

**Lampasas Independent School District**  
**Taylor Creek Elementary School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

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The mission of the Lampasas Independent School District is to develop and encourage life-long learners and to share in the responsibility of educating the total child. The District strives to prepare the students physically, mentally, socially and morally toward the full realization of their highest capabilities.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

At Taylor Creek we are creating a plan for kids who move in/enroll after the start of school. We will be working on a way to better use our military staff. We also think it is important for all teachers to be in the know of which kids are at-risk (activity, specials, intervention, SpEd, ESL, Dyslexia, etc.) With House Bill 4545, we are implementing 3-1 Intervention for our students that did not meet expectations on their STAAR test for 2021.

### Demographics Strengths

- Student - Teacher Ratios
- Intervention - 3/1 Teacher - Student Ratio
- Male/Female evenly split
- Employees w/ military background
- Connection to the base (Ft. Hood)

### 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

**Problem Statement 2:** CPS Case #'s **Root Cause:** Foster, kids not living w/ their families due to drug usage and/or neglect

**Problem Statement 3:** Grandparents raising kids **Root Cause:** Parent(s) deployed or abandoned

**Problem Statement 4:** BIC - Behavior kids **Root Cause:** New program added to TCE

# Student Achievement

## Student Achievement Summary

In years past, we have struggled with attendance so we will begin incentives for attendance in order to get it above 96%. We recognize that our teachers need to be properly trained so that they can meet our students where they are and get them to where they need to be. We also need to work on getting all of the STAAR materials that our teachers need to help our students be successful. We are going to implement after-school programs for struggling students in order to help fill gaps.

We are seeing that scores are already starting to improve with the changes we are making.

## Student Achievement Strengths

- Science plans and scores are strong and steadily improving.
- Reading and math 'masters' improved in 2020
- TELPAS is improving each year
- Economically disadvantaged scores are steadily improving.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** ESL not passing STAAR **Root Cause:** There is a language barrier.

**Problem Statement 2:** Tardies and early pick-ups **Root Cause:** Parents are scheduling appointments, don't wake up on time, or don't want to wait in the pick up line.

**Problem Statement 3:** Attendance below 96% **Root Cause:** Lack of responsibility in the household.

# 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 know that this will look a little different since we are in the middle of a pandemic and we are taking the proper steps to encourage involvement where we can. 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 Daily 5 initiative in order to have all students K-3 reading on grade level.

## School Culture and Climate Strengths

- Taylor'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
- Red Ribbon Week - Drug awareness
- Marathon Club
- PTSO meetings and events
- Teacher mentoring program
- Office Staff & Teachers
- Students overall feel respected & have positive feelings about TCE
- Improvement in discipline
- Quick responses from admin
- DOSS support and communication
- Team leads
- Improvements around campus
- Cohesive staff

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Continued staff development in all programs. **Root Cause:** Need to provide more training for staff to strengthen implementation of district initiatives

**Problem Statement 2:** Parents are not connecting with the school and are unaware of how to best help their child(ren). **Root Cause:** Lack of knowledge and/or internet. Rural area.

**Problem Statement 3:** Inconsistency among intervention team and pullouts. **Root Cause:** New team members and HB 4545 causing some issues with pullouts. Teachers not knowing who is being pulled and when. Miscommunication and inconsistent scheduling.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

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, bi-monthly for grade level meetings/data PLCs, 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 regularly with our teachers to provide training, and teachers are encouraged to attend outside staff development as well.

At Taylor Creek, our staff is friendly, cohesive, and willing to learn, grow and try new things.

## Staff Quality, Recruitment, and Retention Strengths

- Purposeful staff development
- Teacher mentoring program
- Horizontal planning days with support from the curriculum specialist
- Flexibility
- Willingness to learn and grow
- Friendly/Family-oriented
- Cohesive teams
- Campus administrative support

## 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.

**Problem Statement 2:** Problem acquiring and retaining substitutes. **Root Cause:** Low pay scale



# 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 is continuing to follow the district initiatives 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 are also in the process of having all of our teachers complete Reading Academy.

We are using Lexia lab for K-1 this year.

## Curriculum, Instruction, and Assessment Strengths

- Reading Academy
- Strong teachers
- Lesson plans with comments on them
- Instructional support - SpEd and Intervention
- We have started vertical alignment (have the ball rolling)
- Academic coach to help K-2 teachers

## 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 has always tried to make our school parent friendly. We are always looking for ways that we can bring families in and get them involved. Unfortunately, due to COVID, that has been difficult. Taylor Creek will have more family nights to include community, public servants, and military. We will strive to involve teachers, families, and communities to engage and build the TCE family.

Taylor Creek is working to build programs for community notification. Right now, we have a notification system that send out a phone call and e-mail to parents for notifications. We also recently sent out a survey to get input from our parents, as we are always striving to make sure that we are meeting the needs of our families that we serve at Taylor Creek.

## 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
- Monthly newsletter to communicate with parents
- Our Adopt A Unit
- Marathon Kids
- Staff willing to go above and beyond
- Public servants involvement

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Community and family involvement **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. Covid is also causing issues since our campus is now closed to visitors.

# 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 meetings with their grade level team.

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. TCE has implemented 3-1 pullouts to meet needs. Taylor Creek will also be offering after school tutoring starting in October.

