

Abilene Independent School District
Taylor Elementary
2021-2022 Campus Improvement Plan



Mission Statement

AISD engages and empowers each student to be contributing, responsible citizens who reach their full potential through relevant, innovative and rigorous learning experiences.

Vision

Inspired, skilled, engaged and empowered students make a difference in the world.

Core Beliefs

- Deep learning involves critical thinking, collaboration and problem solving.
- Relevant and meaningful student experiences are the core of the modern classroom.
- Initiative, innovation, a strong work ethic and entrepreneurial spirit are life skills each student needs.
- The cultivation of each student's strengths and passions leads to success.
- Respect, care and having high expectations for each student is the foundation for learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Taylor Elementary is a Kindergarten through 5th grade campus in Abilene ISD established in _____. In January 2021, Taylor opened a new, state of the art facility. The 2021-2022 school year will be the first complete school year in the new facility.

Student Demographics

599 students were enrolled during the 2020-2021 school year.

Race/Ethnicity: (Data source: AISD Data dashboard, Frontline Reports, PEIMS Student Data Report)

GROUP	2020-2021
African-American	17%
Asian	
Hispanic	30%
Two or More Races	
White	43%

Student Groups: (Data source: Frontline Reports)

GROUP	2020-2021
At-Risk	31%
Homeless/Unaccompanied Youth	5%
Economically Disadvantaged	62%
Limited English Proficient/English Language Learner	3.5%
Special Education	10%
Gifted and Talented	16%
Response to Intervention	9%

Taylor serves students living in temporary residential foster care facilities. As of May 2021, 4 students living in a residential foster care facility were enrolled at Taylor.

Staff Demographics

The Taylor Elementary 2020-2021 Staff includes:

- 34 Kindergarten-fifth grade classroom teachers (6 sections of Kindergarten and 1st grade, 5 sections of 1st, 2nd and 3rd grades, 4 sections of 4th grade and 3 sections of 5th grade)
- 2 intervention teachers
- 3 specialist (art, music and PE)
- 2 Special Education Teachers
- 1 Behavior Support Teacher
- 3 Special Education Aides
- 2 Instructional Aides
- 1 Computer Lab Instructional Aide
- 3 office staff (secretary, community coordinator, clerical aide)
- 1 instructional coordinator
- 1 counselor
- 2 administrators (principal and assistant principal)

100% of faculty and staff are certified and highly qualified with 6% minority staff and 94% white ethnicity.

Community/Parents

Most of the attendance boundary is single family homes with several apartment complexes and duplex units. The Taylor community supportive of the school. The PTO is very involved in support students and teachers.

Demographics Strengths

1. Students of all grade levels, ethnicity/race and student groups are encouraged to become involved in campus wide student leadership roles and other student activities such as Student Lighthouse Team, UIL, Choir.
2. Taylor has a rich history and strong community and parent support. The PTO is very active to support teachers and create opportunities for students.
3. 16% of students identified as Gifted and Talented. More GT students at Taylor than any other Abilene ISD elementary school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Complex behavior issues with students that significantly disrupt learning, including but not exclusive to students from temporary residential foster care facilities. **Root Cause:** Younger students have an increased need for behavior intervention as many come to a school setting without social emotional skills in place, as well as students in our population who reside at a residential facility who have a variety of social emotional needs.

Problem Statement 2: The need for differentiated instruction on a variety of levels continues to increase. **Root Cause:** The numbers of students in special programs continues to increase (Special Education, RtI, 504, GT) resulting in an increase need for differentiation.

Student Learning

Student Learning Summary

Taylor's 2020 and 2021 Accountability Rating is Not Rated due to the adjustments to the accountability rating system due to the COVID 19 Pandemic. In 2019, Taylor Elementary was rated a C with an overall score of 79.

Accountability Domains:

- Student Achievement: 74, C
- School Progress: 80, B
 - Academic Growth: 80, B
 - Relative Performance: 75, C
- Closing the Gap: 76, C

Taylor earned two Distinction Designations: Mathematics and Comparative Academic Growth.

