuermann	Parent
Parent	Jessica Parker	Parent
Classroom Teacher	Kim West	Kindergarten Teacher
Classroom Teacher	Regina Herrmann	1st Grade Teacher
Classroom Teacher	Denise Mays	4th Grade Teacher
Classroom Teacher	Katherine Civiletto	5th Grade Teacher
Administrator	James Allison	Assistant Principal
Non-classroom Professional	Carisa Brown	Counselor
Paraprofessional	Chastity Schuller	Principal's Secretary
Business Representative	Nancy Nelson	Manager
Classroom Teacher	Alyssa Alberson	2nd Grade Teacher

Campus Funding Summary

<table>
<tr><td colspan="6">199 - General Fund - Basic Education 11</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>1</td><td>7</td><td></td><td></td><td>$1,840,658.00</td></tr>
<tr><td colspan="4"></td><td>Sub-Total</td><td>$1,840,658.00</td></tr>
<tr><td colspan="4"></td><td>Budgeted Fund Source Amount</td><td>$1,840,658.00</td></tr>
<tr><td colspan="4"></td><td>+/- Difference</td><td>$0</td></tr>
<tr><td colspan="6">199 - General Fund - GT Allotment 21</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>2</td><td>1</td><td>1</td><td></td><td></td><td>$16,414.00</td></tr>
<tr><td colspan="4"></td><td>Sub-Total</td><td>$16,414.00</td></tr>
<tr><td colspan="4"></td><td>Budgeted Fund Source Amount</td><td>$16,414.00</td></tr>
<tr><td colspan="4"></td><td>+/- Difference</td><td>$0</td></tr>
<tr><td colspan="6">199 - General Fund - SPED Allotment 23/33</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>2</td><td>1</td><td></td><td></td><td>$86,327.00</td></tr>
<tr><td>1</td><td>2</td><td>1</td><td></td><td></td><td>$99,087.00</td></tr>
<tr><td>1</td><td>2</td><td>8</td><td></td><td></td><td>$131,228.00</td></tr>
<tr><td colspan="4"></td><td>Sub-Total</td><td>$316,642.00</td></tr>
<tr><td colspan="4"></td><td>Budgeted Fund Source Amount</td><td>$316,642.00</td></tr>
<tr><td colspan="4"></td><td>+/- Difference</td><td>$0</td></tr>
<tr><td colspan="6">199 - General Fund - SCE Allotment 24/28/30</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>2</td><td>14</td><td></td><td></td><td>$189,360.00</td></tr>
</table>

199 - General Fund - SCE Allotment 24/28/30					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$189,360.00
				Budgeted Fund Source Amount	$189,360.00
				+/- Difference	$0
199 - General Fund - Bilingual/ESL Allotment 25					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$1,783.00
				Sub-Total	$1,783.00
				Budgeted Fund Source Amount	$1,783.00
				+/- Difference	$0
199 - General Fund - Pre-K 32					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	15			$94,800.00
				Sub-Total	$94,800.00
				Budgeted Fund Source Amount	$94,800.00
				+/- Difference	$0
199 - General Fund - Early Education Allotment 36					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	2			$85,000.00
				Sub-Total	$85,000.00
				Budgeted Fund Source Amount	$85,000.00
				+/- Difference	$0
199 - General Fund - Instruction 99 Undistributed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7			$8,600.00
				Sub-Total	$8,600.00

199 - General Fund - Instruction 99 Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
			Budgeted Fund Source Amount		$8,600.00
			+/- Difference		$0

199 - General Fund - Library 99 Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			$66,702.00
			Sub-Total		$66,702.00
			Budgeted Fund Source Amount		$66,702.00
			+/- Difference		$0

199 - General Fund - Staff Development 99 Undistri

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3			$8,560.00
			Sub-Total		$8,560.00
			Budgeted Fund Source Amount		$8,560.00
			+/- Difference		$0

199 - General Fund - School Leadership 99 Undistri

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	9			$258,802.00
			Sub-Total		$258,802.00
			Budgeted Fund Source Amount		$258,802.00
			+/- Difference		$0

199 - General Fund - Guidance & Counseling 99 Undi

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	10			$74,380.00
			Sub-Total		$74,380.00
			Budgeted Fund Source Amount		$74,380.00

199 - General Fund - Guidance & Counseling 99 Undi					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0

199 - General Fund - Health Services 99 Undistribu					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	11			$36,799.00
				Sub-Total	$36,799.00
				Budgeted Fund Source Amount	$36,799.00
				+/- Difference	$0

199 - General Fund - Extracurricular 99 Undistribu					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	8	1			$15,594.00
				Sub-Total	$15,594.00
				Budgeted Fund Source Amount	$15,594.00
				+/- Difference	$0

