

# **Taylor Independent School District**

## **Naomi Pasemann Elementary**

### **2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

## **Taylor ISD Mission**

Inspire, Equip, and Empower Every Student To Achieve Their Unique Potential

# Vision

## **Taylor ISD Vision**

Intentionally Empowering the Whole Child

## **NPE Promise**

I promise to.....

N – NURTURE RESPONSIBILITY

P – PRACTICE RESPECT

E – ENSURE SAFETY

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Naomi Pasemann Elementary is a grade 1-3 campus with an enrollment of 597 students.

The diverse student population is made up of 7.9% African American, 63.1% Hispanic, 24% White with the other 5% comprised of Asian, 2 races or more, and Pacific Islanders.

87% of the student population is identified as economically disadvantaged, 19.9% as English language learners, 15.7% as special education, and 6% as gifted and talented.

### Demographics Strengths

Naomi Pasemann Elementary has a multitude of demographic strengths including:

1. Parents, students, and teachers are highly committed to success.
2. Pasemann staff is collaborative in their teaching approach.
3. Pasemann is building a bilingual program following the Gomez and Gomez model
4. Pasemann staff creates opportunities to celebrate diversity and provides an environment that teaches students how to form and nurture positive, healthy relationships with peers.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** NPE minority students (AA & Hisp) scored well below their counterparts. **Root Cause:** Opportunity gaps for minority students

# Student Achievement

## Student Achievement Summary

### May 2021 STAAR Reading, Grade 3

	Total Students	All RCs			Raw Score	Scale Score	Percent Score	Approaches	Meets
		R1	R2	R3					
Naomi Pasemann Elementary	174	68.51%	46.82%	50.08%	17	1343	51.36%	51.72%	21.26%
Economic Disadvantage	130	64.77%	43.49%	47.69%	16	1325	48.35%	43.85%	18.46%
Asian	1	80%	40%	42.86%	16	1318	47%	0%	0%
Black/African American	12	40%	33.89%	33.93%	12	1243	34.83%	16.67%	8.33%
Hispanic	113	68.50%	44.37%	50.06%	17	1336	50.27%	50.44%	16.81%
Two or More Races	9	75.56%	51.85%	57.14%	20	1380	57.44%	55.56%	44.44%
White	39	75.38%	56.92%	53.66%	20	1387	58.31%	66.67%	33.33%
LEP	42	56.67%	39.52%	47.79%	15	1308	45.43%	35.71%	11.90%
Second Year of Monitoring	2	90%	70%	60.71%	24	1441	69.50%	100%	50%
Special Ed Indicator	28	44.29%	32.14%	34.18%	12	1242	34.93%	21.43%	3.57%

### May 2021 STAAR Reading Spanish, Grade 3

	Total Students	All RCs			Raw Score	Scale Score	Percent Score	Approaches	Meets
		R1	R2	R3					
Naomi Pasemann Elementary	8	40%	45.83%	35.71%	14	1267	40.75%	25%	12.50%
Economic Disadvantage	7	42.86%	47.62%	37.76%	15	1280	42.86%	28.57%	14.29%
Hispanic	8	40%	45.83%	35.71%	14	1267	40.75%	25%	12.50%
LEP	8	40%	45.83%	35.71%	14	1267	40.75%	25%	12.50%

### May 2021 STAAR Mathematics, Grade 3

All RCs									
	Total Students	All RCs				Raw Score	Scale Score	Percent Score	Approaches
		M1	M2	M3	M4				
Naomi Pasemann Elementary	183	49.25%	40.10%	35.60%	40.98%	13	1309	41.57%	32.24%
Economic Disadvantage	138	46.56%	37.46%	34.27%	38.77%	13	1295	39.24%	26.81%
Asian	1	75%	69.23%	71.43%	100%	24	1486	75%	100%
Black/African American	12	35.42%	25.64%	29.76%	27.08%	9	1230	29.33%	16.67%
Hispanic	122	45.90%	38.90%	31.38%	38.32%	12	1293	39%	26.23%
Two or More Races	9	66.67%	41.88%	49.21%	36.11%	16	1349	48.89%	55.56%
White	39	59.29%	47.14%	46.52%	53.21%	16	1367	50.82%	48.72%
LEP	50	40.50%	35.69%	28.86%	34%	11	1272	35.22%	20%
Second Year of Monitoring	2	75%	69.23%	50%	75%	22	1446	67.50%	100%
Special Ed Indicator	30	34.17%	30.26%	22.86%	32.50%	10	1240	29.97%	10%