STAAR Comparison Data - % of Students Met Approaches Grade Level (Data Source: 2019 STAAR Campus TAPR Report, 2021 Preliminary Scores)

	2018-2019	2020-2021
3rd Grade Reading	78%	66%
4th Grade Reading	59%	69%
5th Grade Reading	80%	75%
3rd Grade Math	76%	66%
4th Grade Math	71%	48%
5th Grade Math	95%	64%
4th Grade Writing	44%	64%
5th Grade Science	69%	56%

STAAR Comparison Data - % of Students Met Meets Grade Level (Data Source: 2019 STAAR Campus TAPR Report, 2021 Preliminary Scores)

	2018-2019	2020-2021
3rd Grade Reading	44%	43%
4th Grade Reading	40%	45%
5th Grade Reading	42%	44%
3rd Grade Math	45%	34%
4th Grade Math	46%	34%
5th Grade Math	62%	36%
4th Grade Writing	16%	32%
5th Grade Science	35%	27%

All Grades Comparison of Approaches Grade Level (2019 TAPR Report, 2021 Preliminary Data)

	2018-2019	2020-2021	Difference
All Grades Reading	72%	70%	-2%
All Grades Math	82%	59%	-23%
4th Grade Writing	44%	65%	+21%
5th Grade Science	69%	56%	-13%

Student Learning Strengths

1. The 20% increase in STAAR Writing scores from 2019 to 2021.
2. All Grade Level Reading score at the approaches level stayed consistent from 2019-2021 (2% change).
2. In analyzing EOY MAP data, 1st and 2nd grade Mean RIT for Reading and Math is above the District Mean RIT.
3. In analyzing EOY MAP data, 5th grade Science Mean RIT is above the District Mean RIT.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 3rd-5th grade STAAR Math scores declined 20% points from 79% achieving approaches grade level to 59% achieving approaches grade level. **Root Cause:** Teacher adjustment to implementing new math curriculum, lack of math intervention support, and student adjustment to online testing platform.

Problem Statement 2: The percentage of students achieving meets grade level is consistently between 30% and 40% in all tested grade levels and subjects. **Root Cause:** The need to differentiate instruction at a variety of levels.

School Processes & Programs

School Processes & Programs Summary

All staff members at Taylor Elementary meet the federal and state highly qualified requirements. The interview process for vacant positions has varied over the past few years with changes in administration. Beginning teachers and teachers new to the campus are assigned a campus mentor. In addition, beginning teachers participate in the district New Teacher Orientation program. During the 2020-2021 school year, the district provided coaching to instructional coordinators to provide coaching to classroom teachers. The instructional coordinator provided coaching to 6 teachers.

The LEAD team consists of grade level leaders. The purpose of this committee is to lead the campus for Leader in Me, Safe and Civil Schools and other campus based decision making.

The curriculum, instruction and assessment focus at Taylor Elementary is guided by state mandated TEKS, the district designated curriculum documents and the results of district and campus based assessments.

With the opening of the new facility in January of 2021, Makerspace and STEAM, problem solving and creativity curriculum was implemented. Classes attend the Makerspace for 45 minute every other week. In addition to the core content area curriculum, students also attend PE, Music, Art and Computer lab. In addition the new campus also provides the furniture and space to encourage student collaboration. With the new facility, the campus also experienced technology upgrades with each classroom provided a Promethean Panel and a teacher Chromebook. Student technology includes 5 student iPads and Chromebook carts that are shared among grade levels.

The implementation of Leader in Me and Safe and Civil Schools provides the foundations of campus culture and meeting social and emotional needs of students. Staff members modeling of the 7 habits and direct instruction and integrated instruction of the 7 habits develops the practice of the 7 habits from students. Students learn that through the implementation of Covey's 7 Habits they can excel and be leaders. The CHAMPS expectations developed by each teacher and the campus procedures developed by the Foundations Team encourages positive behavior on campus. CHAMPS and Foundations procedures improve classroom and campus behavior by establishing clear expectations. By establishing structure and expectations, discipline and behavior interruptions during classroom instruction should be reduced. With the new facility, new expectations for the campus common areas are needed. Leader in Me and Safe and Civil Schools compliment each other to create common language across campus, high expectations and empower students for success.

School Processes & Programs Strengths

1. Taylor has been a Leader in Me school for the last eight years and is considered a Leader in Me Lighthouse campus.
2. Safe and Civil Schools CHAMPS provides consistent vocabulary across the campus and is implemented in each classroom.
3. Addition of Gifted and Talented Teacher to provide pullout enrichment for GT students.
4. Implementation of Makerspace to provide students regular opportunity to participate in STEAM activities and problem solving.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of technology devices for teacher to implement technology activities that require one to one devices. **Root Cause:** Only ___ Chromebook carts are available on campus.

Problem Statement 2: Leader in Me and Safe and Civil Schools implementation need to be evaluated and re-emphasized. **Root Cause:** The focus on remote learning and transition

to the new building impacted the implementation of Leader in Me and requires some Safe and Civil School Foundation Team activities to be revisited.