199 - General Fund - Facilities Maintenance & Oper					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	12			$178,667.00
				Sub-Total	$178,667.00
				Budgeted Fund Source Amount	$178,667.00
				+/- Difference	$0

199 - General Fund - Security & Monitoring 99 Undi					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	13			$20,885.00
				Sub-Total	$20,885.00
				Budgeted Fund Source Amount	$20,885.00
				+/- Difference	$0

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$217,564.00
				Sub-Total	$217,564.00
				Budgeted Fund Source Amount	$217,564.00
				+/- Difference	$0
224 - IDEA B, Formula SPED					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$75,976.00
				Sub-Total	$75,976.00
				Budgeted Fund Source Amount	$75,976.00
				+/- Difference	$0
240 - Child Nutrition					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	1	1			$234,635.00
				Sub-Total	$234,635.00
				Budgeted Fund Source Amount	$234,635.00
				+/- Difference	$0
				Grand Total	$3,741,821.00

Addendums

2019-2020 Targeted Improvement Plan: Taylor Creek Elementary

District Name	Lampasas ISD	Campus	Taylor Creek Elementary	Superintendent	Chane Rascoe	Principal	Renee Cummings
District Number	141-901	Campus Number	000000105	District Coordinator of School Improvement (DCSI)	Kevin Bott	ESC Support	Region 12

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**Dr. Kevin Bott, October 24, 2019**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Renee' Cummings, October 24, 2019**
Board Approval Date	2019-11-04	

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	Domain 1: 80; Domain 2: 80; Domain 3: 75
	What changes in student group and subject performance are included in these goals?	Our student outcomes are below where they need to be across the board, so on average, we want to see a 10% increase in each STAAR tested subject area and grade level, as well as at least 10% more students at meets or masters in all tested subject areas and grade levels.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	N/A

TCE - Self-Assessment Results

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	2
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2
3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	2
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3
5.1 Objective-driven daily lesson plans with formative assessments.	4
5.3 Data-driven instruction.	3

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.3 Data-driven instruction.	
Rationale	We have school-wide expectations for common areas, but we do not have rules posted. These expectations are not consistently being enforced. During hallway transitions students are expected to remain quiet, however restroom breaks and coming in from recess are loud and distracting to students still in class. The cafeteria and the hallways are somewhat chaotic during dismissal time. We currently have a school mission that is outdated. We do not have a written vision or values. We need to update and create all of the previously listed with the help of our stakeholders in the near future.	We realize the importance of data informed decisions and collected data last year. However, we lacked good communication between teaching staff and IS/Admin on how to use this data. This year we have regularly scheduled meetings with teachers, IS, RTI coordinator and admin to use the data to make instructional decisions that will ultimately lead to improvements for our campus.	
Desired Annual Outcome	We will have school-wide expectations posted throughout the common areas. We will provide teachers with training on how to enforce these expectations. We will have a written mission posted in our school and easily accessible on the website. We will share and discuss this vision with the staff to ensure understanding and to help clarify the direction we will be going as a school.	Data will be used to drive instruction and student growth will be shown, not only on local assessments, but on the STAAR tests as well.	
Barriers to Address During the Year	1. We will send out expectations to the teachers to review and give them a chance to give them their input. With teacher input, we will hopefully have more teacher buy-in. 2. We will provide stakeholders with plenty of time to create, review, and finalize a mission statement for our school. We will send out to teachers to review and give their input before finalizing the statement.	Time will be given to dissagregate the data and to plan lessons accordingly.	

District Commitment Theory of Action:	If the school has clear goals aligned to the mission and vision of the campus and all staff understand and set high expectations for behavior and learning, a safe and orderly environment of high expectations will be established. If the data is collected by the administration, IS, and RTI coordinator and weak areas are addressed through small group and reteach as necessary, the student achievement will increase.

Taylor Creek Elementary - Student Data													
Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
3rd	Math	Other	70	43	Benchmark	80		State Interim	90		STAAR	50	
3rd	Reading	Other	70	24	Benchmark	80		State Interim	90		STAAR	50	
4th	Math	Other	70	69	Benchmark	80		State Interim	90		STAAR	50	
4th	Reading	Other	70	38	Benchmark	80		State Interim	90		STAAR	50	
4th	Writing	Other	60	37	Benchmark	70		State Interim	80		STAAR	40	
5th	Math	Other	70	76	Benchmark	80		State Interim	90		STAAR	55	
5th	Reading	Other	70	50	Benchmark	80		State Interim	90		STAAR	60	
5th	Science	Other	70	83	Benchmark	80		State Interim	90		STAAR	45	

TCE: Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.3 Data-driven instruction.	
Desired Annual Outcome	We will have school-wide expectations posted throughout the common areas. We will provide teachers with training on how to enforce these expectations.	Data will be used to drive instruction and student growth will be shown, not only on local assessments, but on the STAAR tests as well.	
Desired 90-day Outcome	The admin team will put together a list of preliminary expectations for hallways, restrooms, and cafeteria to send out to staff for input.