### May 2021 STAAR Mathematics Spanish, Grade 3

		All RCs								
	Total Students					Raw Score	Scale Score	Percent Score	Approaches	Met
		M1	M2	M3	M4					
Naomi Pasemann Elementary	1	37.50%	46.15%	42.86%	50%	14	1322	44%		0%
Economic Disadvantage	1	37.50%	46.15%	42.86%	50%	14	1322	44%		0%
Hispanic	1	37.50%	46.15%	42.86%	50%	14	1322	44%		0%
LEP	1	37.50%	46.15%	42.86%	50%	14	1322	44%		0%

Note, due to COVID:

14 students did not test in reading.

12 students did not test in math.

## **Student Achievement Strengths**

Math Reporting Category 1

Reading Reporting Category 1

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** NPE scored well below the state average in 3rd grade Math STAAR **Root Cause:** Lack of teacher clarity gained through PLCs

**Problem Statement 2:** NPE scored well below the state average in 3rd grade Reading STAAR. **Root Cause:** Lack of teacher clarity gained through PLCs

**Problem Statement 3:** NPE minority students (AA & Hisp) scored well below their counterparts. **Root Cause:** Opportunity gaps for minority students

# School Culture and Climate

## School Culture and Climate Summary

Naomi Pasemann Elementary strives to create a positive school climate where students and staff feel safe and valued. We are a PBIS campus as well as a designated No Place for Hate school. A common language has been developed for expectations in all common areas of the school. Positive behavior supports are in place to encourage and reward good choices.

For staff morale data, see addendum

## School Culture and Climate Strengths

Naomi Pasemann Elementary has a teacher-led PBIS committee and a behavior team that supports the social emotional needs of the students and coaches teachers on how to address discipline issues in the classroom.

The counselor provides extensive guidance lessons in the classroom, conducts small groups to address needs, and communicates with parents.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Climate and culture responses were inconsistent **Root Cause:** lack of clear communication, lack of teacher voice and choice

**Problem Statement 2:** Behavior causes classroom disruptions. **Root Cause:** Behavior program was only for SPED students



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

For the 21-22 school year 12/44 (27%) of the instructional staff is new to NPE and 5/7 (71%) of the office staff is new to NPE. Recruiting qualified applicants with the appropriate certifications has been challenging especially in the area of bilingual education.

## Staff Quality, Recruitment, and Retention Strengths

The returning teachers are dedicated professionals and have taken on a leadership roles supporting their colleagues. TISD has adopted a mentoring program designed to support new teachers.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Difficult to recruit highly qualified teachers. **Root Cause:** national teacher shortage

**Problem Statement 2:** High turnover rate **Root Cause:** poor climate and culture

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Taylor ISD has provided TEKS Resource System as a guaranteed and viable curriculum.

All grade levels maintain a 22:1 ratio or lower.

Teachers collaboratively create and share lesson plans.

Taylor ISD has provided Amplify mClass and Renaissance for BOY, MOY and EOY reading and math assessments to measure student growth.

## Curriculum, Instruction, and Assessment Strengths

TEKS Resource System provides a scope and sequence for all teachers to follow.

