

Abilene Independent School District
Taylor Elementary
2023-2024 Campus Improvement Plan



Public Presentation Date: July 10, 2023

Mission Statement

AISD will equip learners to make a positive impact in their world through relevant, innovative, and challenging learning experiences.

Vision

Equipped Learners. Brighter Futures.

Core Beliefs

CONNECT

- Each child, staff member and parent needs positive personal connections within the district.
- Respect, care and having high expectations for each student is the foundation for learning.

LEAD

- Initiative, innovation, and a strong work-ethic are important life skills for students and staff.
- Developing partnerships throughout the Abilene community builds connections for future leaders to give back to the community.

SUCCEED

- Intellectual, emotional, and physical safety are crucial components to a successful school environment.
- Critical thinking, collaboration and problem solving are essential for deep learning.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	8
School Culture and Climate	11
Staff Quality, Recruitment, and Retention	12
Curriculum, Instruction, and Assessment	14
Parent and Community Engagement	15
School Context and Organization	16
Technology	17
Priority Problem Statements	18
Comprehensive Needs Assessment Data Documentation	19
Goals	21
Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.	21
Goal 2: Expect and support active learner engagement in classrooms.	24
Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.	36
Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.	40
Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.	41
Additional Targeted Support Strategies	43
Title I	44
1.1: Comprehensive Needs Assessment	44
2.1: Campus Improvement Plan developed with appropriate stakeholders	44
2.2: Regular monitoring and revision	44
2.3: Available to parents and community in an understandable format and language	44
3.1: Annually evaluate the schoolwide plan	44
4.1: Develop and distribute Parent and Family Engagement Policy	44
4.2: Offer flexible number of parent involvement meetings	44
Campus Funding Summary	45
Addendums	46

Comprehensive Needs Assessment

Demographics

Demographics Summary

Taylor Elementary is a Kindergarten through 5th Grade campus in Abilene ISD.

Student Demographics

657 enrolled students on 10/28/2022 Snapshot Day. 643 enrolled students on 5/1/2023. A 14 student decline in enrollment occurred from October 28 to May 1.

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

GROUP	2021-2022 (as of 5/5/22)	2022-2023 (as of 5/1/23)
African-American	115 students, 16.86%	93 students; 14.4%
Asian	12 students, 1.76%	11 students; 1.71%
Hispanic	221 students, 32.40%	228 students; 35.5%
Two or More Races	39 students, 5.72%	41 students; 6.3%
White	293 students, 42.96%	268 students; 41.6%

Student Groups as of Snapshot Day: (Data source: 2022 TEA Campus Comparison Group Data Report) Not updated for 2023 due to 2023 Campus Comparison Groups not released by TEA.

Student Enrollment: 659

Mobility Rate 23.1

GROUP	2021-2022	2022-2023 **Information not available.
Economically Disadvantaged	56.9%	
Limited English Proficient/English Language Learner	3.6%	
Special Education	10.8%	

Student Groups as of 5/2/2022: (Data source: Frontline Reports)

GROUP	2021-2022 as of 5/2/2023	2022-2023 as of 5/1/2023
At-Risk	366 students, 54%	383 students, 59.5%
Homeless/ Unaccompanied Youth		
Economically Disadvantaged	412 students, 61%	415 students; 64.5% (65% proposed accountability % based on Oct. 22 Snapshot)
Limited English Proficient/ English Language Learner	34 students, 5%	36 students; 5.5%
Special Education	96 students; 14%	116 students; 18% (including speech only)
Gifted and Talented	107 students, 16%	104 students; 16%
504	45 students, 7%	34 students; 5.2%
Response to Intervention		74 students served by interventionist; 11.5%

Attendance

Grading Period	
1st	94.31%
2nd	93.47%
3rd	92.82%
4th	92.87%
5th	94.20%

Grading Period	
6th	94.43%
Attendance % for the Year	93.68%

Staff Demographics

The Taylor Elementary 2022/2023 Staff includes:

- 31 Kindergarten-fifth grade classroom teachers (6 sections of 1st and 2nd grade, 5 sections of Kindergarten, 3rd and 4th grades, 4 sections of 5th grade)
- 1 3rd-5th Grade PALS classroom teacher
- 2 intervention teachers
- 3 specialist (art, music and PE)
- 2 Special Education Teachers
- 1 Behavior Support Teacher
- 3 Special Education Aides
- 2 Special Education PALS Aides
- 2 Instructional Aides
- 1 Computer Lab Instructional Aide
- 1 clerical aide/ISS monitor
- 3 office staff (secretary, parent 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. Additional funding this year with Title 1 funds based on increased percentage of economically disadvantaged students.