Perceptions

Perceptions Summary

Taylor Elementary strives everyday to fulfill the strategic plan and goals of AISD and to be a warm and welcoming environment for students, staff, families and visitors to our campus. This year due to COVID restrictions, it was more difficult to engage families and communities and to measure perceptions. Taylor continues to have strong family and community support and an active PTO that is a great partner and advocate for the school. During the 2020-2021 school year, parent communication with the use of the Remind app increased. The new facility has contributed positively to the perception of the campus as students and families are excited and proud of the new space.

Staff turnover rate remains at an overall low in the last two years. We work well together and mentor as needed. Staff absences are low, even with the COVID pandemic. While an official staff survey was not completed, there seems to be an overall positive

Perceptions Strengths

PTO is very supportive of staff and students, and stay involved in a variety of ways throughout the year.

4. School safety- we are well prepared for disasters.
5. Home- School connection is strong with ongoing communication and opportunities for families to participate in school activities.

Priority Problem Statements







Goals

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 1: By May 2022, 85% of Taylor students in Kindergarten-2nd grade will read on grade level based on Fountas and Pinnell Benchmark System data.

Targeted or ESF High Priority







Evaluation Data Sources: 2021-2022 Fountas and Pinnell Benchmark Assessment (BAS) data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement WIN (What I Need) intervention and enrichment time in 1st-5th grades to provide intense in-school supplemental tutoring in reading for low-performing, at risk students using quality and aligned resources. 2 intervention teachers and Comp Ed Funded Temporary Tutors will support classroom teachers to provide intervention and enrichment. Intervention teachers will use research-based effective intervention programs such as Fountas and Pinnell Leveled Literacy Intervention.</p> <p>Strategy's Expected Result/Impact: increase in reading performance at each grade level</p> <p>Staff Responsible for Monitoring: Principal. Others: instructional coordinator, classroom teachers, intervention teachers, Special Education teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p> <p>Funding Sources: Comp Ed Funded Temporary Tutors - State Comp Ed - ??</p>	Formative			Summative
	Oct	Jan	Apr	June
	 70%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement district provided phonics and phonemic awareness supplemental curriculum to provide systematic, explicit phonics and phonemic awareness in Kindergarten-3rd grade classrooms.</p> <p>Strategy's Expected Result/Impact: Increase in percentage of students reading on grade level.</p> <p>Staff Responsible for Monitoring: Principal. Others: Instructional Coordinator, Classroom Teachers.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
	 60%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 2: 3rd-5th STAAR Reading scores will increase from 59% approaches grade level to 75% approaches grade level on STAAR.

Evaluation Data Sources: June 2022 STAAR Campus Summary Report, 2022 TAPR report







Strategy 1 Details	Reviews			
<p>Strategy 1: Implement WIN (What I Need) intervention and enrichment time in 1st-5th grades to provide intense in-school supplemental tutoring in reading for low-performing, at risk students using quality and aligned resources. 2 intervention teachers and Comp Ed Funded Temporary Tutors will support classroom teachers to provide intervention and enrichment. Intervention teachers will use research-based effective intervention programs such as Fountas and Pinnell Leveled Literacy Intervention.</p> <p>Strategy's Expected Result/Impact: Increase in percentage of students reading on grade level correlating to an increase in STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal: Instructional Coordinator, Classroom Teachers, Intervention Teachers.</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All 3rd, 4th and 5th grade teachers will participate in engage2learn instructional coaching facilitated by principal, instructional coordinator and assistant principal.</p> <p>Strategy's Expected Result/Impact: Increase in instructional best practices and differentiated instruction will correlate to an increase in STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal.</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 3: 3rd-5th grade STAAR Math scores will increase from 59.2% approaches grade level on 2021 STAAR to 70% approaches grade level on 2022 STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: June 2022 STAAR Campus Summary Report, 2022 TAPR






Strategy 1 Details	Reviews			
<p>Strategy 1: Continue implementation of the AISD math curriculum in grades K - 5, including providing ongoing staff development for teachers.</p> <p>Strategy's Expected Result/Impact: Increase in math performance at all grade levels</p> <p>Staff Responsible for Monitoring: Principal: Others: Instructional Coordinator, Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will receive small group differentiated math instruction each week in grades K-5 from the classroom teachers, Special Education staff, and additional tutors.</p> <p>Strategy's Expected Result/Impact: increase in math performance at all grade levels</p> <p>Staff Responsible for Monitoring: Principal. Others: Instructional Coordinator, Classroom Teachers, Special Education Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 4: 5th Grade STAAR Science scores will increase from 56% approaches grade level to 61% approaches grade level on STAAR 2022.