NPE will have 1:1 iPads for the 21-22 school year.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Common formative and unit assessments need to reflect the rigor of the TEKS and align with the taught curriculum. **Root Cause:** Lack of a clear PLC process

**Problem Statement 2:** Backwards design using the 4 questions of a PLC is not fully implemented. **Root Cause:** Lack of a clear PLC process

**Problem Statement 3:** New technologies with little training can cause a lack of fidelity to instructional programming **Root Cause:** Technology-based, adaptive programs, training and funding is needed

**Problem Statement 4:** Fidelity to a balanced literacy instructional model is lacking **Root Cause:** Lack of training and support

# Parent and Community Engagement

## Parent and Community Engagement Summary

Naomi Pasemann Elementary provides multiple opportunities throughout the school year for parents to be not only be involved with their child but to provide input and feedback. In 20-21, events hosted at Pasemann include, EL Night, Literacy Night, 3rd Grade Music Program, Free Family Movie Night, Thanksgiving lunch, Award Assemblies, STEAM Night, and Book Fair. Not all events were able to be hosted due to COVID.

CEIC meetings were held where parents and community members participated in the development of the Parent Engagement Policy and the School Compact. During these meetings we reviewed campus, the campus improvement plan, and progress toward goals and objectives.

The campus communicates with parents in a variety of ways including phone apps, School Messenger, newsletters, phone calls and emails. Our Parent Teacher Organization is very active and is always looking for parents to volunteer and participate in events.

When not functioning during a pandemic, parents volunteer in the classroom, they give presentations, and they attend events throughout the year.

## Parent and Community Engagement Strengths

Pasemann has an active and supportive PTO.

Taylor ISD has purchased Remind and School Messenger to support campuses in their communication plans.

Communication is translated into Spanish to ensure all stakeholders receive and understand campus information.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent involvement is growing but is still not at the goal level. **Root Cause:** Not all parents receive communication, some parents work multiple jobs or long hours, scheduling conflicts with students extracurricular activities hinder participation. COVID also limits the ability for parents to participate on campus.

# School Context and Organization

## School Context and Organization Summary

Naomi Pasemann Elementary has clear lines of communication and delineation of responsibilities. We develop and review our master schedule to ensure instructional time is maximized. We ensure students have an opportunity for small group or individualized instruction when needed through our support programs. We have an interventionist that has been trained in the Wilson program to serve our dyslexic students. The CIP is reviewed regularly to ensure progress toward improvement goals and adjustments are made as needed. The district has a clear and explicit safety plan that is implemented at the campus level. All staff members are trained and aware of procedures to follow during a crisis.

## School Context and Organization Strengths

The math, reading, behavior, library/media and dyslexia specialists are highly qualified and receive specialized training for their individual roles.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** The number of Tier 2 & 3 students exceeds recommended percentages. **Root Cause:** Tier 1 instruction, teacher clarity and the use of common formative and unit assessments need to be improved.

**Problem Statement 2:** There are limited opportunities for students to participate in enrichment activities that teach the whole child. **Root Cause:** Lack of funding

# Technology

## Technology Summary

Naomi Pasemann Elementary has a number of devices per classroom and a functioning computer lab. In the year 21-22, NPE will become a 1:1 campus with iPads. Teachers work to enhance learning using the available technology. The district technology department strives to provide an adequate infrastructure. The technology department also responds quickly and effectively to any technological issues that interfere with learning in the classrooms.

## Technology Strengths

Each classroom has 2-3 laptops, a document camera, and an Apple TV. During the 21-22 school year, each student will have an iPad with keyboard checked out to him/her.

District support and maintenance of technology in the classroom.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** The new 1:1 initiative will be a learning curve for teachers. **Root Cause:** Teachers need resources and training .

**Problem Statement 2:** Students lack technology skills **Root Cause:** Students lack keyboarding and digital citizenship skills.






# Priority Problem Statements


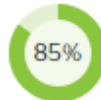








# Goals

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

**Performance Objective 1:** Increase performance in the "Meet Grade Level" for STAAR reading from 21% to 26% and for STAAR math from 8% to 13%.