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. Students that have experienced adverse childhood experiences seems to be increasing.

Problem Statement 2 (Prioritized): 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 Achievement

Student Achievement Summary

Campus Accountability Ratings and Performance Levels were not available during the CNA process.

2023 Preliminary STAAR data

	% of Likely Passed	% of Zone of Uncertainty	% of Likely Did Not Pass
3rd Grade Reading	66.4%	28.0%	5.6%
3rd Grade Math	49.5%	46.7%	3.7%
4th Grade Reading	52.7%	36.6%	10.8%
4th Grade Math	38.7%	45.2%	16.1%
5th Grade Reading	71.1%	22.7%	6.2%
5th Grade Math	49.0%	48.0%	3.1%
5th Grade Science	43.9%	39.8%	16.3%

STAAR Comparison Data - % of Students Met Approaches Grade Level (Data Source: 2019 STAAR Campus TAPR Report, 2021 Preliminary Scores, 2022 STAAR Scores)

	2018-2019	2020-2021	2021-2022
3rd Grade Reading	78%	66%	75%
4th Grade Reading	59%	69%	65%
5th Grade Reading	80%	75%	80%

	2018-2019	2020-2021	2021-2022
3rd Grade Math	76%	66%	67%
4th Grade Math	71%	48%	52%
5th Grade Math	95%	64%	68%
4th Grade Writing	44%	64%	N/A
5th Grade Science	69%	56%	61%

STAAR Comparison Data - % of Students Met Meets Grade Level (Data Source: 2019 STAAR Campus TAPR Report, 2021 Preliminary Scores, 2022 STAAR Scores)

	2018-2019	2020-2021	2021-2022
3rd Grade Reading	44%	43%	51%
4th Grade Reading	40%	45%	41%
5th Grade Reading	42%	44%	55%
3rd Grade Math	45%	34%	52%
4th Grade Math	46%	34%	25%
5th Grade Math	62%	36%	41%
4th Grade Writing	16%	32%	N/A
5th Grade Science	35%	27%	29%

See Taylor STAAR comparison data in the addendum for comparison across years, grade levels and performance levels and comparison of Economically Disadvantaged students to Non-Economically Disadvantaged students.

MAP Achievement Data - See MAP Mean RIT Score Data and Growth Data in the addendum for comparison of MAP data across years and grade levels.

Student Achievement Strengths

1. Kindergarten, 1st grade, 2nd grade, and 3rd grade observed growth met or exceeded the projected school growth for BOY to EOY MAP.
2. Kindergarten, 1st grade, 2nd grade, and 5th grade observed growth met or exceeded the projected school growth for BOY to EOY MAP. 3rd grade observed growth was 10 and projected school growth was 10.5.
3. 3rd grade and 5th grade observed growth met or exceeded the projected school growth for BOY to EOY MAP.
4. Kindergarten, 1st and 2nd grade mclass growth from BOY to EOY for percentage of students At or Above Benchmark. Kindergarten - 28% at BOY and 52% at EOY, 1st grade 33% at BOY and 55% at EOY, 2nd grade 41% at BOY and 50% at EOY.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 71% of 3rd-5th Grade Students scored a 0-5 out of 10 possible points on the STAAR Extended Constructed Response. **Root Cause:** Teacher adjustment to ECR instruction and rubric. Students' lack of stamina for writing and typing.

Problem Statement 2: Based on 2023 preliminary likely passed data, STAAR Math performance is significantly lower than STAAR Reading performance. **Root Cause:** Teacher adjustment to implementing new math curriculum and lack of math intervention support. Student learning gaps in foundational math skills and math concepts.

Problem Statement 3 (Prioritized): Based on 2022 STAAR data, the percentage of Economically Disadvantaged students performing at the approaches, meets and master levels is 10% points to 46% points lower than Non-Economically Disadvantaged students in all tested areas. **Root Cause:** Lack of intervention support.