Targeted or ESF High Priority






Evaluation Data Sources: June 2022 STAAR Campus Summary Report, 2022 TAPR

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase and implement StemScopes supplemental curriculum resource for 4th and 5th grade science. Strategy's Expected Result/Impact: increase in STAAR Science performance Staff Responsible for Monitoring: Instructional Coordinator. Other: Principal, 4th and 5th grade Classroom Teachers. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 5: Kindergarten-5th grade classroom teachers will integrate grade-level appropriate, student-driven learning technology activities or projects at least once a grading period from the 2nd grading period through the end of the school year.







Evaluation Data Sources: Lesson Plans, Evidence of activities and/or projects turned into Staff Google Classroom

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Technology Liaison, District Digital Coaches or Classroom Teachers will provide professional learning on grade level appropriate practices and student-driven learning activities integrating technology at least 4 times during the school year.</p> <p>Strategy's Expected Result/Impact: Staff increase knowledge on technology resources and best practice correlating in increase of student engagement and production with technology.</p> <p>Staff Responsible for Monitoring: Principal. Other: Instructional Coordinator, Campus Technology Liaison.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 6: Establish a comprehensive instructional coaching framework and unit design collaborative planning that provides all Kindergarten-5th grade teachers with job-embedded professional development






Evaluation Data Sources: TTESS performance, engage2learn reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Unit Design Session once a grading period for K-5th grade classroom teachers for systematic planning of TEKS analysis, leveled rubrics, pre-assessments and formative assessments.</p> <p>Strategy's Expected Result/Impact: Increase in teacher knowledge of TEKS and creation of assessments to monitor student progress to correlate in student academic growth.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coordinator, Assistant Principal.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Instructional Coaching Plan to provide 7 instructional coaching sessions to at all 3rd, 4th and 5th grade teachers.</p> <p>Strategy's Expected Result/Impact: Increase in instructional best practices and differentiated instruction will build teacher capacity and correlate to student growth.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coordinator, Assistant Principal.</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 7: From BOY MAP in Fall of 2021 to EOY MAP in Spring of 2022, each grade level will meet the NWEA determined Grade-Level Norms Projected Growth in Reading.






Evaluation Data Sources: NWEA Student Growth Summary Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement district provided supplemental phonics and phonemic awareness curriculum. Strategy's Expected Result/Impact: Increase in percentage of students reading on grade level. Staff Responsible for Monitoring: Principal. Other: Instructional Coordinator. Classroom Teacher. Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 8: From BOY MAP in Fall of 2021 to EOY MAP in Spring of 2022, each grade level will meet the NWEA determined Grade-Level Norms Projected Growth in Reading.







Evaluation Data Sources: NWEA Student Growth Summary Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Lone Star Learning Math Spiral Review for Kindergarten-5th Grade.</p> <p>Strategy's Expected Result/Impact: Provide spiral review of previously taught standards throughout the year.</p> <p>Staff Responsible for Monitoring: Instructional Coordinator and Classroom Teachers.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 1: Implement Professional Learning Community (PLC) practices to allow for teacher collaboration and job-embedded professional learning.

Evaluation Data Sources: Professional Learning Needs Survey, Professional Learning Workshop Schedule and Sign In Sheets, Professional Learning Workshop Exit Tickets, PLC agendas and sign-in sheets



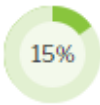




Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Professional Learning Workshop six times during the school year to provide teachers customized professional learning to be better equipped to respond to student, parent and community needs.</p> <p>Strategy's Expected Result/Impact: Increase in teacher capacity to implement best practices correlates to student growth.</p> <p>Staff Responsible for Monitoring: Principal. Assistant Principal. Instructional Coordinator.</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporate weekly PLC meeting times into the campus master schedule, a campus common formative assessment and a PLC meeting plan to outline the purpose of meetings throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase fidelity of weekly PLC meetings.</p> <p>Staff Responsible for Monitoring: Principal.</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 2: 80% of students will be considered Tier 1 on the Safe and Civil School Pyramid by having 1 or less office referrals.