A committee of stakeholders will meet to create a preliminary list of items to be included in the mission of our school. We will send these out to staff to review and give input. | IS and RTI coordinator will collect data from common assessments and identify weak areas. During grade level planning, teachers will create plans to address student needs. | |
| **Barriers to Address During this Cycle** | 1. Send a list of expectations for staff to look over and give their input allowing them to be a part of the process.
2. Time is one of our barriers, so we can break down the development of our mission statement into small steps to keep it from getting overwhelming or taking too much time. | Time will be set aside during the IS and RTI schedules to meet and collect and review data. | |
| **District Actions for this Cycle** | Review of desired outcomes | Review of desired outcomes | |
| **District Commitments Theory of Action** | If the school has clear goals aligned to the mission and vision of the campus and all staff understand and set high expectations for behavior and learning, a safe and orderly environment of high expectations will be established. If the data is collected by the administration, IS, and RTI coordinator and weak areas are addressed through small group and reteach as necessary, the student achievement will increase. | | |

/								
Milestones	**Prioritized Focus Area**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Progress toward Milestone**	**Necessary Adjustments / Next Steps**
TCE will demonstrate continuous growth on district assessments and state assessments with students from economically disadvantaged backgrounds.	ELAR and Math	9/2/19 - 11/29/19	Intervention personnel, common assessment data	Renee Cummings	iStation, Common assessment results	11/29/19	Some Progress	Ongoing monitoring of student growth
TCE will demonstrate continuous growth on district assessments and state assessments with students who are non-continuously enrolled.	ELAR and Math	9/2/19 - 11/29/19	Intervention personnel, common assessment data	Renee Cummings	iStation, Common assessment results	11/29/19	Some Progress	Ongoing monitoring of student growth
TCE will update the mission statement and create goals and expectations to share with all stakeholders.		9/2/19 - 11/29/19	Admin team and other stakeholders	Renee Cummings	observation data	11/29/19	Some Progress	Ongoing monitoring

TCE: Cycle 2 90-Day Outcomes (December-February)		
Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.3 Data-driven instruction.	
Desired Annual Outcome	We will have school-wide expectations posted throughout the common areas. We will provide teachers with training on how to enforce these expectations.	Data will be used to drive instruction and student growth will be shown, not only on local assessments, but on the STAAR tests as well.	
Desired 90-day Outcome	Demonstrated knowledge of campus-wide expectations for growth and per	Benchmark results will show continuous growth and improvement	
Barriers to Address During this Cycle	1. Send a list of expectations for staff to look over and give their input allowing them to be a part of the process. 2. Time is one of our barriers, so we can break down the development of	Time will be set aside during the IS and RTI schedules to meet and collect and review data.	
District Actions for this Cycle	Review of desired outcomes	Review of desired outcomes	
District Commitments Theory of Action	If the school has clear goals aligned to the mission and vision of the campus and all staff understand and set high expectations for behavior and learning, a safe and orderly environment of high expectations will be established. If the data is collected by the administration, IS, and RTI coordinator and weak areas are addressed through small group and reteach as necessary, the student achievement will increase.		

Action plan-Milestones								
Milestones	**Prioritized Focus Area**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Progress toward Milestone**	**Necessary Adjustments / Next Steps**
TCE will demonstrate continuous growth on district assessments and state assessments with students from economically disadvantaged backgrounds.	ELAR and Math	12/2/19 - 2/28/20	Intervention personnel, benchmark data	Renee Cummings	iStation, Common assessment results	2/28/20		
TCE will demonstrate continuous growth on district assessments and state assessments with students who are non-continuously enrolled.	ELAR and Math	12/2/19 - 2/28/20	Intervention personnel, benchmark data	Renee Cummings	iStation, Common assessment results	2/28/20		
TCE will update the mission statement and create goals and expectations to share with all stakeholders.		12/2/19 - 2/28/20	Admin team and other stakeholders	Renee Cummings	observation data	2/28/20		

TCE: Cycle 3 90-Day Outcomes (March-May)		
	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.3 Data-driven instruction.	
Desired Annual Outcome	We will have school-wide expectations posted throughout the common areas. We will provide teachers with training on how to enforce these expectations.	Data will be used to drive instruction and student growth will be shown, not only on local assessments, but on the STAAR tests as well.	
Desired 90-day Outcome	Demonstrated knowledge of campus-wide expectations for growth and per	Demonstrated knowledge of campus-wide expectations for growth and performance.	
Barriers to Address During this Cycle	1. Send a list of expectations for staff to look over and give their input allowing them to be a part of the process. 2. Time is one of our barriers, so we can break down the development of	Time will be set aside during the IS and RTI schedules to meet and collect and review data.	
District Actions for this Cycle	Review of desired outcomes	Review of desired outcomes	
District Commitments Theory of Action	If the school has clear goals aligned to the mission and vision of the campus and all staff understand and set high expectations for behavior and learning, a safe and orderly environment of high expectations will be established. If the data is collected by the administration, IS, and RTI coordinator and weak areas are addressed through small group and reteach as necessary, the student achievement will increase.		