School Culture and Climate

School Culture and Climate 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. The Taylor Mission Statement is:

Mighty Trojans: Learn Together, Value All, Inspire Greatness Wherever We May Be.

The Guidelines for Success are:

Taylor Rocks: R - Respect, O - On Task, C - Collaborate, K - Kindness, S - Self-Control

The Foundations team also revised and clarified expectations for common areas throughout the building. The common expectations provided structure, consistency and clarity for common areas. Taylor Elementary continues to implement The Leader in Me for student and staff social and emotional learning.

Leader in Me Survey Results are attached in the addendum. Overall Score from the MRA survey is a 76, considered satisfactory.

School Culture and Climate Strengths

1. Consistent expectations in common area provided structure, consistency and clarity to positively impact the culture and climate.
2. CARE Incentive in late April-first of May promoted positive behavior in students. Students appreciated positive feedback from other staff members than homeroom teacher.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: While students and staff can recite the mission statement and guidelines for success, there is a need to continue to develop shared understanding on the meaning of the statements and how to implement. **Root Cause:** Lack of time devoted to direct teach real world application of mission statement and guidelines for success.

Problem Statement 2 (Prioritized): Use of common language and processes of 7 Habits and Leader in Me have decreased over the past few years. **Root Cause:** Lack of onboarding new staff on The Leader in Me and Seven Habits, Lack of devoted time for direct teach of 7 Habits and other social emotional skills.

Problem Statement 3: Leader in Me Survey data reveals a decline in Supportive Student Environment with decrease in School Climate, Trusting Relationship and School Belonging Sub-Measures. **Root Cause:** Students with Chronic Absenteeism feeling of school belonging is negatively impacted. Lack of equity in participation in school wide events and parent involvement for all students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Demographics

The Taylor Elementary 2022/2023 Staff includes:

- 31 Kindergarten-fifth grade classroom teachers (6 sections of 1st and 2nd grade, 5 sections of Kindergarten, 3rd and 4th grades, 4 sections of 5th grade)
- 1 3rd-5th Grade PALS classroom teacher
- 2 intervention teachers
- 3 specialist (art, music and PE)
- 2 Special Education Teachers
- 1 Behavior Support Teacher
- 3 Special Education Aides
- 2 Special Education PALS Aides
- 2 Instructional Aides
- 1 Computer Lab Instructional Aide
- 1 clerical aide/ISS monitor
- 3 office staff (secretary, parent 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.

For the 2022-2023 school year, 26% of the staff was to Taylor Elementary. 32 interviews were conducted to fill positions.

During the 2022-2023 school year, 3 teachers resigned at Spring Break due to health concerns or for other career opportunities and long term subs completed the school year in those classrooms. 2 instructional aide positions were vacant from Spring Break and the end of March. At the end of the 2021-2022 school year, 3 staff members resigned due to relocation or for other career opportunities.

97% of all substitute jobs were filled. Staff absences decreased from 230 in the fall to 168 in the spring.

Staff Quality, Recruitment, and Retention Strengths

1. Team members and mentors support staff new to the profession and to the campus.
2. 99% of all substitute jobs were filled. A group of subs are loyal to Taylor and return to our campus due to teacher preparation and support offered to subs.
3. Grade level team members and interview committees are involved in the interview process for selection of candidates to hire.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 5 classroom teachers with 2 or less years of teaching experiences. 7 classroom teachers who are experienced but have been at Taylor for less than 2 years.

Root Cause: Staff turnover in the last two years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The District Designated Curriculum Document (DDCD) links district curriculum resources to TEKS. During the 2021-2022 school year, the district and campus implemented Foundations and Heggerty in all K-2 classrooms to provide high quality phonics and phonemic awareness curriculum linked to TEKS. During the 2022-2023 school year, the district and campus implemented Eureka Math to provide high quality math curriculum in all K-5 classrooms. Leveled Literacy Intervention, Amplify interventions, Zearn Math and Sirius Education Reading were resources used to provide interventions to address learning gaps.