Targeted or ESF High Priority










Evaluation Data Sources: Discipline office referral data, classroom management plans, behavior RTI documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Re-establish Foundations Team to facilitate the implementation of Safe and Civil Schools Foundations including monthly meetings. Strategy's Expected Result/Impact: Consistent implementation of Foundations principles Staff Responsible for Monitoring: Principal. Assistant Principal.</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Foundations Team will evaluate campus common areas and determine common area expectations. Strategy's Expected Result/Impact: Student clarity in behavior expectations correlating to an increase in student self-monitoring and control and a decrease in office referrals in common areas. Staff Responsible for Monitoring: Principal. Assistant Principal. Foundations Team. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Address individual behavior needs of Tier II and Tier III behavior students by implementing behavior RTIs and providing staff development for all faculty and staff regarding behavior management strategies for different levels of need. Strategy's Expected Result/Impact: Decrease in Tier II and III behavior incidents / office referrals Staff Responsible for Monitoring: Principal. Assistant Principal. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 3: 100% of teachers will integrate Leader in Me principles within the classroom curriculum to advance character development and an environment of leadership and collaboration.







Evaluation Data Sources: Leader in Me campus data, student leadership data notebooks, Lesson Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Re-establish Lighthouse Team to facilitate the integration of Leader in Me principles on campus and establishing Leader in Me action teams.</p> <p>Strategy's Expected Result/Impact: Consistent implementation of Leader in Me principles</p> <p>Staff Responsible for Monitoring: Principal. Lighthouse Team Coordinator.</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Within the first 3 weeks of school, all K-5 classrooms will utilize the First 8 Days by Franklin Covey to establish a leadership classroom.</p> <p>Strategy's Expected Result/Impact: Direct teach of all 7 habits will occur during the first three weeks of school to establish a leadership environment in the classroom and character development.</p> <p>Staff Responsible for Monitoring: Principal. Others: Assistant Principal, Instructional Coordinator, Lighthouse Team.</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be provided opportunities for leadership roles both within the classroom at at the campus level. At least 50 students will participate in a campus level leadership role.</p> <p>Strategy's Expected Result/Impact: Student will practice leadership skills and develop a sense of belonging and pride.</p> <p>Staff Responsible for Monitoring: Principal. Others: Lighthouse Team Coordinator, Lighthouse Team.</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 4: Provide at least 6 opportunities for parent involvement throughout the 2021-2022 school year.






Evaluation Data Sources: Sign-in sheets from events

Strategy 1 Details	Reviews			
<p>Strategy 1: Each grade level will host a Parent Information Meeting to provide parents information specific to the grade level. The campus level information will be provided by campus administration.</p> <p>Strategy's Expected Result/Impact: Parents will gain information on grade level expectations for their student.</p> <p>Staff Responsible for Monitoring: Principal. Others: Assistant Principal, Instructional Coordinator, Classroom Teachers.</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Partner with the Taylor PTO to encourage student involvement and participation in parent involvement activities.</p> <p>Strategy's Expected Result/Impact: Increase participation in parent involvement activities</p> <p>Staff Responsible for Monitoring: Principal, PTO Teacher Members</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Build partnerships with local business and organizations.

Performance Objective 1: Taylor Elementary will partner with local businesses and organizations to expose 100% of students to career and college readiness opportunities.







Evaluation Data Sources: Event Log, Speaker Sign-In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Taylor 5th graders will participate in career awareness lessons, as well as field trips to ATEMS High School, Holland Medical HS, ACU and campus career activities to increase awareness of future career choices and higher education correlations.</p> <p>Strategy's Expected Result/Impact: Increased knowledge in career and higher education opportunities.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, 5th grade teachers</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Build partnerships with local business and organizations.

Performance Objective 2: Taylor Elementary will partner with Abilene Christian University to provide extended day differentiated reading instruction for striving readers in 1st and 2nd grade twice a week for six weeks each semester.






Evaluation Data Sources: ACU Sign-In Sheet, Student attendance logs

Strategy 1 Details	Reviews			
<p>Strategy 1: ACU pre-service teachers will provide one-on-one differentiated reading instruction on Tuesdays and Thursdays.</p> <p>Strategy's Expected Result/Impact: Increase of participating student's reading level.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coordinator, 1st and 2nd Classroom Teachers, ACU professor</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Abilene Christian University and Taylor Elementary will host a parent reception to encourage parent communication and support for the program and parent involvement in literacy at home.</p> <p>Strategy's Expected Result/Impact: Increase of participating student's reading level.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coordinator, 1st and 2nd Classroom Teachers, ACU professor</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Tell the AISD stories of inspiration, success and opportunity to the community, parents, and staff.