## 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
- 3-1
- Mentor program
- School map
- School website
- Grade chains - leadership

## 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.

**Problem Statement 2:** Need more collaboration from the district. **Root Cause:** Taylor Creek is much further out from the other schools thus making it harder to participate in trainings and collaborate with the other elementary schools.

# 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. Most classrooms are equipped wiht a SMART interactive board, document, camera, teacher computer, teacher Chrome Book, and three to four student Chromebooks. Grade levels also share chromebook carts. 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. PK and Kindergarten have iPads to use during the day. Our intervention teachers use programs like Lexia 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
- iPads for PK and Kinder
- Chromebooks in computer lab
- Google
- Zoom
- Lexia Lab - 100 students served

## 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.

**Problem Statement 2:** Not all classroom technology is properly working. **Root Cause:** Lacking funds to have it replaced.

# 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

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

## **Student Data: Assessments**

- State and federally required assessment information
- 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)
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- Dyslexia Data

## **Employee Data**

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

# Goals

Revised/Approved: September 28, 2021

**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 2022, the percentage of students at Taylor Creek Elementary meeting or exceeding proficiency will improve by ten percent or three questions on each state assessment taken.







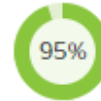





**Targeted or ESF High Priority**

**HB3 Goal**













**Evaluation Data Sources:** All students and each special population will improve by ten percent or three questions on each STAAR tests, and meet ARD expectations.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> TCE will use the scientifically research-based TEKS Resource System (TRS) to ensure academic success for all students in all classes. <b>Strategy's Expected Result/Impact:</b> Teacher-made and released tests; common assessments and benchmark tests; textbook evaluation instruments; lesson plans <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Curr. Specialist; Principal; Teacher <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue to integrate higher-level thinking and problem-solving skills into the instruction of all classes <b>Strategy's Expected Result/Impact:</b> TRS Timeline; Lesson Plans; Nine Weeks Tests; Teacher-made Tests; Common Assessments; Benchmark Tests; Walk through data <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Curr. Specialist; Principal; Teacher <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> TCE will utilize Eduphoria Aware to disaggregate data for each student so that student weaknesses may be addressed with appropriate interventions. <b>Strategy's Expected Result/Impact:</b> TRS Timeline ; Weekly Progress Reports; Nine Week Reports; Semester Grades; Benchmark Tests <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Curr. Specialist; Principal; Teacher; Interventionists  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> TCE's Instructional Specialist will train core-subject teachers to include Interventionists, ESL facilitators and SpEd teachers on specific research-based academic strategies. <b>Strategy's Expected Result/Impact:</b> Benchmarks, Common Assessments, STAAR scores, <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Curriculum Specialist, Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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. <b>Strategy's Expected Result/Impact:</b> Common Assessments; Benchmarks; STAAR Data <b>Staff Responsible for Monitoring:</b> Principal, teachers, auxillary staff  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers <b>Funding Sources:</b> - 199 - General Fund - Basic Education 11 - \$1,948,008, - 199 - General Fund - Instruction 99 Undistributed - \$68,350	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 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. <b>Staff Responsible for Monitoring:</b> Asst. Superintendent; Librarian; Principal  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers <b>Funding Sources:</b> - 199 - General Fund - Library 99 Undistributed - \$71,726	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> TCE will fund a BIC teacher in order to provide support for children with disabilities in the Behavior Intervention Program. <b>Strategy's Expected Result/Impact:</b> Progress toward mastery of IEP goals <b>Staff Responsible for Monitoring:</b> Director of Special Services, Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers <b>Funding Sources:</b> - \$78,430	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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.






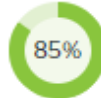


**Performance Objective 2:** Interventions will be provided to all at-risk students including following HB 4545 with 3 to 1 interventions for all students failing any state assessment.











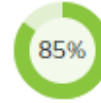

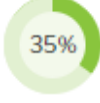



**Targeted or ESF High Priority**












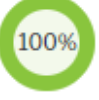
**HB3 Goal**







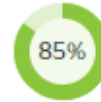





**Evaluation Data Sources:** The Accountability Index 3 will reflect a closing of performance gaps above the state target score.

















**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> TCE will target special population students that need to improve academically including such groups as ESL, SpEd, Section 504 and Economically Disadvantaged with 3 to 1 grouping with interventionists for all that did not successfully meet standards on state assessments. <b>Strategy's Expected Result/Impact:</b> Weekly Progress Reports; Nine Week Reports; Semester Grades; Benchmark Tests <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Principal; Teachers; Sp.Ed. Director; Section 504 Coordinator  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b> <b>Funding Sources:</b> - 199 - General Fund - Bilingual/ESL Allotment 25 - \$2,333, - 224 - IDEA B, Formula SPED - \$88,892, - 282 - Elem & Sec School Emergency Relief-ESSER III - \$100,459	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Taylor Creek will provide academic support for struggling learners and increase student engagement through the use of interventionist support personnel (Interventionists and Intervention paraprofessionals), and a RTI coordinator. <b>Strategy's Expected Result/Impact:</b> District-wide student engagement percentages will increase from 16% to 20% as evidence by Eduphoria walk-through results. <b>Staff Responsible for Monitoring:</b> Asst. Superintendent, Principal, ISs, teachers, Intervention Personnel  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 211 - Title I, Part A - \$216,931	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> TCE will target individual student strengths and weaknesses through flexible grouping, 3 to 1 tutoring, differentiated instruction while using mClass, TEMI, bench marks and common assessments diagnostically to drive instruction. <b>Strategy's Expected Result/Impact:</b> TRS Timeline ; Weekly Progress Reports; Nine Week Reports; Semester Grades; Benchmark Tests; <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Principal; Teachers; Instructional Specialist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Students will be identified as at-risk using the State Compensatory Education criteria. <b>Strategy's Expected Result/Impact:</b> PEIMS; STAAR <b>Staff Responsible for Monitoring:</b> Principal; Counselor; Teachers; Asst. Supt.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Identified at-risk students will have specialized tutoring including 3 to 1 support and response to intervention activities to address areas of weaknesses in math, reading, and writing so that the students will have academic success. A daily TC time will be provided to ensure time dedicated to address these areas of weaknesses for all Tier 2 and 3 students. <b>Strategy's Expected Result/Impact:</b> Weekly Tests; Progress Reports; STAAR <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Instructional Specialist; Dir. of Sp.Ed.; Principal; Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> TCE will continue to implement academic vocabulary in regard to migrant and ESL students. <b>Strategy's Expected Result/Impact:</b> Program Reports; Progress Report; PEIMS; TELPAS <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Principal; ESL 12 (SSA); ESL Fac.; Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> 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. <b>Strategy's Expected Result/Impact:</b> PEIMS; Surveys; Observations <b>Staff Responsible for Monitoring:</b> Homeless Liaison; Principal; Teachers; Counselor; Office Staff  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Special population students including Dyslexic, Special Education, Section 504, and Economically Disadvantaged students will be monitored and will be provided with RTI activities and 3 to 1 tutoring when needed to ensure academic success. <b>Strategy's Expected Result/Impact:</b> Weekly Tests; Nine Weeks Tests; Benchmark Test <b>Staff Responsible for Monitoring:</b> Instructional Specialist; Principal; Teachers; Sp.Ed. Teachers; Dyslexia Coordinator; Asst. Supt  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b> <b>Funding Sources:</b> - 199 - General Fund - SPED Allotment 23/33 - \$456,446, - 199 - General Fund - Dyslexia Allotment 37/43 - \$62,317	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Provide targeted supplemental instruction for any student who is at risk of school failure. <b>Strategy's Expected Result/Impact:</b> Weekly; Semester Observations <b>Staff Responsible for Monitoring:</b> Principal; Teachers; Counselor; PDI Reading Coach; Interventionists  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Campus based interventionists will provide supplemental instructional remediation, 3 to 1 tutoring, and enrichment to students. <b>Strategy's Expected Result/Impact:</b> Common Assessments, Benchmarks, STAAR <b>Staff Responsible for Monitoring:</b> Principal; Assistant principal; interventionists  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Campus intervention paraprofessionals will serve under campus interventionists serving the academic needs of Taylor Creek students. <b>Strategy's Expected Result/Impact:</b> Common Assessments, Benchmarks, STAAR <b>Staff Responsible for Monitoring:</b> Campus Interventionist; Principal; Assistant Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> 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 <b>Strategy's Expected Result/Impact:</b> Annual Performance Report; Migrant Application/Form Required <b>Staff Responsible for Monitoring:</b> Counselor; PEIMS clerk; Principal: ESC XII  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 13 Details	Reviews			
<b>Strategy 13:</b> The essential student expectations 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, Lexia, Think Through Math, Program for Dyslexia Intervention PDI. <b>Strategy's Expected Result/Impact:</b> TRS Timeline ; Weekly Progress Reports; Six Week Reports; Semester Grades; Common Assessments and Benchmark Tests; Intervention Tracking; Programming reports and data analysis <b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal, Counselor, Interventionists, ISS  <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> 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. <b>Strategy's Expected Result/Impact:</b> Improved performance on state assessments and benchmarks; Intervention tracking; semester grades; progress reports <b>Staff Responsible for Monitoring:</b> Principal, Intervention staff members, teachers, counselors  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> - 199 - General Fund - SCE Allotment 24/28/30 - \$81,043, - 282 - Elem & Sec School Emergency Relief-ESSER III - \$230,961	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increased readiness for kindergarten and higher reading levels for kindergarten students <b>Staff Responsible for Monitoring:</b> Principal, teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> - 199 - General Fund - Pre-K 32 - \$109,962	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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 2022, the percentage meeting advanced performance will improve to 20% on all STAAR tests taken.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** All students and each special population will improve by ten percent on all tests taken with the goal to move towards improvement.

**Summative Evaluation:** Significant progress made toward meeting Objective


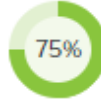






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> TCE will facilitate higher level growth for gifted and talented students through the development of higher level thinking strategies <b>Strategy's Expected Result/Impact:</b> Level III scores on STAAR <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal ,GT Coordinator, and Classroom Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> - 199 - General Fund - GT Allotment 21 - \$17,506	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Daily enrichment time (TC Time) will be provided to all students in order to facilitate higher order thinking. <b>Strategy's Expected Result/Impact:</b> Common Assessments, Benchmarks, STAAR <b>Staff Responsible for Monitoring:</b> Interventionist, Campus Principal, Assistant Principal, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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.

**Targeted or ESF High Priority**

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The RTI Coordinator, Curriculum Director, and teachers will compile and review data in order to make informed decisions about planning and intervention. <b>Staff Responsible for Monitoring:</b> Principal; Curriculum Director; RTI Coordinator; Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				











**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.

Targeted or ESF High Priority

HB3 Goal

Summative Evaluation: Significant progress made toward meeting Objective













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will incorporate "real world" techniques into classroom settings to foster life applications. <b>Strategy's Expected Result/Impact:</b> T-TESS observations; Walk Throughs <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 35%	 70%	 90%	 100%
<div><div>0% No Progress</div><div>100% Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>				

**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 Sources:** TEKS Resource System

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will access TRS online and use the Timeline (YAG) and IFD template to impact instruction. <b>Strategy's Expected Result/Impact:</b> Observations; Lessons; Benchmark Tests; STAAR <b>Staff Responsible for Monitoring:</b> Asst. Supt.; ISs; Principal; Asst. Principal; Teachers; Technology Director.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Administrators will promote and progress monitor curriculum alignment through walk throughs to ensure campus's vertical and horizontal alignment to TRS and TEKS. <b>Strategy's Expected Result/Impact:</b> Walk Through Data <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Principal; Asst. Principal; Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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.

















**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Curriculum Director, Principal

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> TCE will provide staff development to improve understanding of concepts of vocabulary for ESL and special education students. <b>Strategy's Expected Result/Impact:</b> TRS Timeline; Weekly Progress Reports; Nine Week Reports; Semester Grades; Benchmark Tests <b>Staff Responsible for Monitoring:</b> Asst. Supt.; ISs; Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> TCE will support staff development opportunities to improve instructional strategies at all levels in all subject areas. <b>Strategy's Expected Result/Impact:</b> Lesson Plans; Registration Forms; Teacher Survey <b>Staff Responsible for Monitoring:</b> Asst. Supt.; ISs; Principal; Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue to ensure that low-income students and minority students are taught at equal rates as other student groups by HQ teachers. <b>Strategy's Expected Result/Impact:</b> Class Schedules; Student STAAR; HQ Report to NCLB; Observations <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Principal; Human Resource Department  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The percentage of core academic subject area classes taught by highly qualified teachers on each campus will meet 100% by end of 2021-22. <b>Strategy's Expected Result/Impact:</b> Class Schedules; Student STAAR; HQ Report to NCLB; Observations <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Principal; Human Resource Department  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> TCE will continue to provide peer and district mentors to new teachers to ensure a smooth transition into the LISD elementary school culture. <b>Strategy's Expected Result/Impact:</b> Class Schedules; Student STAAR; HQ Report to NCLB; Observations <b>Staff Responsible for Monitoring:</b> Asst. Supt.; ISS; Principal; Human Resource Department; Mentor Teacher  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> TCE will continue to provide staff development in Response to Intervention (RTI) and Child Centered Team (CCT). <b>Strategy's Expected Result/Impact:</b> Observations; Student STAAR; TRS Timelines <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Principal; Special Ed. Staff; Counselor  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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.

**Targeted or ESF High Priority**

**HB3 Goal**








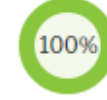
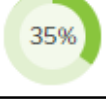

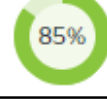
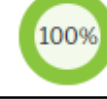
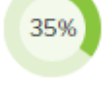

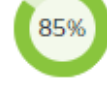
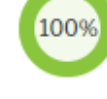




**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Counselors will provide counseling and offer up-to-date information relating to various careers <b>Strategy's Expected Result/Impact:</b> Counseling Log; Student Surveys; Observations <b>Staff Responsible for Monitoring:</b> Principal; Counselor; Teachers  <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> TCE will continue to integrate career and occupational instruction through special days such as Career Day and Family Nights. <b>Strategy's Expected Result/Impact:</b> Lesson Plans; Surveys; Observations <b>Staff Responsible for Monitoring:</b> Principal; Counselor; Librarian; Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> TCE will provide students with a variety of extracurricular activities throughout their K-5 experience such as UIL and drama club.  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 199 - General Fund - Extracurricular 99 Undistrib - \$15,743	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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 2021, 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.













**Summative Evaluation:** Met Objective

















Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All students grades K-5 will get at least 30 minutes a day or 135 minutes a week of moderate vigorous physical activity. <b>Strategy's Expected Result/Impact:</b> Observations; Staff Development <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Principal; Asst. Principal; Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All students in grades 3-5 will have a physical fitness assessment conducted at least once a year. <b>Strategy's Expected Result/Impact:</b> FitnessGram Statistical Data; TEA Reporting on State Averages <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Principal; Teachers; Nurses	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> TCE will maintain and update on a regular basis a district Wellness Policy. <b>Strategy's Expected Result/Impact:</b> Bi-Annual Audits; Yearly Reviews <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Principal; Teachers; Dir. of Child Nutrition; Dir. of School Health	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Surveys; Student Evaluations and Testing; School Health Index; District SHAC <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Principal; Teachers; Campus Nurse; Counselor; LSSP; Cafeteria Workers; Parents/Community	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Dropout prevention strategies will be provided at TCE for all at-risk students. <b>Strategy's Expected Result/Impact:</b> Attendance Data; Discipline Reports; Progress Reports; Nine Weeks Grades <b>Staff Responsible for Monitoring:</b> Principal; Teachers; Asst. Supt.; Attendance Clerk; Counselor; Asst. Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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, and conferences. <b>Strategy's Expected Result/Impact:</b> Nine Weeks; Semester <b>Staff Responsible for Monitoring:</b> Principal; Teachers; Asst. Principal; PEIMS Personnel; Attendance Clerk  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> TCE will investigate reasons for student absences and provide assistance and motivation to students and parents having difficulty with attendance plus provide educational opportunities such as after school tutoring and homework/make-up work assistance. <b>Strategy's Expected Result/Impact:</b> Nine Weeks; Semester <b>Staff Responsible for Monitoring:</b> Principal; Teachers; Asst. Principal; PEIMS Personnel; Attendance Clerk  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> TCE will work to create a positive campus environment that will instill school pride and school spirit in all students. <b>Strategy's Expected Result/Impact:</b> Staff Development; Surveys; Observations <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Principal; Asst. Principal; Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> COVID safety procedures will be put in place to help prevent the spread of the COVID-19 virus. <b>Strategy's Expected Result/Impact:</b> Minimize the number of COVID-19 cases at TCE <b>Staff Responsible for Monitoring:</b> Superintendent, Asst. Superintendent, Director of School Health, Campus Nurse, Campus Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> LISD will provide DAEP to assist with maintaining a safe and disciplined environment conducive to learning at TCE. <b>Strategy's Expected Result/Impact:</b> Attendance Data; Discipline Reports; Progress Reports; Nine Weeks Grades <b>Staff Responsible for Monitoring:</b> District DAEP Director, Principal, AP, Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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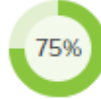






**Goal 3:** Lampasas ISD will maintain a safe and disciplined environment conducive to student learning.

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

**Targeted or ESF High Priority**

**HB3 Goal**

**Summative Evaluation:** Met Objective













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All staff will be trained on the district procedures in dealing with bullying, harassment, dating violence, abuse, and suicide prevention. <b>Strategy's Expected Result/Impact:</b> Sign-Ins <b>Staff Responsible for Monitoring:</b> Asst. Superintendent; Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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 <b>Strategy's Expected Result/Impact:</b> Staff Development; Surveys; Observations <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Principal; Teachers; District CFO  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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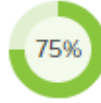






**Goal 3:** Lampasas ISD will maintain a safe and disciplined environment conducive to student learning.











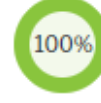





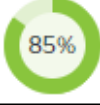
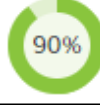
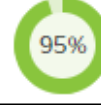
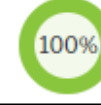
**Performance Objective 3:** In 2021-2022, a safe, orderly environment at LISD will be evidenced by maintaining a zero incident or reducing the number of incidents reported on the annual Safe/Drug Free Schools and Communities Report.


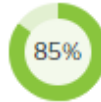






**Evaluation Data Sources:** A comprehensive safety plan is in place.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> TCE will continue to support and be a safe and drug-free school/community by providing drug education training for all students. <b>Strategy's Expected Result/Impact:</b> PEIMS; Discipline Reports; Counseling Logs; Observations <b>Staff Responsible for Monitoring:</b> Principal; Teachers; Asst. Principal; Counselor; Asst. Supt. <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Lesson Plans; Discipline Referrals; Observation <b>Staff Responsible for Monitoring:</b> Principal; Teachers; Asst. Principal; Counselor <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> School counselors and campus psychologists will provide social skills coaching sessions for students who demonstrate behavior difficulties. <b>Strategy's Expected Result/Impact:</b> Surveys; Observations; Discipline Referrals <b>Staff Responsible for Monitoring:</b> Principal; Counselor; LSSP; Behavior Support Staff <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement bullying prevention programs and instruction to all students. <b>Strategy's Expected Result/Impact:</b> Observation and documentation of reported incidents. <b>Staff Responsible for Monitoring:</b> Principal; Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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. <b>Strategy's Expected Result/Impact:</b> Self-evaluations; Observations; Surveys <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Principal; Teachers; Technology; Police Dept.  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 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. <b>Strategy's Expected Result/Impact:</b> Surveys; Staff Development; Plans; Observations <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Principal; Teachers; District CFO  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> TCE will update the Crisis Management Plan in order to ensure a safe and disciplined environment conducive to learning. <b>Strategy's Expected Result/Impact:</b> Staff Development; Surveys; Observations; PEIMS <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Principal; Asst. Principal; Teachers	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> 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. <b>Strategy's Expected Result/Impact:</b> Staff Development; Surveys; Observations; PEIMS <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Principal; Asst. Principal; Teachers; Behavior Specialists; Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> TCE will provide social skills coaching for all students including special populations in order to help prevent discipline problems. <b>Strategy's Expected Result/Impact:</b> Staff Development; Surveys; Observations; PEIMS <b>Staff Responsible for Monitoring:</b> Special Ed. Teachers; Counselor; LSSP; Behavior Specialist  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> 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.  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 199 - General Fund - Guidance & Counseling 99 Undi - \$73,092	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> 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  <b>Funding Sources:</b> - 199 - General Fund - Health Services 99 Undistribu - \$38,768	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Taylor Creek will maintain the facility to ensure it remains a safe environment for students and staff.  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 199 - General Fund - Facilities Maintenance & Oper - \$231,107	Formative			Summative
	Nov	Jan	Mar	June
				


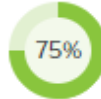










Strategy 13 Details		Reviews			
<b>Strategy 13:</b> Taylor Creek will partially fund one of three School Resource Officers utilized to help monitor and address safety concerns on LISD campuses. In addition, each campus and the district will work with our SRO's to update Crisis Management Plans in order to ensure a safe and disciplined environment conducive to learning.  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 199 - General Fund - Security & Monitoring 99 Undi - \$3,250		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

**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.

**Targeted or ESF High Priority**

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Keep Staff, Students, Parents & Community Informed <b>Staff Responsible for Monitoring:</b> Principal; Asst Principal; IS  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Taylor Creek will post and enforce school wide expectations to create a safe environment with high expectations focused on learning for all students. <b>Strategy's Expected Result/Impact:</b> Fewer Discipline Referrals <b>Staff Responsible for Monitoring:</b> Principal, AP  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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.






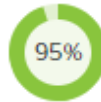










**Targeted or ESF High Priority**

**HB3 Goal**











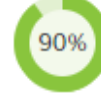





**Evaluation Data Sources:** Staff development and training sessions will be implemented to ensure all professional staff members are certified and meet "highly qualified".

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> TCE will retain 70% of its highly effective and certified teachers at the end of the 21-22 school year. <b>Strategy's Expected Result/Impact:</b> TExES Results; Student STAAR <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Principal; Human Resource Department  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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-certified teachers. <b>Strategy's Expected Result/Impact:</b> Class Schedules; Student STAAR; Observations <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Principal; Human Resource Department  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture <b>Funding Sources:</b> - 199 - General Fund - Early Education Allotment 36 - \$114,070, - 282 - Elem & Sec School Emergency Relief-ESSER III - \$82,897	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Increase the percentage of teachers receiving high-quality professional development to meet 100% by end of 2021-22. <b>Strategy's Expected Result/Impact:</b> Surveys; Student STAAR; Observations; TRS Timeline <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Principal, Curriculum Director  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers <b>Funding Sources:</b> - 199 - General Fund - Staff Development 99 Undistri - \$8,560	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Increase the percentage of core academic subject area classes taught by certified, high quality teachers to meet 100% by end of 2021-22. <b>Strategy's Expected Result/Impact:</b> Class Schedules; Student STAAR; Observations; TRS Timeline <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Principal; Human Resource Department  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> TCE will continue to provide peer and campus mentors to new teachers to ensure a smooth transition into the LISD elementary school culture. <b>Strategy's Expected Result/Impact:</b> Class Schedules; Student STAAR; Observations; TRS Timeline <b>Staff Responsible for Monitoring:</b> Asst. Supt.; ISS; Principal; Human Resource Department; Mentor Teachers,  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> TCE will continue to provide opportunities for teachers to observe in peer classrooms within the campus. <b>Strategy's Expected Result/Impact:</b> Class Schedules; Student STAAR; Observations <b>Staff Responsible for Monitoring:</b> Superintendent; Asst. Supt.; Elem. Curr. Specialist; Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 7 Details	Reviews			
<b>Strategy 7:</b> TCE staff will receive walk-throughs on a regular basis to monitor student progress and teacher fidelity to district curriculum. <b>Strategy's Expected Result/Impact:</b> Walk-through documentation <b>Staff Responsible for Monitoring:</b> Principal; Asst. Principal; Curriculum Specialist  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> TCE will continue to provide staff development in Response to Intervention (RTI) and Child Centered Team (CCT). <b>Strategy's Expected Result/Impact:</b> Sign-in documentation <b>Staff Responsible for Monitoring:</b> Principal; Special Ed. Staff; Interventionist  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> 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. <b>Strategy's Expected Result/Impact:</b> TTESS documentation; Improved Teacher Evaluations <b>Staff Responsible for Monitoring:</b> Principal, AP  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers <b>Funding Sources:</b> - 199 - General Fund - School Leadership 99 Undistri - \$276,466	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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.

















**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** School Newsletters, School Website, Sign-In Documentation

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A Campus-Parent Compact will be provided to every parent in order to promote parental involvement in each child's academic progress. <b>Strategy's Expected Result/Impact:</b> Signed Documents; Surveys; Observations; Attendance Sheets <b>Staff Responsible for Monitoring:</b> Principal; Teachers; Asst. Supt.; Asst. Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> A campus newsletter will be provided weekly to all students and parents. <b>Strategy's Expected Result/Impact:</b> Weekly copies of the newsletters <b>Staff Responsible for Monitoring:</b> Principal; Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Family Involvement Sign-In Sheets; Minutes; Attendance Sheets; PTSO Attendance & Sign-In Sheets <b>Staff Responsible for Monitoring:</b> Principal; Teachers; Asst. Principal.  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> TCE will provide incentives to encourage attendance at Family Nights for all populations. <b>Strategy's Expected Result/Impact:</b> Attendance Sheets; Incentives <b>Staff Responsible for Monitoring:</b> Principal; Staff & Teachers  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> TCE will incorporate Coordinated School Health Activities. <b>Strategy's Expected Result/Impact:</b> Fitness Gram Testing <b>Staff Responsible for Monitoring:</b> Dir. of Student Health Services; Principal, Advisory Committee, Nurse, PE Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Parents will be able to access individual student grades and other educational information by using Family Access and the District and Campus Home Pages. <b>Strategy's Expected Result/Impact:</b> Data from Technology <b>Staff Responsible for Monitoring:</b> Teachers; Office Staff; Technology; Instructional Technologist  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** IS, Counselor, Principal, AP







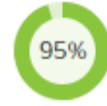





**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Attendance Sheets; Incentives <b>Staff Responsible for Monitoring:</b> Principal; Asst. Principal; TCE Staff & Teachers <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 35%	 70%	 90%	 100%
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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.









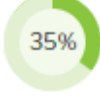

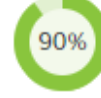





**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Through district participation in the community Resources Coordination Groups (CRCG), TCE will maintain open communication between LISD and local government agencies. <b>Strategy's Expected Result/Impact:</b> Communication between district and local government agencies <b>Staff Responsible for Monitoring:</b> Principal, Counselor, District personnel  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Participate in Texas Homeless Education Office (THEO) trainings to provide support to students qualifying under the McKinney-Vento Act. <b>Strategy's Expected Result/Impact:</b> McKinney-Vento Student Residency Questionnaire <b>Staff Responsible for Monitoring:</b> Asst. Superintendent; Counselors; Campus PEIMS clerks	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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.









**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will continue to increase integration of technology to include Smart Boards, mobile labs, iPads for PK-K, and Chromebooks in the delivery of instruction and in student use of technology in learning activities. <b>Strategy's Expected Result/Impact:</b> Observations; Lessons; Benchmark Tests; STAAR <b>Staff Responsible for Monitoring:</b> Asst. Supt.; Elem. ISs; Principal; Asst. Principal; Teachers; Technology <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will integrate educational programs (Learning.com, AR, Brain Pop, Discovery Education, Think Through Math, Lexia, mClass and Amplify) into instructional times to provide a variety of opportunities for students to access technology and enhance learning. <b>Strategy's Expected Result/Impact:</b> Observations; Lessons; Benchmark Tests; STAAR <b>Staff Responsible for Monitoring:</b> Asst. Supt.; ISs; Principal; Asst. Principal; Teachers; Technology, Library Para. <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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 <b>Strategy's Expected Result/Impact:</b> Feedback and data from the AR program; Input from students, parents, and teachers <b>Staff Responsible for Monitoring:</b> Principal; Asst. Principal; Classroom Teachers; Librarian; Library Assistant	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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)









**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize instructional technologist to provide teachers and assistants with relevant technology trainings related to i-Pads for PK-K, SMART lessons and SMART software, laptop usage, and innovative technology lessons. <b>Strategy's Expected Result/Impact:</b> T-TESS Observations; Teacher feedback and survey data; Data from Instructional Specialist <b>Staff Responsible for Monitoring:</b> Principal, ISs, Asst. Principal, Counselor, Librarian, Library Assistant, Classroom Teachers  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Jan	Mar	June
	 50%	 75%	 95%	 100%
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Staff Responsible for Monitoring:</b> Supt, Asst. Supt, Principal  <b>Funding Sources:</b> - 240 - Child Nutrition - \$263,074	Formative			Summative
	Nov	Jan	Mar	June
	 35%	 70%	 85%	 100%
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



# State Compensatory

## Budget for Taylor Creek Elementary School

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 3

**Brief Description of SCE Services and/or Programs**

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## Personnel for Taylor Creek Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Emma Payton	Intervention Assistant	1
Miriam Schrenk	ESL Teacher	1
Samantha Diestel	Intervention Assistant	1

# Schoolwide and Targeted Assistance Title I Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

CNA meetings were held from September 13th thru September 23rd. Each committee met daily.

## 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, 2021. The SBDM committee will have formative reviews in November, January and March with a summative review in June.

### 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. All T1 and some T2 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 School Messenger plus a weekly newsletter is sent home.

### 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 after 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 tutoring that began October 4, 2021 and will begin specific STAAR tutoring in January '22. Our students can participate in UIL, Robotics, Marathon Kids Run Club, and Drama 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. All Tier 1 students remain with teachers along with some Tier 2 students in classroom groups. Tier 2/Tier 3 students are pulled to work with

interventionists and DOSS teachers. 3 to 1 tutoring has been offered to all students who failed all state assessments since the first day of school on 8/13. Before school tutoring is offered for DOSS students. After school tutoring is offered for grades 1-5 in Math & Reading beginning October 4, 2021.

## **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

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Loretta Stone	Teacher	Intervention	1.0
Lori Ramsey	Teacher	RTI/Intervention	1.0
Michele Stivers	teacher	Intervention	1.0
Stephanie Rutland	Teacher	Math Intervention	.5
Vicki McQueen	Teacher	Intervention	.5

# 2021-2022 Site Based Decision Making Team

Committee Role	Name	Position
Principal	Shona Moore	Principal
Parent	Caitlyn McFadden	Parent
Classroom Teacher	Michelle Stivers	Intervention Teacher (M&R)
Classroom Teacher	Sarah Chavez-Tolliver	1st Grade Teacher
Administrator	James Allison	Assistant Principal
Non-classroom Professional	Carisa Brown	Counselor
Paraprofessional	Esther Munguia	Computer Paraprofessional
Business Representative	Erin Smith	Business Owner
Classroom Teacher	Alyssa Alberson	Dyslexia Teacher
Non-classroom Professional	Shannon Kneupper	Curriculum Director
Classroom Teacher	Kelli Cox	2nd Grade Teacher
Classroom Teacher	Kristy Dekort	4th Grade Teacher
Classroom Teacher	Kasey Borland	5th ELAR Teacher
Classroom Teacher	Kyle Black	PK-5 PE Teacher
Community Representative	Nora Munguia	Community Member

# Campus Funding Summary

199 - General Fund - Basic Education 11					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$1,948,008.00
Sub-Total					\$1,948,008.00
Budgeted Fund Source Amount					\$1,948,008.00
+/- Difference					\$0.00
199 - General Fund - GT Allotment 21					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$17,506.00
Sub-Total					\$17,506.00
Budgeted Fund Source Amount					\$17,506.00
+/- Difference					\$0.00
199 - General Fund - SPED Allotment 23/33					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	8			\$456,446.00
Sub-Total					\$456,446.00
Budgeted Fund Source Amount					\$456,446.00
+/- Difference					\$0.00
199 - General Fund - SCE Allotment 24/28/30					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	14			\$81,043.00
Sub-Total					\$81,043.00
Budgeted Fund Source Amount					\$81,043.00
+/- Difference					\$0.00
199 - General Fund - Bilingual/ESL Allotment 25					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$2,333.00
Sub-Total					\$2,333.00
Budgeted Fund Source Amount					\$2,333.00

199 - General Fund - Bilingual/ESL Allotment 25					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
199 - General Fund - Pre-K 32					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	15			\$109,962.00
Sub-Total					\$109,962.00
Budgeted Fund Source Amount					\$109,962.00
+/- Difference					\$0.00
199 - General Fund - Early Education Allotment 36					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$114,070.00
Sub-Total					\$114,070.00
Budgeted Fund Source Amount					\$114,070.00
+/- Difference					\$0.00
199 - General Fund - Dyslexia Allotment 37/43					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	8			\$62,317.00
Sub-Total					\$62,317.00
Budgeted Fund Source Amount					\$62,317.00
+/- Difference					\$0.00
199 - General Fund - Instruction 99 Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$68,350.00
Sub-Total					\$68,350.00
Budgeted Fund Source Amount					\$68,350.00
+/- Difference					\$0.00
199 - General Fund - Library 99 Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$71,726.00
Sub-Total					\$71,726.00
Budgeted Fund Source Amount					\$71,726.00

199 - General Fund - Library 99 Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
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					\$0.00
199 - General Fund - School Leadership 99 Undistri					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	9			\$276,466.00
Sub-Total					\$276,466.00
Budgeted Fund Source Amount					\$276,466.00
+/- Difference					\$0.00
199 - General Fund - Guidance & Counseling 99 Undi					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	10			\$73,092.00
Sub-Total					\$73,092.00
Budgeted Fund Source Amount					\$73,092.00
+/- Difference					\$0.00
199 - General Fund - Health Services 99 Undistribu					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	11			\$38,768.00
Sub-Total					\$38,768.00
Budgeted Fund Source Amount					\$38,768.00
+/- Difference					\$0.00
199 - General Fund - Extracurricular 99 Undistribu					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	3			\$15,743.00
Sub-Total					\$15,743.00
Budgeted Fund Source Amount					\$15,743.00



199 - General Fund - Extracurricular 99 Undistrib					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
199 - General Fund - Facilities Maintenance & Oper					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	12			\$231,107.00
Sub-Total					\$231,107.00
Budgeted Fund Source Amount					\$231,107.00
+/- Difference					\$0.00
199 - General Fund - Security & Monitoring 99 Undi					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	13			\$3,250.00
Sub-Total					\$3,250.00
Budgeted Fund Source Amount					\$3,250.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$216,931.00
Sub-Total					\$216,931.00
Budgeted Fund Source Amount					\$216,931.00
+/- Difference					\$0.00
224 - IDEA B, Formula SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$88,892.00
Sub-Total					\$88,892.00
Budgeted Fund Source Amount					\$88,892.00
+/- Difference					\$0.00
240 - Child Nutrition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1			\$263,074.00
Sub-Total					\$263,074.00
Budgeted Fund Source Amount					\$263,074.00

240 - Child Nutrition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
282 - Elem & Sec School Emergency Relief-ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$100,459.00
1	2	14			\$230,961.00
4	1	2			\$82,897.00
Sub-Total					\$414,317.00
Budgeted Fund Source Amount					\$414,317.00
+/- Difference					\$0.00
Grand Total Budgeted					\$4,561,961.00
Grand Total Spent					\$4,561,961.00
+/- Difference					\$0.00