Action plan-Milestones								
Milestones	**Prioritized Focus Area**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence used to Determine Progress toward Milestone**	**Evidence Collection Date**	**Progress toward Milestone**	**Necessary Adjustments / Next Steps**
TCE will demonstrate continuous growth on district assessments and state assessments with students from economically disadvantaged backgrounds.	ELAR and Math	3/2/20 - 5/21/20	Intervention personnel, STAAR Results, End of Year district assessments	Renee Cummings	iStation, STAAR results and Common assessment results	5/21/20		
TCE will demonstrate continuous growth on district assessments and state assessments with students who are non-continuously enrolled.	ELAR and Math	3/2/20 - 5/21/20	Intervention personnel, STAAR Results, End of Year district assessments	Renee Cummings	iStation, STAAR results and Common assessment results	5/21/20		
TCE will update the mission statement and create goals and expectations to share with all stakeholders.		3/2/20 - 5/21/20	Admin team and other stakeholders	Renee Cummings	observation data	5/21/20		

TCE: Cycle 4 90-Day Action Plan (June-August)			
The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.			

	Prioritized Focus Area #1	**Prioritized Focus Area #2**	**Prioritized Focus Area #3**
Essential Action	The admin team will put together a list of preliminary expectations for hallways, restrooms, and cafeteria to send out to staff for input.	IS and RTI coordinator will collect data from common assessments and identify weak areas. During grade level planning, teachers will create plans to address student needs.	.
Rationale	We have school-wide expectations for common areas, but we do not have rules posted. These expectations are not consistetly being enforced. During hallway transitions students are expected to remain quiet, however restroom breaks and coming in from recess are loud and distracting to students still in class. The cafeteria and the hallways are somewhat chaotic during dismissal time. We currently have a school mission that is outdated. We do not have a written vision or values. We need to update and create all of the previously listed with the help of our stakeholders in the near future.	We realize the importance of data informed decisions and collected data last year. However, we lacked good communication between teaching staff and IS/Admin on how to use this data. This year we have regularly scheduled meetings with teachers, IS, RTI coordinator and admin to use the data to make instructional decisions that will ultimately lead to improvements for our campus.	
How will you communicate these priorities to your stakeholders? How will you invest them?	We will communicate these priorities to our stakeholders through training sessions, posting of information, sharing with students on a regular basis, posting on our webiste. We will invest our stakeholders by making them part of the creation process.	We will communicate to our stakeholders through staff develoment, weekly planning days, vertical alignment planning days, grade level planning days, CCT meetings, and grade level meetings. We will invest our stakeholders by making them part of the process.	
Desired 90-Day Outcome	Demonstrated knowledge of campus-wide expectations for growth and per	Demonstrated knowledge of campus-wide expectations for growth and performance.	
Who will help the campus build capacity in this area?	Campus Admin Team - Principal, AP, Counselor, IS, RTI Coordinator	Campus Admin Team - Principal, AP, Counselor, IS, RTI Coordinator	
Barriers to Address	1. Send a list of expectations for staff to look over and give their input allowing them to be a part of the process. 2. Time is one of our barriers, so we can break down the development of	Time will be set aside during the IS and RTI schedules to meet and collect and review data.	

Action plan-Milestones								
Milestones	**Prioritized Focus Area**	**Timeline**	**Resources Needed**	**Person(s) Responsible**	**Evidence Used to Determine Progress Toward Milestone**	**Evidence Collection Date**	**Progress Toward Milestone**	**Necessary Adjustments/Next Steps**
TCE will demonstrate continuous growth on district assessments and state assessments with students from economically disadvantaged backgrounds.	ELAR and Math	6/8/20 - 7/31/20	Summer School staff, Intervention personnel, STAAR Results, End of Year district assessments	Renee Cummings	iStation, STAAR results and Common assessment results	7/31/20		
TCE will demonstrate continuous growth on district assessments and state assessments with students who are non-continuously enrolled.	ELAR and Math	6/8/20 - 7/31/20	Summer School staff, Intervention personnel, STAAR Results, End of Year district assessments	Renee Cummings	iStation, STAAR results and Common assessment results	7/31/20		
TCE will update the mission statement and create goals and expectations to share with all stakeholders.		6/8/20 - 7/31/20	Admin team and other stakeholders	Renee Cummings	observation data	7/31/20		