Performance Objective 1: Provide weekly communication to parents.







Evaluation Data Sources: Evidence of parent communication

Strategy 1 Details	Reviews			
<p>Strategy 1: All Taylor homeroom teachers or grade levels will send home a weekly newsletter including calendar events, classroom and instructional information, and Leader in Me activities and information to share with families.</p> <p>Strategy's Expected Result/Impact: Increased family involvement and support</p> <p>Staff Responsible for Monitoring: Assistant Principal, Community Coordinator, Classroom Teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Tell the AISD stories of inspiration, success and opportunity to the community, parents, and staff.

Performance Objective 2: Create Taylor Elementary social media accounts to share campus activities and stories of success or opportunity.






Evaluation Data Sources: Social Media Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Taylor Elementary will post a story of success or opportunity or campus activities on social media outlets once a week.</p> <p>Strategy's Expected Result/Impact: Social Media postings</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal. Instructional Coordinator.</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct a Social Media Contest to increase the numbers of followers on social media platforms.</p> <p>Strategy's Expected Result/Impact: Increased following on social media</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal. Instructional Coordinator.</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Meet or exceed all federal and state mandates.

Performance Objective 1: 100% of students will participate in a coordinated school health program through nursing services, counseling services, health and physical education classes, and food services.









Evaluation Data Sources: nurse documentation, counselor documentation, PE/health lesson plans and grades, food services menus and documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a coordinated school health program through nursing services, counseling services, health and physical education classes and food services.</p> <p>Strategy's Expected Result/Impact: Positive impact on student health resulting in an increase in attendance and classroom engagement.</p> <p>Staff Responsible for Monitoring: Nurse, Counselor, PE Teacher, Food Services Manager</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Meet or exceed all federal and state mandates.

Performance Objective 2: 100% of faculty will promote a safe campus environment. 100% of students will participate in safety lessons, activities and drills.

Evaluation Data Sources: Completed safety drill schedule and log sheet, Internet safety completion rates

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will complete internet safety lessons and complete quiz. Strategy's Expected Result/Impact: Increase in student understanding of internet safety. Staff Responsible for Monitoring: Principal. Others: Instructional Coordinator, Computer Lab Manager.</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: School safety committee will meet at least once a semester to monitor safety on campus and adjust procedures as needed including conducting drills. Strategy's Expected Result/Impact: Increase education of staff and students on safety procedures. Staff Responsible for Monitoring: Assistant Principal. Others: Principal, Safety Committee.</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement WIN (What I Need) intervention and enrichment time in 1st-5th grades to provide intense in-school supplemental tutoring in reading for low-performing, at risk students using quality and aligned resources. 2 intervention teachers and Comp Ed Funded Temporary Tutors will support classroom teachers to provide intervention and enrichment. Intervention teachers will use research-based effective intervention programs such as Fountas and Pinnell Leveled Literacy Intervention.
1	1	2	Implement district provided phonics and phonemic awareness supplemental curriculum to provide systematic, explicit phonics and phonemic awareness in Kindergarten-3rd grade classrooms.
1	2	1	Implement WIN (What I Need) intervention and enrichment time in 1st-5th grades to provide intense in-school supplemental tutoring in reading for low-performing, at risk students using quality and aligned resources. 2 intervention teachers and Comp Ed Funded Temporary Tutors will support classroom teachers to provide intervention and enrichment. Intervention teachers will use research-based effective intervention programs such as Fountas and Pinnell Leveled Literacy Intervention.
1	2	2	All 3rd, 4th and 5th grade teachers will participate in engage2learn instructional coaching facilitated by principal, instructional coordinator and assistant principal.
1	3	1	Continue implementation of the AISD math curriculum in grades K - 5, including providing ongoing staff development for teachers.
1	3	2	Students will receive small group differentiated math instruction each week in grades K-5 from the classroom teachers, Special Education staff, and additional tutors.
1	6	1	Implement Unit Design Session once a grading period for K-5th grade classroom teachers for systematic planning of TEKS analysis, leveled rubrics, pre-assessments and formative assessments.
1	6	2	Implement Instructional Coaching Plan to provide 7 instructional coaching sessions to at all 3rd, 4th and 5th grade teachers.
1	7	1	Implement district provided supplemental phonics and phonemic awareness curriculum.
1	8	1	Implement Lone Star Learning Math Spiral Review for Kindergarten-5th Grade.

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Comp Ed Funded Temporary Tutors	??	\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums