# Lampasas Independent School District

# Taylor Creek Elementary School

# 2022-2023 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness

# Mission Statement

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 expecations on their STAAR test for 2022.

**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:** Third year for program at TCE

# Student Achievement

**Student Achievement Summary**

In years past, we have struggled with attendance. Last year we began 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 continue to implement after-school programs for stuggling students in order to help fill gaps.

We are seeing that scores have greatly improved with the changes we are making.

**Student Achievement Strengths**

- Goals, rewards, incentives
- Economically disadvangtaged scores are steadily improving.
- Intervention program - push-ins, pull-outs
- SpEd program - push-ins, pull-outs
- Staff
- 30% growth in 4th and 5th grade
- 3rd grade showed improvement

**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:** Staff retention is important because students are struggling with the turnover as well. **Root Cause:** Pay is not competitive enough to keep staff.

# School Culture and Climate

**School Culture and Climate Summary**

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

**School Culture and Climate Strengths**

- Rocket Ships for increasing by 10%
- 650 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
- 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
- Support from Admin
- DOSS support and communication
- Team leads
- Improvements around campus
- Cohesive staff
- Inflatable Fridays
- Push-ins
- Coaching for teachers
- Attendance
- Improved behavior

**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:** Disruption during instruction. **Root Cause:** New policy of all doors being closed and locked at all times. Only teachers allowed to open doors causes them to stop instruction to open doors for people pulling students or pushing into classrooms.

**Problem Statement 4:** Teachers and staff not being able to get out of office easily causing major frustration **Root Cause:** Office door locked and teachers have no way of getting out

unless an admin or office staff gets up and lets them out with key.

**Problem Statement 5:** Teacher retention **Root Cause:** Pay scale is not even close to competitive with surrounding areas.

# 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
- Utilizing current staff to fill supports
- Academic coach & new teacher supports
- Counselor following 80/20

**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. Lower pay scale than surrounding districts lends to low incentive to stay.

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

**Problem Statement 3:** Need a mentor program for paraprofessionals and more paraprofessional positions. **Root Cause:** Lack of funding

**Problem Statement 4:** Need for more after school tutoring. **Root Cause:** Lack of funding

# 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 and shared
- Instructional support - SpEd and Intervention
- We have started vertical alignment (have the ball rolling)
- Academic coach to help K-2 teachers
- PLC's
- Feedback from Admin
- School-wide communication
- Data meetings

**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.

**Problem Statement 2:** Staff feel overwhelmed with the amount of work they have. **Root Cause:** Not enough planning days, for staff, on the district calendar.

# 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. 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.

**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
- Family needs benevolent funds
- 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.

**Problem Statement 2:** More engaging opportunities for our families and community **Root Cause:** Lack of funding available

**Problem Statement 3:** Community lacks knowledge of school needs **Root Cause:** We aren't able to bring them in as often

# 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 homework help 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
- PLC's
- Specialty departments (SpEd, Intervention, PDI, GATE)
- Campus staff is dedicated to the support of student learning
- Admin support

**Problem Statements Identifying School Context and Organization Needs**

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

**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.

**Problem Statement 3:** Issue with students being bussed for after school programs **Root Cause:** Lack of funding

**Problem Statement 4:** Content mastery time needed for make up work **Root Cause:** Teachers that could help with this are being pulled for different things

# 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, and Amplify 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; and T-TESS which is used for teacher evaluations.

We have a specific email that we utilize for 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
- Google
- Lexia Lab - 100 students served
- Chromeboxes in labs
- 3-5 grades chromebooks are 1:1

**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.

**Problem Statement 3:** Teachers having technology removed from rooms. **Root Cause:** Not working properly or they are not trained on how to use it.

# 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

**Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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

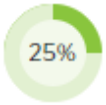
**Goal 1:** The Students in the Lampasas ISD will demonstrate exemplary performance in mathematics, science, social studies, and the reading and writing of the English language.

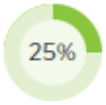
**Performance Objective 1:** By Spring 2023, the percentage of students at Taylor Creek Elementary meeting or exceeding proficiency will improve by ten percent or three questions on each state assessment taken.

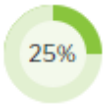
**High Priority**

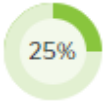
**HB3 Goal**

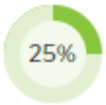
**Evaluation Data Sources:** All students and each special population will improve by ten percent or three questions on each STAAR tests, and meet ARD expectations.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** TCE will use the scientifically research-based TEKS Resource System (TRS) to ensure academic success for all students in all classes.<br>**Strategy's Expected Result/Impact:** Teacher-made and released tests; common assessments and benchmark tests; textbook evaluation instruments; lesson plans<br>**Staff Responsible for Monitoring:** Superintendent; Asst. Supt.; Curr. Specialist; Principal; Teacher<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Curriculum |  | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Continue to integrate higher-level thinking and problem-solving skills into the instruction of all classes<br>**Strategy's Expected Result/Impact:** TRS Timeline; Lesson Plans; Nine Weeks Tests; Teacher-made Tests; Common Assessments; Benchmark Tests; Walk through data<br>**Staff Responsible for Monitoring:** Superintendent; Asst. Supt.; Curr. Specialist; Principal; Teacher<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Curriculum |  | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** TCE will utilize Eduphoria Aware to disaggregate data for each student so that student weaknesses may be addressed with appropriate interventions.<br>**Strategy's Expected Result/Impact:** TRS Timeline ; Weekly Progress Reports; Nine Week Reports; Semester Grades; Benchmark Tests<br>**Staff Responsible for Monitoring:** Superintendent; Asst. Supt.; Curr. Specialist; Principal; Teacher; Interventionists<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction |  | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** TCE's Instructional Specialist will train core-subject teachers to include Interventionists, ESL facilitators and SpEd teachers on specific research-based academic strategies.<br>**Strategy's Expected Result/Impact:** Benchmarks, Common Assessments, STAAR scores,<br>**Staff Responsible for Monitoring:** Asst. Supt.; Curriculum Specialist, Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers |  | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** 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.<br>**Strategy's Expected Result/Impact:** Common Assessments; Benchmarks; STAAR Data<br>**Staff Responsible for Monitoring:** Principal, teachers, auxillary staff<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers<br>**Funding Sources:** - 199 - General Fund - Basic Education 11 - $1,816,657, - 199 - General Fund - Instruction 99 Undistributed - $10,300, - 199 - General Fund - Early Education Allotment 36 - $87,703 |  | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** 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.<br>**Staff Responsible for Monitoring:** Asst. Superintendent; Librarian; Principal<br><br>**ESF Levers:**<br>Lever 2: Effective, Well-Supported Teachers<br>**Funding Sources:** - 199 - General Fund - Library 99 Undistributed - $67,926 | 100% | 100% | 100% | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 7:** TCE will fund a BIC/SpEd teacher in order to provide support for children with disabilities in the Behavior Intervention Program.<br>**Strategy's Expected Result/Impact:** Progress toward mastery of IEP goals<br>**Staff Responsible for Monitoring:** Director of Special Services, Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 2: Effective, Well-Supported Teachers<br>**Funding Sources:** - 284 - IDEA-B Formula ARP - $88,001 | 100% | 100% | 100% | |

0% No Progress  100% 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.