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement Day-by-Day Math Thinking Routines by Nicki Newton <b>Strategy's Expected Result/Impact:</b> Increase in student performance <b>Staff Responsible for Monitoring:</b> Math Interventionist Assistant Principal Principal Math Lesson Plan team  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create a Math Genius Block where vertically aligned math skills are pre-taught using an evidence based program to accelerate math instruction. <b>Strategy's Expected Result/Impact:</b> Closing of academic gaps <b>Staff Responsible for Monitoring:</b> Math Interventionist Assistant Principal Principal Math Lesson Plan team  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				



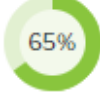





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Put a PLC process in place where the 4 questions are answered leading to teacher clarity and common formative and unit assessments are designed. <b>Strategy's Expected Result/Impact:</b> Improved student achievement. <b>Staff Responsible for Monitoring:</b> Assistant Principal Principal District Coaches  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Improve Tier 2 intervention through the use of common formative and unit assessments along with leveraging evidence-based technology programs. <b>Strategy's Expected Result/Impact:</b> closing academic gaps <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Math Interventionist Reading Interventionist  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implement Fountas & Pinnell Writing Mini-lessons in grades 1 & 2 <b>Strategy's Expected Result/Impact:</b> Implementation of writing workshop that leads to the development of writers <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



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







**Performance Objective 1:** Increase performance in the "Meet Grade Level" for STAAR reading from 21% to 26% and for STAAR math from 8% to 13%.

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide coaching for Blended Learning Grant and Flight Plan for 3rd grade <b>Strategy's Expected Result/Impact:</b> improved student performance <b>Staff Responsible for Monitoring:</b> Teaching and Learning Principal  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create a schedule that allows teachers to PLC for an extended period of time to ensure the results are around teacher clarity and common assessments. <b>Strategy's Expected Result/Impact:</b> Improved student performance. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal District Coaches  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 2:** Show growth on Reading Amplify BOY to EOY for 1st & 2nd (set baseline) and Renaissance Math 1st-3rd (set baseline)







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide coaching and modeling support so teachers understand how the TEA Reading Academy links to Amplify and Guided Reading  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

**Performance Objective 1:** Improve student attendance rate to 96% for the school year (dependent upon COVID)

**Targeted or ESF High Priority**





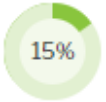
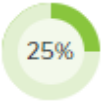




**Evaluation Data Sources:** Attendance reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a "Perfect Attendance" schoolwide incentive system (perfect attendance chart, number of the day, awards ceremony) <b>Strategy's Expected Result/Impact:</b> improved attendance <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Registrar  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

**Performance Objective 2:** Increase student progress in becoming College, Career, and Military Readiness.







**Evaluation Data Sources:** BOY, MOY & EOY assessments, STAAR


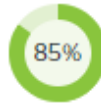




Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement transition plans for kindergartners coming to first grade and for third graders going to fourth grade. <b>Strategy's Expected Result/Impact:</b> Minimize transition effects for the students Increase performance on local and state assessments in transition years <b>Staff Responsible for Monitoring:</b> Principal  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create a Keyboarding and Digital Citizenship course <b>Strategy's Expected Result/Impact:</b> future-ready students <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Technology Instructional Coach  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Create an outdoor classroom and garden to enhance learning opportunities <b>Strategy's Expected Result/Impact:</b> Well-rounded students <b>Staff Responsible for Monitoring:</b> Principal PTO Maintenance Department Food Services Department  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 3:** Create a positive workplace climate and culture









**Evaluation Data Sources:** Climate Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create teacher-led committees (PBIS, House, Sunshine, Parent Engagement) <b>Strategy's Expected Result/Impact:</b> positive climate and culture <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement the Marigold Award <b>Strategy's Expected Result/Impact:</b> positive climate and culture <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide staff the opportunity to provide the principal with a report card every 9 weeks. <b>Strategy's Expected Result/Impact:</b> positive climate and culture <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement the House System, including House Thursday and House Assemblies. <b>Strategy's Expected Result/Impact:</b> positive climate and culture <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.6 - TEA Priorities: Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





**Performance Objective 4:** Provide enrichment activities to provide a well-rounded education.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Add Art to the Specials rotation. <b>Strategy's Expected Result/Impact:</b> increased student engagement <b>Staff Responsible for Monitoring:</b> Principal Art Teacher  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Specials teachers will integrate health, wellness and SEL into their instruction. <b>Strategy's Expected Result/Impact:</b> improved student outcomes <b>Staff Responsible for Monitoring:</b> Principal, specials teachers  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
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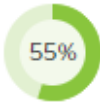





**Goal 4:** Provide all students a safe environment in which to learn.

**Performance Objective 1:** Decrease the number of discipline referrals for disruptive behaviors in the classroom.

**Evaluation Data Sources:** Discipline referral data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Incorporate a common language for behavior expectations and consistently enforce those expectations through the PBIS committee. <b>Strategy's Expected Result/Impact:</b> Increased time on task behaviors resulting in increased student performance on local and state assessments <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Behavior Interventionist  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement Educator Handbook as a PBIS documentation tool and referral source <b>Strategy's Expected Result/Impact:</b> targeted behavior support <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Behavior Interventionist  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				











Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement Emergent Tree for behavioral challenged students <b>Strategy's Expected Result/Impact:</b> improved academic and social-emotional skills <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Behavior Interventionist Director of SEL & Guidance  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement a Student Safety Patrol <b>Strategy's Expected Result/Impact:</b> student leadership and safety <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 4:** Provide all students a safe environment in which to learn.

**Performance Objective 2:** 100% of our students, if needed, will have access to a mental health care provider during the school year.





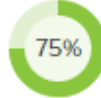




**Evaluation Data Sources:** Intervention Services, Bluebonnet Trails Community Services, Campus Counselors

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement a vertically aligned character education program for grades K-8. <b>Strategy's Expected Result/Impact:</b> Meeting emotional needs of students reducing the number of behavior incidents that disrupt the learning environment <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize access to a licensed social worker through the local agreement with Intervention Services and Bluebonnet Trails. <b>Strategy's Expected Result/Impact:</b> Meet emotional needs of students reducing the number of behavior incidents that disrupt the learning environment <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.6	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 4:** Provide all students a safe environment in which to learn.

**Performance Objective 3:** Increase staff safety knowledge and readiness for emergency situations through training's and drills conducted throughout the school year.









**Evaluation Data Sources:** Safety Audit

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide training for all staff in emergency procedures, district/campus safety drill, threat assessments. and Mental Heath First Aid. <b>Strategy's Expected Result/Impact:</b> Preparedness for emergency situations <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide staff with information and training in the TISD Return to Work Guidelines and safety protocols for all employees in regards to COVID 19 including screening and reporting requirements. <b>Strategy's Expected Result/Impact:</b> Reduce the number of employees impacted by COVID-19 exposure <b>Staff Responsible for Monitoring:</b> Nurse Principal Assistant Principal  <b>Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Provide all students a safe environment in which to learn.

**Performance Objective 4:** Increase opportunities to engage parents, families, communities, businesses as partners in schools to promote academic success

**Evaluation Data Sources:** Agendas, Sign-In Sheets, Participant Feedback

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Involve parents in goal setting and developing and reviewing the improvement plans as well as the parent engagement policy. <b>Strategy's Expected Result/Impact:</b> Increase involvement from all stakeholders <b>Staff Responsible for Monitoring:</b> Principal, Parent Services Coordinator, Bilingual Campus Parent Liaison <b>Schoolwide and Targeted Assisted Title I Elements:</b> 3.1, 3.2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize multiple avenues for communicating engagement opportunities throughout the year ensuring stakeholders are aware of Literacy Night, STEAM Night, EL Night, Student Performances, Book Fairs, Carnivals, and Family Game Nights as allowable with COVID. <b>Strategy's Expected Result/Impact:</b> Increase communication and level of engagement from all stakeholders <b>Staff Responsible for Monitoring:</b> Principal <b>Schoolwide and Targeted Assisted Title I Elements:</b> 3.1, 3.2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

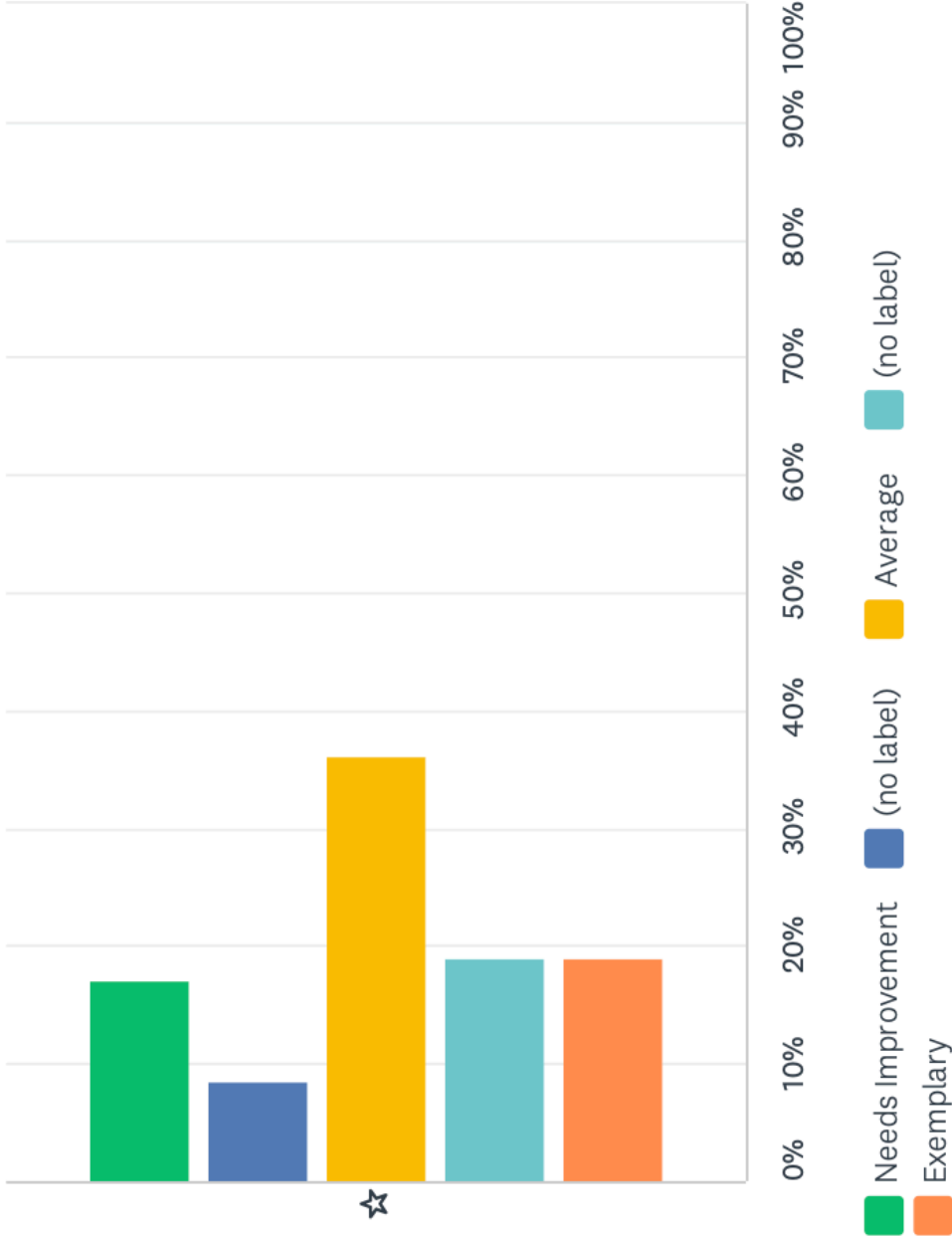
# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arabela Valladares	Bilingual Campus Parent Liaison	Parent & Family Engagement	
Jenni Lindquist	Art Teacher		
John Matthews	Parent Services Coordinator	Parent & Family Engagement	

# Addendums

# Q7 Aside from the stressors of the pandemic and weather, how would you rate campus morale?

Answered: 58 Skipped: 0



	NEEDS IMPROVEMENT	(NO LABEL)	AVERAGE	(NO LABEL)	EXEMPLARY	TOTAL	WEIGHTED AVERAGE
☆	17.24%	8.62%	36.21%	18.97%	18.97%	58	3.14
	10	5	21	11	11		