**High Priority**

**HB3 Goal**

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** 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.<br>**Strategy's Expected Result/Impact:** Weekly Progress Reports; Nine Week Reports; Semester Grades; Benchmark Tests<br>**Staff Responsible for Monitoring:** Asst. Supt.; Principal; Teachers; Sp.Ed. Director; Section 504 Coordinator<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Funding Sources:** - 199 - General Fund - Bilingual/ESL Allotment 25 - $2,120, - 224 - IDEA B, Formula SPED - $117,979, - 282 - Elem & Sec School Emergency Relief-ESSER III - $100,459 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** 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.<br>**Strategy's Expected Result/Impact:** District-wide student engagement percentages will increase from 16% to 20% as evidence by Eduphoria walk-through results.<br>**Staff Responsible for Monitoring:** Asst. Superintendent, Principal, ISs, teachers, Intervention Personnel<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Funding Sources:** - 211 - Title I, Part A - $225,885, - 282 - Elem & Sec School Emergency Relief-ESSER III - $82,897 | 100% | 100% | 100% | |

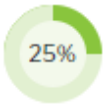
| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** TCE will target individual student strengths and weaknesses through flexible grouping, 3 to 1 tutoring, differentiated instruction while using mClass, TEMI, bench marks and common assessments diagnostically to drive instruction.<br>**Strategy's Expected Result/Impact:** TRS Timeline ; Weekly Progress Reports; Nine Week Reports; Semester Grades; Benchmark Tests;<br>**Staff Responsible for Monitoring:** Asst. Supt.; Principal; Teachers; Instructional Specialist<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | 25% | | | |

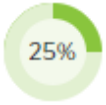
| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Students will be identified as at-risk using the State Compensatory Education criteria.<br>**Strategy's Expected Result/Impact:** PEIMS; STAAR<br>**Staff Responsible for Monitoring:** Principal; Counselor; Teachers; Asst. Supt.<br><br>**Title I:**<br>2.4, 2.5, 2.6 | 100% | 100% | 100% | |

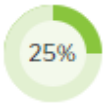
| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Identified at-risk students will have specialized tutoring including 3 to 1 support and response to intervention activities to address areas of weaknesses in math, 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.<br>**Strategy's Expected Result/Impact:** Weekly Tests; Progress Reports; STAAR<br>**Staff Responsible for Monitoring:** Asst. Supt.; Instructional Specialist; Dir. of Sp.Ed.; Principal; Teachers<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** TCE will continue to implement academic vocabulary in regard to migrant and ESL students.<br>**Strategy's Expected Result/Impact:** Program Reports; Progress Report; PEIMS; TELPAS<br>**Staff Responsible for Monitoring:** Asst. Supt.; Principal; ESL 12 (SSA); ESL Fac.; Classroom Teachers<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 7:** Special needs of homeless and foster students will be met by providing help and assistance so that each student can be academically successful, and by ensuring homeless students are identified.<br>**Strategy's Expected Result/Impact:** PEIMS; Surveys; Observations<br>**Staff Responsible for Monitoring:** Homeless Liaison; Principal; Teachers; Counselor; Office Staff<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 8:** Special population students including Dyslexic, Special Education, Section 504, and Economically Disadvantaged students will be monitored and will be provided with RTI activities and 3 to 1 tutoring when needed to ensure academic success.<br>**Strategy's Expected Result/Impact:** Weekly Tests; Nine Weeks Tests; Benchmark Test<br>**Staff Responsible for Monitoring:** Instructional Specialist; Principal; Teachers; Sp.Ed. Teachers; Dyslexia Coordinator; Asst. Supt<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction<br>**Funding Sources:** - 199 - General Fund - SPED Allotment 23/33 - $487,931, - 199 - General Fund - Dyslexia Allotment 37/43 - $65,559 |  | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 9:** Provide targeted supplemental instruction for any student who is at risk of school failure.<br>**Strategy's Expected Result/Impact:** Weekly; Semester Observations<br>**Staff Responsible for Monitoring:** Principal; Teachers; Counselor; PDI Reading Coach; Interventionists<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction |  | | | |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 10:** Campus based interventionists will provide supplemental instructional remediation, 3 to 1 tutoring, and enrichment to students.<br>**Strategy's Expected Result/Impact:** Common Assessments, Benchmarks, STAAR<br>**Staff Responsible for Monitoring:** Principal; Assistant principal; interventionists<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction |  | | | |

| Strategy 11 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 11:** Campus intervention paraprofessionals will serve under campus interventionists serving the academic needs of Taylor Creek students.<br>**Strategy's Expected Result/Impact:** Common Assessments, Benchmarks, STAAR<br>**Staff Responsible for Monitoring:** Campus Interventionist; Principal; Assistant Principal<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | 25% | | | |

| Strategy 12 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 12:** Work with the ESC region 12 in the implementation of the seven areas of focus in regards to Migrant students: 1) Identification and Recruitment 2) Parental involvement (Parent certificate) 3) Migrant Services Coordination 4) Services Provided 5) Form (English/Spanish) 6) Monitoring (Programs & Retention) 7) Intervention Strategies *Priority of Services Action Plan<br>**Strategy's Expected Result/Impact:** Annual Performance Report; Migrant Application/Form Required<br>**Staff Responsible for Monitoring:** Counselor; PEIMS clerk; Principal: ESC XII<br><br>**Title I:**<br>4.1, 4.2<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | 100% | 100% | 100% | |

| Strategy 13 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 13:** 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, and Amplify.<br>**Strategy's Expected Result/Impact:** TRS Timeline ; Weekly Progress Reports; Six Week Reports; Semester Grades; Common Assessments and Benchmark Tests; Intervention Tracking; Programming reports and data analysis<br>**Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, Counselor, Interventionists, ISs | 25% | | | |

| Strategy 14 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 14:** Taylor Creek will offer educational support, intensive instruction, and/or small group remediation opportunities to at-risk students in an effort to reduce any disparity in performance on state assessments. As a Title I school, Taylor Creek will maintain an ongoing process to identify at-risk students and address their educational needs via educational support personnel and supplemental programming.<br>**Strategy's Expected Result/Impact:** Improved performance on state assessments and benchmarks; Intervention tracking; semester grades; progress reports<br>**Staff Responsible for Monitoring:** Principal, Intervention staff members, teachers, counselors<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction<br>**Funding Sources:** - 199 - General Fund - SCE Allotment 24/28/30 - $89,853, - 282 - Elem & Sec School Emergency Relief-ESSER III - $188,726 | 25% | | | |

| Strategy 15 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 15:** Taylor Creek will fund personnel to provide high quality Pre-Kindergarten Education to students who qualify via migrant, economically disadvantaged, military, and/or ESL qualifications.<br>**Strategy's Expected Result/Impact:** Increased readiness for kindergarten and higher reading levels for kindergarten students<br>**Staff Responsible for Monitoring:** Principal, teachers<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction<br>**Funding Sources:** - 199 - General Fund - Pre-K 32 - $87,703 | 100% | 100% | 100% | |

0% No Progress | 100% 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 2023, the percentage meeting advanced performance will improve to 30% on all STAAR tests taken.

**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.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** TCE will facilitate higher level growth for gifted and talented students through the development of higher level thinking strategies<br>**Strategy's Expected Result/Impact:** Level III scores on STAAR<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal ,GT Coordinator, and Classroom Teachers<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction<br>**Funding Sources:** - 199 - General Fund - GT Allotment 21 - $18,189 | 35% | | | |

| Strategy 2 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Daily enrichment time (TC Time) will be provided to all students in order to facilitate higher order thinking.<br>**Strategy's Expected Result/Impact:** Common Assessments, Benchmarks, STAAR<br>**Staff Responsible for Monitoring:** Interventionist, Campus Principal, Assistant Principal, Teachers<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | 35% | | | |

 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.

**High Priority**

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** The RTI Coordinator, Instructional Specialist, and teachers will compile and review data in order to make informed decisions about planning and intervention.<br>**Staff Responsible for Monitoring:** Principal; Curriculum Director; RTI Coordinator; Teachers<br><br>**Title I:**<br>2.4, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | | | |

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

**High Priority**

**HB3 Goal**

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Teachers will incorporate "real world" techniques into classroom settings to foster life applications.<br>**Strategy's Expected Result/Impact:** T-TESS observations; Walk Throughs<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers<br><br>**Title I:**<br>2.5<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | | | |

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

**Evaluation Data Sources:** TEKS Resource System

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Teachers will access TRS online and use the Timeline (YAG) and IFD template to impact instruction.<br>**Strategy's Expected Result/Impact:** Observations; Lessons; Benchmark Tests; STAAR<br>**Staff Responsible for Monitoring:** Asst. Supt.; ISs; Principal; Asst. Principal; Teachers; Technology Director.<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | 35% | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Administrators will promote and progress monitor curriculum alignment through walk throughs to ensure campus's vertical and horizontal alignment to TRS and TEKS.<br>**Strategy's Expected Result/Impact:** Walk Through Data<br>**Staff Responsible for Monitoring:** Asst. Supt.; Principal; Asst. Principal; Teachers<br><br>**Title I:**<br>2.4, 2.5<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | 35% | | | |

0% No Progress | 100% 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 5:** LISD will provide all personnel with staff development in identified areas of need.

**High Priority**

**HB3 Goal**

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

| Strategy 1 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** TCE will provide staff development to improve understanding of concepts of vocabulary for ESL and special education students.<br>**Strategy's Expected Result/Impact:** TRS Timeline; Weekly Progress Reports; Nine Week Reports; Semester Grades; Benchmark Tests<br>**Staff Responsible for Monitoring:** Asst. Supt.; ISs; Principal; ESL Teacher<br><br>**Title I:**<br>2.4, 2.6<br>**- TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | 100% | 100% | 100% | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** TCE will support staff development opportunities to improve instructional strategies at all levels in all subject areas.<br>**Strategy's Expected Result/Impact:** Lesson Plans; Registration Forms; Teacher Survey<br>**Staff Responsible for Monitoring:** Asst. Supt.;ISs; Principal; Teachers<br><br>**Title I:**<br>2.4, 2.6<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction | 80% | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Continue to ensure that low-income students and minority students are taught at equal rates as other student groups by certified teachers.<br>**Strategy's Expected Result/Impact:** Class Schedules; Student STAAR; Observations<br>**Staff Responsible for Monitoring:** Asst. Supt.; Principal; Human Resource Department<br><br>**Title I:**<br>2.4, 2.6<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 2: Effective, Well-Supported Teachers | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** The percentage of core academic subject area classes taught by highly qualified teachers on each campus will meet 100% by end of 2022-23.<br>**Strategy's Expected Result/Impact:** Class Schedules; Student STAAR; Observations<br>**Staff Responsible for Monitoring:** Asst. Supt.; Principal; Human Resource Department<br><br>**Title I:**<br>2.4, 2.6<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 2: Effective, Well-Supported Teachers | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** TCE will continue to provide peer and district mentors to new teachers to ensure a smooth transition into the LISD elementary school culture.<br>**Strategy's Expected Result/Impact:** Class Schedules; Student STAAR; Observations<br>**Staff Responsible for Monitoring:** Asst. Supt.; ISs; Principal; Human Resource Department; Mentor Teacher<br><br>**Title I:**<br>2.4, 2.6<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 2: Effective, Well-Supported Teachers | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** TCE will continue to provide staff development in Response to Intervention (RTI) and Child Centered Team (CCT).<br>**Strategy's Expected Result/Impact:** Observations; Student STAAR; TRS Timelines<br>**Staff Responsible for Monitoring:** Superintendent; Asst. Supt.; Principal; Special Ed. Staff; Counselor; RTI Coordinator<br><br>**Title I:**<br>2.4, 2.6<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 2: Effective, Well-Supported Teachers | | | | |

 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.

**High Priority**

**HB3 Goal**

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Counselors will provide counseling and offer up-to-date information relating to various careers<br>**Strategy's Expected Result/Impact:** Counseling Log; Student Surveys; Observations<br>**Staff Responsible for Monitoring:** Principal; Counselor; Teachers<br><br>**TEA Priorities:**<br>Connect high school to career and college | 10% | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** TCE will continue to integrate career and occupational instruction through special days such as Career Day and Family Nights.<br>**Strategy's Expected Result/Impact:** Lesson Plans; Surveys; Observations<br>**Staff Responsible for Monitoring:** Principal; Counselor; Librarian; Teachers<br><br>**Title I:**<br>4.2<br>**- TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | 10% | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** TCE will provide students with a variety of extracurricular activities throughout their K-5 experience such as UIL and student council.<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** - 199 - General Fund - Extracurricular 99 Undistribu - $15,664 | 80% | | | |

0% No Progress 100% 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 7:** By May 2023, 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.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** All students grades K-5 will get at least 30 minutes a day or 135 minutes a week of moderate vigorous physical activity.<br>**Strategy's Expected Result/Impact:** Observations; Staff Development<br>**Staff Responsible for Monitoring:** Superintendent; Asst. Supt.; Principal; Asst. Principal; Teachers | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** All students in grades 3-5 will have a physical fitness assessment conducted at least once a year.<br>**Strategy's Expected Result/Impact:** FitnessGram Statistical Data; TEA Reporting on State Averages<br>**Staff Responsible for Monitoring:** Superintendent; Asst. Supt.; Principal; Teachers; Nurses | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** TCE will maintain and update on a regular basis a district Wellness Policy.<br>**Strategy's Expected Result/Impact:** Bi-Annual Audits; Yearly Reviews<br>**Staff Responsible for Monitoring:** Superintendent; Asst. Supt.; Principal; Teachers; Dir. of Child Nutrition; Dir. of School Health | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** TCE will develop and maintain a Coordinated School Health program for students grades K-8 that targets programs related to safety, wellness, increasing physical activity, encourages healthy eating, and decreasing child obesity rates.<br>**Strategy's Expected Result/Impact:** Surveys; Student Evaluations and Testing; School Health Index; District SHAC<br>**Staff Responsible for Monitoring:** Superintendent; Asst. Supt.; Principal; Teachers; Campus Nurse; Counselor; LSSP; Cafeteria Workers; Parents/Community | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Dropout prevention strategies will be provided at TCE for all at-risk students.<br>**Strategy's Expected Result/Impact:** Attendance Data; Discipline Reports; Progress Reports; Nine Weeks Grades<br>**Staff Responsible for Monitoring:** Principal; Teachers; Asst. Supt.; Attendance Clerk; Counselor; Asst. Principal<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | 35% | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** The importance of good school attendance for all populations (ESL, Migrant, homeless, dyslexia, special education, GT and at-risk) will be stressed through announcements, parent orientation, newsletters, and conferences.<br>**Strategy's Expected Result/Impact:** Nine Weeks; Semester<br>**Staff Responsible for Monitoring:** Principal; Teachers; Asst. Principal; PEIMS Personnel; Attendance Clerk<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | 35% | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** 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.<br>**Strategy's Expected Result/Impact:** Nine Weeks; Semester<br>**Staff Responsible for Monitoring:** Principal; Teachers; Asst. Principal; PEIMS Personnel; Attendance Clerk<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | 35% | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** TCE will work to create a positive campus environment that will instill school pride and school spirit in all students.<br>**Strategy's Expected Result/Impact:** Staff Development; Surveys; Observations<br>**Staff Responsible for Monitoring:** Superintendent; Asst. Supt.; Principal; Asst. Principal; Teachers<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** COVID safety procedures will be put in place to help prevent the spread of the COVID-19 virus.<br>**Strategy's Expected Result/Impact:** Minimize the number of COVID-19 cases at TCE<br>**Staff Responsible for Monitoring:** Superintendent, Asst. Superintendent, Director of School Health, Campus Nurse, Campus Administration<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** LISD will provide DAEP to assist with maintaining a safe and disciplined environment conducive to learning at TCE.<br>**Strategy's Expected Result/Impact:** Attendance Data; Discipline Reports; Progress Reports; Nine Weeks Grades<br>**Staff Responsible for Monitoring:** District DAEP Director, Principal, AP, Counselor<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 7:** Students assigned to DAEP will receive academic support that is equal to that of their home campus.<br>**Strategy's Expected Result/Impact:** Attendance Data; Discipline Reports; Progress Reports; Nine Weeks Grades<br>**Staff Responsible for Monitoring:** District DAEP Director, Principal, AP, Homeroom Teacher<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 8:** Students assigned to DAEP will receive character training (social and emotional support) from the campus counselor.<br>**Strategy's Expected Result/Impact:** Attendance Data; Discipline Reports; Progress Reports; Nine Weeks Grades<br>**Staff Responsible for Monitoring:** District DAEP Director, Principal, AP, Counselor<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 9:** Students returning from DAEP will be provided with a transition plan. Within 5 days, a campus administrator will meet with the student to discuss and review the plan.<br>**Strategy's Expected Result/Impact:** Attendance Data; Discipline Reports; Progress Reports; Nine Weeks Grades<br>**Staff Responsible for Monitoring:** District DAEP Director, Principal, AP<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

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

**High Priority**

**HB3 Goal**

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

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Administrators and other specified district personnel will attend crisis management staff development and share information with other district personnel concerning various ways of ensuring safe school environments<br>**Strategy's Expected Result/Impact:** Staff Development; Surveys; Observations<br>**Staff Responsible for Monitoring:** Superintendent; Asst. Supt.; Principal; Teachers; District CFO<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 3:** In 2022-2023, 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.

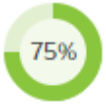
**Evaluation Data Sources:** A comprehensive safety plan is in place.

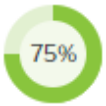
| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** TCE will continue to support and be a safe and drug-free school/community by providing drug education training for all students.<br>**Strategy's Expected Result/Impact:** PEIMS; Discipline Reports; Counseling Logs; Observations<br>**Staff Responsible for Monitoring:** Principal; Teachers; Asst. Principal; Counselor; Asst. Supt.<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | 90% | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Red Ribbon Week will be observed with activities, guest speakers and classroom lessons to show and teach students about the dangers of all drug use.<br>**Strategy's Expected Result/Impact:** Lesson Plans; Discipline Referrals; Observation<br>**Staff Responsible for Monitoring:** Principal; Teachers; Asst. Principal; Counselor<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | 90% | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** School counselors and campus psychologists will provide social skills coaching sessions for students who demonstrate behavior difficulties.<br>**Strategy's Expected Result/Impact:** Surveys; Observations; Discipline Referrals<br>**Staff Responsible for Monitoring:** Principal; Counselor; LSSP; Behavior Support Staff<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | 40% | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Implement bullying prevention programs and instruction to all students.<br>**Strategy's Expected Result/Impact:** Observation and documentation of reported incidents.<br>**Staff Responsible for Monitoring:** Principal; Counselor<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Facilities will be monitored on an ongoing basis to decrease opportunities for unsafe situations and of entrance into building by unauthorized people using the Raptor identification program, video monitoring system, doorbell, and locked doors.<br>**Strategy's Expected Result/Impact:** Self-evaluations; Observations; Surveys<br>**Staff Responsible for Monitoring:** Superintendent; Asst. Supt.; Principal; Teachers; Technology; Police Dept.<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** - 199 - General Fund - Security & Monitoring 99 Undi - $3,250 |  | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** TCE will work with local and regional law enforcement officers to refine plans for dealing with major crisis situations; teachers will be trained in how to react during crisis situations.<br>**Strategy's Expected Result/Impact:** Surveys; Staff Development; Plans; Observations<br>**Staff Responsible for Monitoring:** Superintendent; Asst. Supt.; Principal; Teachers; District CFO<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture |  | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 7:** TCE will update the Crisis Management Plan in order to ensure a safe and disciplined environment conducive to learning.<br>**Strategy's Expected Result/Impact:** Staff Development; Surveys; Observations; PEIMS<br>**Staff Responsible for Monitoring:** Superintendent; Asst. Supt.; Principal; Asst. Principal; Teachers | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 8:** TCE will have a discipline management program that provides for the prevention of and education concerning unwanted physical or verbal abuse, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles.<br>**Strategy's Expected Result/Impact:** Staff Development; Surveys; Observations; PEIMS<br>**Staff Responsible for Monitoring:** Superintendent; Asst. Supt.; Principal; Asst. Principal; Teachers; Behavior Specialists; Counselor<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 9:** TCE will provide social skills coaching for all students including special populations in order to help prevent discipline problems.<br>**Strategy's Expected Result/Impact:** Staff Development; Surveys; Observations; PEIMS<br>**Staff Responsible for Monitoring:** Special Ed. Teachers; Counselor; LSSP; Behavior Specialist<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 10:** A School Counselor will be utilized to offer student guidance, crisis counseling, and teacher training. In addition, a Comprehensive Guidance Curriculum will be taught on each campus by counselors and support personnel.<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** - 199 - General Fund - Guidance & Counseling 99 Undi - $76,326 | | | | |

| Strategy 11 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 11:** School/District nursing staff members will be utilized to provide school health services to all students. School nursing staff will also monitor overall school health, immunizations, medications, allergies, health procedures, coordinated school health & wellness, and health curriculum<br><br>**Funding Sources:** - 199 - General Fund - Health Services 99 Undistribu - $41,026 | | | | |

| Strategy 12 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 12:** Taylor Creek will maintain the facility to ensure it remains a safe environment for students and staff.<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** - 199 - General Fund - Facilities Maintenance & Oper - $154,506 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

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

**High Priority**

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** TCE will gather with stake holders to update the school's mission, vision, and goals. These will be posted and shared with all stake holders at Taylor Creek.<br>**Strategy's Expected Result/Impact:** Keep Staff, Students, Parents & Community Informed<br>**Staff Responsible for Monitoring:** Principal; Asst Principal; IS<br><br>**Title I:**<br>4.1, 4.2<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Taylor Creek will enforce school wide expectations to create a safe environment with high expectations focused on learning for all students.<br>**Strategy's Expected Result/Impact:** Fewer Discipline Referrals<br>**Staff Responsible for Monitoring:** Principal, AP<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

 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.

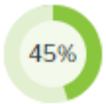
**High Priority**

**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".

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** TCE will retain 70% of its highly effective and certified teachers at the end of the 22-23 school year.<br>**Strategy's Expected Result/Impact:** TExES Results; Student STAAR<br>**Staff Responsible for Monitoring:** Asst. Supt.; Principal; Human Resource Department<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | 80% | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:**<br>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.<br>**Strategy's Expected Result/Impact:** Class Schedules; Student STAAR; Observations<br>**Staff Responsible for Monitoring:** Asst. Supt.; Principal; Human Resource Department<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | 95% | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Increase the percentage of teachers receiving high-quality professional development to meet 100% by end of 2022-23.<br>**Strategy's Expected Result/Impact:** Surveys; Student STAAR; Observations; TRS Timeline<br>**Staff Responsible for Monitoring:** Asst. Supt.; Principal, Curriculum Director<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 2: Effective, Well-Supported Teachers<br>**Funding Sources:** - 199 - General Fund - Staff Development 99 Undistri - $8,560 |  | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Increase the percentage of core academic subject area classes taught by certified, high quality teachers to meet 100% by end of 2022-23.<br>**Strategy's Expected Result/Impact:** Class Schedules; Student STAAR; Observations; TRS Timeline<br>**Staff Responsible for Monitoring:** Asst. Supt.; Principal; Human Resource Department<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 2: Effective, Well-Supported Teachers | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** TCE will continue to provide peer and campus mentors to new teachers to ensure a smooth transition into the LISD elementary school culture.<br>**Strategy's Expected Result/Impact:** Class Schedules; Student STAAR; Observations; TRS Timeline<br>**Staff Responsible for Monitoring:** Asst. Supt.; ISs; Principal; Human Resource Department; Mentor Teachers,<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** TCE will continue to provide opportunities for teachers to observe in peer classrooms within the campus.<br>**Strategy's Expected Result/Impact:** Class Schedules; Student STAAR; Observations<br>**Staff Responsible for Monitoring:** Superintendent; Asst. Supt.; Elem. Instructional Coach; Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 7:** TCE staff will receive walk-throughs on a regular basis to monitor student progress and teacher fidelity to district curriculum.<br>**Strategy's Expected Result/Impact:** Walk-through documentation<br>**Staff Responsible for Monitoring:** Principal; Asst. Principal; Instructional Coach<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 8:** TCE will continue to provide staff development in Response to Intervention (RTI) and Child Centered Team (CCT).<br>**Strategy's Expected Result/Impact:** Sign-in documentation<br>**Staff Responsible for Monitoring:** Principal; Special Ed. Staff; Interventionist<br><br>**Title I:**<br>2.4, 2.5, 2.6<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers | | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 9:** The Principal and Assistant Principal will provide instructional leadership, campus vision, teacher guidance, and student support in all areas related to student and teacher success. In addition, campus administrators will complete Eduphoria walk-throughs in all classrooms on a consistent basis to monitor instructional strategies and the use of the instructional timeline.<br>**Strategy's Expected Result/Impact:** TTESS documentation; Improved Teacher Evaluations<br>**Staff Responsible for Monitoring:** Principal, AP<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 2: Effective, Well-Supported Teachers<br>**Funding Sources:** - 199 - General Fund - School Leadership 99 Undistri - $287,485 | 35% | | | |

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

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

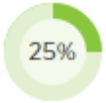
**Performance Objective 1:** Develop and utilize a variety of strategies to ensure communication with all parents and community members regarding school news/information, student achievement, meetings, and training sessions.

**High Priority**

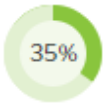
**HB3 Goal**

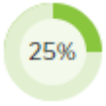
**Evaluation Data Sources:** School Newsletters, School Website, Sign-In Documentation

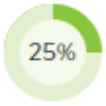
| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** A Campus-Parent Compact will be provided to every parent in order to promote parental involvement in each child's academic progress.<br>**Strategy's Expected Result/Impact:** Signed Documents; Surveys; Observations; Attendance Sheets<br>**Staff Responsible for Monitoring:** Principal; Teachers; Asst. Supt.; Asst. Principal<br><br>**Title I:**<br>4.1, 4.2<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** A campus newsletter will be provided weekly to all students and parents.<br>**Strategy's Expected Result/Impact:** Weekly copies of the newsletters<br>**Staff Responsible for Monitoring:** Principal; Teachers<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture |  | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Through a variety of methods, inform parents and families in the area of parent involvement, policy, best practices and program requirements for the Title 1 program. A yearly review of Title 1 requirements will be provided to parents.<br>**Strategy's Expected Result/Impact:** Family Involvement Sign-In Sheets; Minutes; Attendance Sheets; PTSO Attendance & Sign-In Sheets<br>**Staff Responsible for Monitoring:** Principal; Teachers; Asst. Principal.<br><br>**Title I:**<br>4.1, 4.2<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** TCE will provide incentives to encourage attendance at Family Nights for all populations.<br>**Strategy's Expected Result/Impact:** Attendance Sheets; Incentives<br>**Staff Responsible for Monitoring:** Principal; Staff & Teachers<br><br>**Title I:**<br>4.1, 4.2<br>**- ESF Levers:**<br>Lever 3: Positive School Culture |  | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** TCE will incorporate Coordinated School Health Activities.<br>**Strategy's Expected Result/Impact:** Fitness Gram Testing<br>**Staff Responsible for Monitoring:** Dir. of Student Health Services; Principal, Advisory Committee, Nurse, PE Staff |  | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** Parents will be able to access individual student grades and other educational information by using Family Access and the District and Campus Home Pages.<br>**Strategy's Expected Result/Impact:** Data from Technology<br>**Staff Responsible for Monitoring:** Teachers; Office Staff; Technology; Instructional Technologist<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture |  | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 2:** Offer training to all LISD families.

**High Priority**

**HB3 Goal**

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** TCE will encourage and notify parents of Family Nights through increased communication, letters, newsletters, e-mail, school messenger, and Remind 101. We will also provide incentives to encourage attendance at Family Nights for all populations.<br>**Strategy's Expected Result/Impact:** Attendance Sheets; Incentives<br>**Staff Responsible for Monitoring:** Principal; Asst. Principal; TCE Staff & Teachers<br><br>**Title I:**<br>4.2<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | 25% | | | |

No Progress | Accomplished | Continue/Modify | Discontinue

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Through district participation in the community Resources Coordination Groups (CRCG), TCE will maintain open communication between LISD and local government agencies.<br>**Strategy's Expected Result/Impact:** Communication between district and local government agencies<br>**Staff Responsible for Monitoring:** Principal, Counselor, District personnel<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Participate in Texas Homeless Education Office (THEO) trainings to provide support to students qualifying under the McKinney-Vento Act.<br>**Strategy's Expected Result/Impact:** McKinney-Vento Student Residency Questionnaire<br>**Staff Responsible for Monitoring:** Asst. Superintendent; Counselors; Campus PEIMS clerks | | | | |

 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 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.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Teachers will continue to increase integration of technology to include Smart Boards, Chromebook carts, iPads for PK-K, and Chromebooks in the delivery of instruction and in student use of technology in learning activities.<br>**Strategy's Expected Result/Impact:** Observations; Lessons; Benchmark Tests; STAAR<br>**Staff Responsible for Monitoring:** Asst. Supt.; Elem. ISs; Principal; Asst. Principal; Teachers; Technology<br><br>**ESF Levers:**<br>Lever 5: Effective Instruction | 50% | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** 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.<br>**Strategy's Expected Result/Impact:** Observations; Lessons; Benchmark Tests; STAAR<br>**Staff Responsible for Monitoring:** Asst. Supt.; ISs; Principal; Asst. Principal; Teachers; Technology, Library Para.<br><br>**ESF Levers:**<br>Lever 5: Effective Instruction | 50% | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Teachers will work with students to initiate the online Accelerated Reading (AR) program to help foster continued reading (in-school and at home) for all students<br>**Strategy's Expected Result/Impact:** Feedback and data from the AR program; Input from students, parents, and teachers<br>**Staff Responsible for Monitoring:** Principal; Asst. Principal; Classroom Teachers; Librarian; Library Assistant | 25% | | | |

0% No Progress  100% 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.

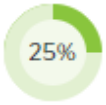
**Performance Objective 2:** With the goal of meeting the National Educational Technology Standards for Teachers (NETS-S), all teachers will attend 9 hours of technology professional development during the school year. (StaR Chart developing)

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** 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.<br>**Strategy's Expected Result/Impact:** T-TESS Observations; Teacher feedback and survey data; Data from Instructional Specialist<br>**Staff Responsible for Monitoring:** Principal, ISs, Asst. Principal, Counselor, Librarian, Library Assistant, Classroom Teachers<br><br>**ESF Levers:**<br>Lever 2: Effective, Well-Supported Teachers | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** The Child Nutrition Department will provide qualifying LISD students with breakfast and lunch. These meals will be served on all campuses on a daily basis. Meals will be nutritionally balanced in accordance with standards set forth in state and federal law.<br>**Staff Responsible for Monitoring:** Supt, Asst. Supt, Principal<br><br>**Funding Sources:** - 240 - Child Nutrition - $270,084 |  | | | |

 No Progress Accomplished Continue/Modify Discontinue

# State Compensatory

## Budget for Taylor Creek Elementary School

**Total SCE Funds:** $0.00
**Total FTEs Funded by SCE:** 1
**Brief Description of SCE Services and/or Programs**

## Personnel for Taylor Creek Elementary School

| Name | Position | FTE |
|---|---|---|
| Mark Cormack | ESL Teacher | 1 |

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Denise Mays | Interventionist | | |
| Melody Edwards | Paraprofessional | | |
| Michele Stivers | teacher | Intervention | 1.0 |
| Vicki McQueen | Teacher | Intervention | .5 |

# 2022-2023 Site Based Decision Making Team

| Committee Role | Name | Position |
|---|---|---|
| Principal | Shona Moore | Principal |
| Non-classroom Professional | Michelle Stivers | RTI Coordinator |
| Administrator | Tony Baney | Assistant Principal |
| Non-classroom Professional | Carisa Brown | Counselor |
| Paraprofessional | Esther Munguia | Computer Paraprofessional |
| Classroom Teacher | Alyssa Alberson | Dyslexia Teacher |
| Classroom Teacher | Kasey Borland | 5th ELAR Teacher |
| Community Representative | Nora Munguia | Community Member |
| Classroom Teacher | Jennifer Hughes | Kinder Teacher |
| Classroom Teacher | Miriam Abazi | 1st Grade Teacher |
| Classroom Teacher | Bailey Misercola | 3rd Grade Teacher |
| Classroom Teacher | Michelle Collins | SPED Teacher |
| Paraprofessional | Ellen Thornton | Lexia Lab Para |
| Business Representative | Megan Hansen | Texas Discount Automotive |
| Parent | Heather Maples | Parent |

# Campus Funding Summary

| 199 - General Fund - Basic Education 11 | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 5 | | | $1,816,657.00 |
| | | | | **Sub-Total** | $1,816,657.00 |
| | | | | **Budgeted Fund Source Amount** | $1,816,657.00 |
| | | | | **+/- Difference** | $0.00 |

| 199 - General Fund - GT Allotment 21 | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 2 | 1 | 1 | | | $18,189.00 |
| | | | | **Sub-Total** | $18,189.00 |
| | | | | **Budgeted Fund Source Amount** | $18,189.00 |
| | | | | **+/- Difference** | $0.00 |

| 199 - General Fund - SPED Allotment 23/33 | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 8 | | | $487,931.00 |
| | | | | **Sub-Total** | $487,931.00 |
| | | | | **Budgeted Fund Source Amount** | $487,931.00 |
| | | | | **+/- Difference** | $0.00 |

| 199 - General Fund - SCE Allotment 24/28/30 | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 14 | | | $89,853.00 |
| | | | | **Sub-Total** | $89,853.00 |
| | | | | **Budgeted Fund Source Amount** | $89,853.00 |
| | | | | **+/- Difference** | $0.00 |

| 199 - General Fund - Bilingual/ESL Allotment 25 | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 1 | | | $2,120.00 |
| | | | | **Sub-Total** | $2,120.00 |
| | | | | **Budgeted Fund Source Amount** | $2,120.00 |

| 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 | | | $87,703.00 |
| | | | | **Sub-Total** | $87,703.00 |
| | | | | **Budgeted Fund Source Amount** | $87,703.00 |
| | | | | **+/- Difference** | $0.00 |

| 199 - General Fund - Early Education Allotment 36 | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 5 | | | $87,703.00 |
| | | | | **Sub-Total** | $87,703.00 |
| | | | | **Budgeted Fund Source Amount** | $87,703.00 |
| | | | | **+/- Difference** | $0.00 |

| 199 - General Fund - Dyslexia Allotment 37/43 | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 8 | | | $65,559.00 |
| | | | | **Sub-Total** | $65,559.00 |
| | | | | **Budgeted Fund Source Amount** | $65,559.00 |
| | | | | **+/- Difference** | $0.00 |

| 199 - General Fund - Instruction 99 Undistributed | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 5 | | | $10,300.00 |
| | | | | **Sub-Total** | $10,300.00 |
| | | | | **Budgeted Fund Source Amount** | $10,300.00 |
| | | | | **+/- Difference** | $0.00 |

| 199 - General Fund - Library 99 Undistributed | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 6 | | | $67,926.00 |
| | | | | **Sub-Total** | $67,926.00 |
| | | | | **Budgeted Fund Source Amount** | $67,926.00 |

| 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 | | | $287,485.00 |
| | | | | **Sub-Total** | $287,485.00 |
| | | | | **Budgeted Fund Source Amount** | $287,485.00 |
| | | | | **+/- Difference** | $0.00 |

| 199 - General Fund - Guidance & Counseling 99 Undi | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 3 | 3 | 10 | | | $76,326.00 |
| | | | | **Sub-Total** | $76,326.00 |
| | | | | **Budgeted Fund Source Amount** | $76,326.00 |
| | | | | **+/- Difference** | $0.00 |

| 199 - General Fund - Health Services 99 Undistribu | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 3 | 3 | 11 | | | $41,026.00 |
| | | | | **Sub-Total** | $41,026.00 |
| | | | | **Budgeted Fund Source Amount** | $41,026.00 |
| | | | | **+/- Difference** | $0.00 |

| 199 - General Fund - Extracurricular 99 Undistribu | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 2 | 6 | 3 | | | $15,664.00 |
| | | | | **Sub-Total** | $15,664.00 |
| | | | | **Budgeted Fund Source Amount** | $15,664.00 |

| 199 - General Fund - Extracurricular 99 Undistribu | | | | | |
|---|---|---|---|---|---|
| **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 | | | $154,506.00 |
| | | | | **Sub-Total** | $154,506.00 |
| | | | | **Budgeted Fund Source Amount** | $154,506.00 |
| | | | | **+/- Difference** | $0.00 |

| 199 - General Fund - Security & Monitoring 99 Undi | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 3 | 3 | 5 | | | $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 | | | $225,885.00 |
| | | | | **Sub-Total** | $225,885.00 |
| | | | | **Budgeted Fund Source Amount** | $225,885.00 |
| | | | | **+/- Difference** | $0.00 |

| 224 - IDEA B, Formula SPED | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 1 | | | $117,979.00 |
| | | | | **Sub-Total** | $117,979.00 |
| | | | | **Budgeted Fund Source Amount** | $117,979.00 |
| | | | | **+/- Difference** | $0.00 |

| 240 - Child Nutrition | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 7 | 1 | 1 | | | $270,084.00 |
| | | | | **Sub-Total** | $270,084.00 |
| | | | | **Budgeted Fund Source Amount** | $270,084.00 |

| 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 | 2 | | | $82,897.00 |
| 1 | 2 | 14 | | | $188,726.00 |
| | | | | **Sub-Total** | $372,082.00 |
| | | | | **Budgeted Fund Source Amount** | $372,082.00 |
| | | | | **+/- Difference** | $0.00 |

| 284 - IDEA-B Formula ARP | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 7 | | | $88,001.00 |
| | | | | **Sub-Total** | $88,001.00 |
| | | | | **Budgeted Fund Source Amount** | $88,001.00 |
| | | | | **+/- Difference** | $0.00 |
| | | | | **Grand Total Budgeted** | $4,394,789.00 |
| | | | | **Grand Total Spent** | $4,394,789.00 |
| | | | | **+/- Difference** | $0.00 |

# Addendums

# 2019-2020 Targeted Improvement Plan: Taylor Creek Elementary

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

## Assurances

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

## Needs Assessment

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

## TCE - Self-Assessment Results

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

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

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

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

| TCE: Cycle 1 90-day Outcomes (September - November) | | | |
|---|---|---|---|
| | **Prioritized Focus Area #1** | **Prioritized Focus Area #2** | **Prioritized Focus Area #3** |
| **Essential Action** | 3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. | 5.3 Data-driven instruction. | |
| **Desired Annual Outcome** | We will have school-wide expectations posted throughout the common areas. We will provide teachers with training on how to enforce these expectations. | Data will be used to drive instruction and student growth will be shown, not only on local assessments, but on the STAAR tests as well. | |
| **Desired 90-day Outcome** | The admin team will put together a list of preliminary expectations for hallways, restrooms, and cafeteria to send out to staff for input.<br><br>A committee of stakeholders will meet to create a preliminary list of items to be included in the mission of our school. We will send these out to staff to review and give input. | IS and RTI coordinator will collect data from common assessments and identify weak areas. During grade level planning, teachers will create plans to address student needs. | |
| **Barriers to Address During this Cycle** | 1. Send a list of expectations for staff to look over and give their input allowing them to be a part of the process.<br>2. Time is one of our barriers, so we can break down the development of our mission statement into small steps to keep it from getting overwhelming or taking too much time. | Time will be set aside during the IS and RTI schedules to meet and collect and review data. | |
| **District Actions for this Cycle** | Review of desired outcomes | Review of desired outcomes | |
| **District Commitments Theory of Action** | If the school has clear goals aligned to the mission and vision of the campus and all staff understand and set high expectations for behavior and learning, a safe and orderly environment of high expectations will be established. If the data is collected by the administration, IS, and RTI coordinator and weak areas are addressed through small group and reteach as necessary, the student achievement will increase. | | |

/

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

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

## Action plan-Milestones

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

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

## Action plan-Milestones

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

# TCE: Cycle 4 90-Day Action Plan (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year.
The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

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

## Action plan-Milestones

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

# 2019-2020 Targeted Improvement Plan: Taylor Creek Elementary

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

## Assurances

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

## Needs Assessment

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

## TCE - Self-Assessment Results

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

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

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

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

| TCE: Cycle 1 90-day Outcomes (September - November) | | | |
|---|---|---|---|
| | **Prioritized Focus Area #1** | **Prioritized Focus Area #2** | **Prioritized Focus Area #3** |
| **Essential Action** | 3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. | 5.3 Data-driven instruction. | |
| **Desired Annual Outcome** | We will have school-wide expectations posted throughout the common areas. We will provide teachers with training on how to enforce these expectations. | Data will be used to drive instruction and student growth will be shown, not only on local assessments, but on the STAAR tests as well. | |
| **Desired 90-day Outcome** | The admin team will put together a list of preliminary expectations for hallways, restrooms, and cafeteria to send out to staff for input.<br><br>A committee of stakeholders will meet to create a preliminary list of items to be included in the mission of our school. We will send these out to staff to review and give input. | IS and RTI coordinator will collect data from common assessments and identify weak areas. During grade level planning, teachers will create plans to address student needs. | |
| **Barriers to Address During this Cycle** | 1. Send a list of expectations for staff to look over and give their input allowing them to be a part of the process.<br>2. Time is one of our barriers, so we can break down the development of our mission statement into small steps to keep it from getting overwhelming or taking too much time. | Time will be set aside during the IS and RTI schedules to meet and collect and review data. | |
| **District Actions for this Cycle** | Review of desired outcomes | Review of desired outcomes | |
| **District Commitments Theory of Action** | If the school has clear goals aligned to the mission and vision of the campus and all staff understand and set high expectations for behavior and learning, a safe and orderly environment of high expectations will be established. If the data is collected by the administration, IS, and RTI coordinator and weak areas are addressed through small group and reteach as necessary, the student achievement will increase. | | |

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

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

## Action plan-Milestones

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

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

## Action plan-Milestones

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

# TCE: Cycle 4 90-Day Action Plan (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year.
The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

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

## Action plan-Milestones

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

# 2019-2020 Targeted Improvement Plan: Taylor Creek Elementary

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

## Assurances

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

## Needs Assessment

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

## TCE - Self-Assessment Results

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

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

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

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

| TCE: Cycle 1 90-day Outcomes (September - November) | | | |
|---|---|---|---|
| | **Prioritized Focus Area #1** | **Prioritized Focus Area #2** | **Prioritized Focus Area #3** |
| **Essential Action** | 3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. | 5.3 Data-driven instruction. | |
| **Desired Annual Outcome** | We will have school-wide expectations posted throughout the common areas. We will provide teachers with training on how to enforce these expectations. | Data will be used to drive instruction and student growth will be shown, not only on local assessments, but on the STAAR tests as well. | |
| **Desired 90-day Outcome** | The admin team will put together a list of preliminary expectations for hallways, restrooms, and cafeteria to send out to staff for input.<br><br>A committee of stakeholders will meet to create a preliminary list of items to be included in the mission of our school. We will send these out to staff to review and give input. | IS and RTI coordinator will collect data from common assessments and identify weak areas. During grade level planning, teachers will create plans to address student needs. | |
| **Barriers to Address During this Cycle** | 1. Send a list of expectations for staff to look over and give their input allowing them to be a part of the process.<br>2. Time is one of our barriers, so we can break down the development of our mission statement into small steps to keep it from getting overwhelming or taking too much time. | Time will be set aside during the IS and RTI schedules to meet and collect and review data. | |
| **District Actions for this Cycle** | Review of desired outcomes | Review of desired outcomes | |
| **District Commitments Theory of Action** | If the school has clear goals aligned to the mission and vision of the campus and all staff understand and set high expectations for behavior and learning, a safe and orderly environment of high expectations will be established. If the data is collected by the administration, IS, and RTI coordinator and weak areas are addressed through small group and reteach as necessary, the student achievement will increase. | | |

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

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

## Action plan-Milestones

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

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

## Action plan-Milestones

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

# TCE: Cycle 4 90-Day Action Plan (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year.
The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

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

## Action plan-Milestones

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