NWEA MAP assessment is used for a universal screener for Kindergarten-5th grade in math and reading and 3rd-5th grade in science. MAP is administered with an online platform BOY, MOY and EOY. mClass is used as a universal screener specific to pre-reading skills for Kindergarten-2nd grade. mClass is administered mostly in a one to one setting with student and teacher with some portions administered using an online platform. mClass is administered BOY, MOY and EOY. Spring Benchmarks provide STAAR stimulation and data to plan for review instruction prior to STAAR for 3rd-5th grade students.

Curriculum, Instruction, and Assessment Strengths

1. The District Designated Curriculum Document provides consistency and a resource for teachers to ensure alignment to TEKS and district curriculum resources.
2. Heggerty and Foundations provide systematic phonemic awareness and phonic instruction.
3. Eureka Math is increased rigor from previous math curriculum and provides clear vertical alignment and consistency of vocabulary.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Many students requiring pull out programs to meet their special needs missing grade level instruction. **Root Cause:** Growing populations of special education students and GT students greatly increasing the need for differentiation and small group instruction to happen in the regular classroom.

Problem Statement 2: Lack of responding to assessments with targeted intervention and reteaching. **Root Cause:** Structure of WIN time with set groups each day for an extended period of time.

Parent and Community Engagement

Parent and Community Engagement Summary

Taylor continues to have strong family and community support and an active PTO that is a great partner and advocate for the school. Parent Information Meetings were held in September to provide campus information and grade level specific information to parents. 1st-5th grades music programs had 95-100% of all students in the grade level in attendance with families. Other family engagement activities included Planetarium Family Night on February 9th with the mobile planetarium on campus with approximately 85 families people attending three showing. 68 families attended Family Reading Night on February 28th. Families enjoyed playing Bingo for Books, listening to guest readers, reading and taking AR test and shopping the book fair. In April the Art Gala was well attending by families and community members. Approximately 345 families attended. PTO also sponsored one family engagement activity with the Fall Festival in October with activities around the exterior of the building. Parents also volunteered for field trips, Polar Express STEAM day in December and PE Fun day in May. Parents attended Student Led Conferences in December and May. Community involvement includes partnership with ACU Athletics for High Five Friday, ACU Education Department for after school reading tutoring, 5th Grade ACU Career Day, Career on Wheels, Old Jail Art, Grace Art, NCCIL participation in Family Reading Night and various community guest readers.

Parent and Community Engagement Strengths

1. Variety of Family Involvement Activities - Reading, Science, Art, Fun Fall Festival and the amount of participation in activities.
2. Communication efforts between school and home in a variety of methods - Newsletters, Remind and Social Media.
3. PTO support to engage parents in volunteer opportunities and to participate in providing feedback. PTO fundraising efforts to financially support school projects.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of parent education opportunities at a variety of times. **Root Cause:** A parent education plan has not been previously implemented.

Problem Statement 2: Family engagement opportunities and involvement participation is not conducive to all families. **Root Cause:** Different family schedules, parent work schedules and conflicts with school schedules.

School Context and Organization

School Context and Organization Summary

The campus master schedule ensures that each grade level has required time devoted for each subject area. Based on low performance on math assessments, 2nd-4th grade prioritize math instruction early in the day. 5th grade is departmentalized with math instruction throughout the day. The master schedule also includes an intervention period, WIN time, for each grade level 1st-5th grade to provide interventions without students missing core content curriculum. A systematic campus master schedule also aides in scheduling of other students supports such as special education resource services, speech therapy, dyslexia services and gifted and talented enrichment pull out.

Campus committees included the Guiding Coalition, Foundations Team, Lighthouse Team, Safety Team and Social Committee. Staff were assigned to the same committee for the 2022-2023 school year for consistency and to continue the work from the previous year. New staff were adding to committees to fill vacancies. See the Committee Descriptions addendum for more information.

District and campus goals included implementation of Unit Design to provide dedicated time for teachers to analyze TEKS, the DDCD and other curriculum resources at least once a grading period.

Leader in Me MRA surveys are given in the Fall and the Spring to seek feedback from students, parents and staff on Leadership, Culture and Academics.

School Context and Organization Strengths

1. Committee meeting week is predetermined for committees to meet once a month. Each committee meets on a different day so that administration can support all committees. Teachers can voice ideas in committee meetings and participate in decision making processes.
2. WIN time is organized to provide intervention to students. Each grade level collaborates with administration to design WIN support and select students for interventions. Interventionist, temporary employee tutors and instructional aides provide instructional support to students.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Unit Design was not implemented with the level of time and systems needed to thoroughly analyze TEKS, DDCD and plan for unit instruction.

Root Cause: Lack of substitutes or other ways to cover classrooms for teachers to have extended, dedicated time for unit design. Lack of implementation of unit design systems.

Problem Statement 2: Scheduling of interventions to not conflict with core content instruction and schedule of paraprofessionals to best support student growth. **Root Cause:** Increase in number of students to provide special education resource, content mastery or other pull out instructional supports. 2 paraprofessionals resigned in March so did not have as many people to provide services. Paraprofessionals are occasionally pulled to cover classrooms for lack of subs, off campus trainings, or teacher needing to leave early, so planned classroom support does not occur.

Technology

Technology Summary

Taylor Elementary continues strive to be have one to one devices for each classroom. During the 2022-2023 school year, all 3rd-5th grade classrooms had one to one with Chromebooks. 2nd grade had grade level access to Chromebooks and iPads. Kindergarten and 1st grade had a classroom set of 10-12 iPads. Technology is integrated across all subject areas. Technology is also available for integration into Makerspace activities with iPads, spheros, ozobots and a 3D printer. The district digital coach provided 4 training opportunities to staff throughout the year. A campus technology liaison provides training and on the spot assistance to campus staff. All students attend computer lab during specials to focus on building technology proficiency using the program Learning.com. Students attend computer lab once a week for 50 minutes.

Technology Strengths

1. High attendance from teachers at digital coaching trainings to increase technology proficiency and integration in classroom instructions.
2. The campus plan to continue to add additional Chromebooks and Chromebook carts for one to one devices access and access to devices for support staff, assessments and special programs.

Problem Statements Identifying Technology Needs

Problem Statement 1: Number of devices does not support one to one access for students and classroom instruction or access to devices for support staff, assessment and special programs. **Root Cause:** Lack of funding for devices and 2 HP Chromebook carts with devices that are not replaceable if become damaged.

Problem Statement 2: Lack of implementation of technology resources provided in digital coaches. **Root Cause:** Lack of time for teachers to practice using resources without students present.

Problem Statement 3: Students lack of proficiency with keyboarding to have stamina for typing constructed responses. **Root Cause:** Lack of systematic keyboarding instruction and assessment to measure keyboard proficiency.

Priority Problem Statements

Problem Statement 1: The need for differentiated instruction on a variety of levels continues to increase.

Root Cause 1: The numbers of students in special programs continues to increase (Special Education, RtI, 504, GT) resulting in an increase need for differentiation.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Based on 2022 STAAR data, the percentage of Economically Disadvantaged students performing at the approaches, meets and master levels is 10% points to 46% points lower than Non-Economically Disadvantaged students in all tested areas.

Root Cause 2: Lack of intervention support.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Use of common language and processes of 7 Habits and Leader in Me have decreased over the past few years.

Root Cause 3: Lack of onboarding new staff on The Leader in Me and Seven Habits, Lack of devoted time for direct teach of 7 Habits and other social emotional skills.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Unit Design was not implemented with the level of time and systems needed to thoroughly analyze TEKS, DDCD and plan for unit instruction.

Root Cause 4: Lack of substitutes or other ways to cover classrooms for teachers to have extended, dedicated time for unit design. Lack of implementation of unit design systems.

Problem Statement 4 Areas: School Context and Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data







- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

Goals

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 1: 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			
	Formative			Summative
	Oct	Jan	Apr	June
<p>Strategy 1: Implement Instructional Coaching Plan to provide instructional coaching sessions to K-5 classroom teachers differentiated based on each teacher's previous coaching experience, best practice badge attainment and best practice sustainability.</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>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Engage2Learn - Title 1, Part A ESF/School Improvement Grant - \$102,465</p>				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:





Demographics
<p>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.</p>

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 2: Implement Professional Learning Community (PLC) practices to ensure high levels of learning for all students and 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, Data Discussion agendas and sign-in sheets, Unit Design Expectations, Lesson Plan Expectations



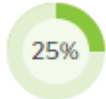

Strategy 1 Details	Reviews			
Strategy 1: Implement Professional Learning Workshop six times during the school year to provide teachers customized professional learning to be better equipped to respond to student, parent and community needs. Strategy's Expected Result/Impact: Increase in teacher capacity to implement best practices correlates to student growth. Staff Responsible for Monitoring: Principal. Assistant Principal. Instructional Coordinator. Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Incorporate a data analysis discussion with each grade level at least once a grading period to analyze data from common formative assessment and to schedule upcoming unit assessments. Strategy's Expected Result/Impact: Increase fidelity of common formative assessments and increase data drive instruction and intervention. Staff Responsible for Monitoring: Principal. Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	June
	N/A			








Strategy 3 Details	Reviews			
Strategy 3: Attend Solution Tree PLC Institute with administration team and a group of teachers for better understanding of Professional Learning Community, 4 essential questions and data analysis. Strategy's Expected Result/Impact: Increase knowledge of Professional Learning Community Staff Responsible for Monitoring: Principal. Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Funding Sources: PLC Institute Registration - Title 1, Part A ESF/School Improvement Grant - \$12,666	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 1: 3rd-5th STAAR Reading Domain 1 Average will increase from 50% to 54% on 2024 STAAR . From BOY MAP in Fall of 2023 to EOY MAP in Spring of 2024, each grade level will meet the NWEA determined Grade-Level Norms Projected Growth in Reading.

Evaluation Data Sources: June 2024 STAAR Campus Summary Report, 2024 TAPR report; NWEA MAP Growth Reports

Strategy 1 Details	Reviews			
Strategy 1: Implement Tier 2 and Tier 3 blocks of time for RLA 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. Strategy's Expected Result/Impact: Increase in percentage of students reading on grade level correlating to an increase in STAAR scores. Staff Responsible for Monitoring: Principal: Instructional Coordinator, Classroom Teachers, Intervention Teachers. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Student Achievement 3 Funding Sources: Supplemental Tutoring Allocation - State Comp Ed - \$6,700	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement the use of decodable readers aligned to phonics instruction. Strategy's Expected Result/Impact: Kindergarten-2nd Grade Students Meet Expected Growth on Reading MAP Growth Staff Responsible for Monitoring: Instructional Coordinator. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Integrate reading instruction into other disciplines. Strategy's Expected Result/Impact: Student interest in various subjects will increase their attention to reading skill development. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3 Funding Sources: BRAINball - Title I, Part A - \$819.99	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



Performance Objective 1 Problem Statements:









Student Achievement
Problem Statement 3: Based on 2022 STAAR data, the percentage of Economically Disadvantaged students performing at the approaches, meets and master levels is 10% points to 46% points lower than Non-Economically Disadvantaged students in all tested areas. Root Cause: Lack of intervention support.

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 2: 3rd-5th grade STAAR Math Domain 1 Average will increase from 41% to 44% on 2024 STAAR. From BOY MAP in Fall of 2023 to EOY MAP in Spring of 2024, each grade level will meet the NWEA determined Grade-Level Norms Projected Growth in Math.

High Priority
Evaluation Data Sources: June 2024 STAAR Campus Summary Report, 2024 TAPR, NWEA MAP Growth Results

Strategy 1 Details	Reviews			
Strategy 1: Continue implementation of the AISD math curriculum in grades K - 5, including providing ongoing staff development for teachers. Strategy's Expected Result/Impact: Increase in math performance at all grade levels Staff Responsible for Monitoring: Principal: Others: Instructional Coordinator, Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Student Achievement 3 - School Context and Organization 1	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: increase in math performance at all grade levels Staff Responsible for Monitoring: Principal. Others: Instructional Coordinator, Classroom Teachers, Special Education Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Problem Statements: Demographics 2 - Student Achievement 3 Funding Sources: Supplemental Tutoring Allocation - State Comp Ed	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Integrate mathematics into other disciplines. Strategy's Expected Result/Impact: Student interest in other subjects will increase their attention to mathematical processes and promote accuracy. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3 Funding Sources: BRAINball - Title I, Part A - \$819.99	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

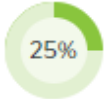





Demographics
Problem Statement 2: The need for differentiated instruction on a variety of levels continues to increase. Root Cause: The numbers of students in special programs continues to increase (Special Education, RtI, 504, GT) resulting in an increase need for differentiation.

Student Achievement
Problem Statement 3: Based on 2022 STAAR data, the percentage of Economically Disadvantaged students performing at the approaches, meets and master levels is 10% points to 46% points lower than Non-Economically Disadvantaged students in all tested areas. Root Cause: Lack of intervention support.
School Context and Organization
Problem Statement 1: Unit Design was not implemented with the level of time and systems needed to thoroughly analyze TEKS, DDCD and plan for unit instruction. Root Cause: Lack of substitutes or other ways to cover classrooms for teachers to have extended, dedicated time for unit design. Lack of implementation of unit design systems.

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 3: 5th Grade STAAR Science scores will increase from 56% approaches grade level to 61% approaches grade level on STAAR 2024. 3rd-5th Grade students will meet the Expected Student Growth from Fall 2023 to Spring 2024 on MAP Science.

High Priority
Evaluation Data Sources: June 2024 STAAR Campus Summary Report, 2024 TAPR, NWEA MAP Reports

Strategy 1 Details		Reviews			
Strategy 1: Continue to implement StemScopes supplemental curriculum resource for 3rd-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. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3		Formative			Summative
		Oct	Jan	Apr	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					



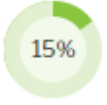
Performance Objective 3 Problem Statements:






Student Achievement
Problem Statement 3: Based on 2022 STAAR data, the percentage of Economically Disadvantaged students performing at the approaches, meets and master levels is 10% points to 46% points lower than Non-Economically Disadvantaged students in all tested areas. Root Cause: Lack of intervention support.

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 4: Kindergarten-5th grade classroom teachers will integrate grade-level appropriate, student-driven learning technology activities or projects.

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

Strategy 1 Details	Reviews			
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 2 times during the school year. Strategy's Expected Result/Impact: Staff increase knowledge on technology resources and best practice correlating in increase of student engagement and production with technology. Staff Responsible for Monitoring: Principal. Other: Instructional Coordinator, Campus Technology Liaison. Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase number of Chromebooks on campus to allow for more 1 student to 1 device ratio to increase student accessibility to devices. Strategy's Expected Result/Impact: Increased student accessibility will increase technology integration. Staff Responsible for Monitoring: Principal. Instructional Coordinator. Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Chromebooks and Chromebook Cart - Title I, Part A - \$68,762	Formative			Summative
	Oct	Jan	Apr	June
	N/A			





Strategy 3 Details		Reviews			
Strategy 3: GT students will use Renzuli Learning online platform for study of a personal interest and as a resource to connect GT Pull-Out time to in-class differentiation. Strategy's Expected Result/Impact: Increase of GT student knowledge of a topic of an individual interest and increased differentiation and learning opportunities for GT students. Staff Responsible for Monitoring: IC, GT Pull-Out Teacher and Classroom Teachers Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Apr	June
		N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					







Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 5: 80% of students will be considered Tier 1 on the Safe and Civil School Pyramid by having 1 or less office referrals.

High Priority

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






Strategy 1 Details	Reviews			
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. Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				







Strategy 3 Details	Reviews			
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. Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 6: 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			
Strategy 1: Re-establish Lighthouse Team to facilitate the integration of Leader in Me principles on campus and establishing Leader in Me action teams. Strategy's Expected Result/Impact: Consistent implementation of Leader in Me principles Staff Responsible for Monitoring: Principal. Lighthouse Team Coordinator. Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Principal. Others: Assistant Principal, Instructional Coordinator, Lighthouse Team. Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details		Reviews			
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. Strategy's Expected Result/Impact: Student will practice leadership skills and develop a sense of belonging and pride. Staff Responsible for Monitoring: Principal. Others: Lighthouse Team Coordinator, Lighthouse Team. Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2		Formative			Summative
		Oct	Jan	Apr	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 6 Problem Statements:

School Culture and Climate
Problem Statement 2: Use of common language and processes of 7 Habits and Leader in Me have decreased over the past few years. Root Cause: Lack of onboarding new staff on The Leader in Me and Seven Habits, Lack of devoted time for direct teach of 7 Habits and other social emotional skills.

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

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			
Strategy 1: Each grade level will participate in career awareness lessons and/or field trips to increase awareness of future career choices and higher education correlations. Strategy's Expected Result/Impact: Increased knowledge in career and higher education opportunities. Staff Responsible for Monitoring: Counselor. Others: Grade Level Teachers. Title I: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Apr	June
		N/A	<div><div></div>25%</div>		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 2: Engage at least 50% of student families in at least one family engagement event during the school year.

Evaluation Data Sources: Sign-in sheets, agendas and pictures from events. Documentation in Title 1 Crate. Parent Survey Feedback.

Strategy 1 Details	Reviews			
Strategy 1: Provide at least 6 opportunities for family and student involvement throughout the school year. Strategy's Expected Result/Impact: Increase family engagement. Staff Responsible for Monitoring: Principal. Others: Classroom Teachers and Parent Coordinator. Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Supplies and Snacks for Family Engagement - Title I, Part A - \$2,923	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct Student Led Conferences once a semester to provide an opportunity for students to share their leadership notebook with families and to celebrate student growth. Strategy's Expected Result/Impact: Increase participation in parent involvement activities and increase parent knowledge of student academic progress Staff Responsible for Monitoring: Administration Team, Classroom Teachers Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:








School Culture and Climate

Problem Statement 2: Use of common language and processes of 7 Habits and Leader in Me have decreased over the past few years. **Root Cause:** Lack of onboarding new staff on The Leader in Me and Seven Habits, Lack of devoted time for direct teach of 7 Habits and other social emotional skills.

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 3: Establish clear community partnerships with at least 3 community partners.

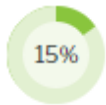


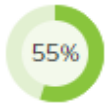




Evaluation Data Sources: Community partnership plan. Sign-in sheets.

Strategy 1 Details	Reviews			
Strategy 1: Implement Motivation Monday for community partners to come on Monday Mornings and greet students as they come into school. Strategy's Expected Result/Impact: Partnership with community members, positive greetings and good start to the school week for students. Staff Responsible for Monitoring: Principal. Parent Family Engagement Liaison.	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

Performance Objective 1: Provide weekly communication to parents.







Evaluation Data Sources: Evidence of parent communication

Strategy 1 Details	Reviews			
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. Strategy's Expected Result/Impact: Increased family involvement and support Staff Responsible for Monitoring: Assistant Principal, Community Coordinator, Classroom Teachers. Title I: 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus principal will send out a weekly upcoming events Remind message to parents on weeks with campus wide events. Strategy's Expected Result/Impact: Increased family involvement and support Staff Responsible for Monitoring: Principal Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

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.

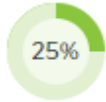







Evaluation Data Sources: nurse documentation, counselor documentation, PE/health lesson plans and grades, food services menus and documentation

Strategy 1 Details	Reviews			
Strategy 1: Provide a coordinated school health program through nursing services, counseling services, health and physical education classes and food services. Strategy's Expected Result/Impact: Positive impact on student health resulting in an increase in attendance and classroom engagement. Staff Responsible for Monitoring: Nurse, Counselor, PE Teacher, Food Services Manager Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

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			
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. Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
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. Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement Instructional Coaching Plan to provide instructional coaching sessions to K-5 classroom teachers differentiated based on each teacher's previous coaching experience, best practice badge attainment and best practice sustainability.
2	1	1	Implement Tier 2 and Tier 3 blocks of time for RLA 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.
2	2	1	Continue implementation of the AISD math curriculum in grades K - 5, including providing ongoing staff development for teachers.
2	2	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.

Title I

1.1: Comprehensive Needs Assessment

Documentation is in Plan4Learning's ***Needs Assessment*** section.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Documentation is in Plan4Learning's ***Formative and Summative Year-End Reviews*** section.

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

Please see Title1Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplemental Tutoring Allocation		\$6,700.00
2	2	2	Supplemental Tutoring Allocation		\$0.00
Sub-Total					\$6,700.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	BRAINball		\$819.99
2	2	3	BRAINball		\$819.99
2	4	2	Chromebooks and Chromebook Cart		\$68,762.00
3	2	1	Supplies and Snacks for Family Engagement		\$2,923.00
Sub-Total					\$73,324.98
Title 1, Part A ESF/School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Engage2Learn		\$102,465.00
1	2	3	PLC Institute Registration		\$12,666.00
Sub-Total					\$115,131.00

Addendums

Report Overview

This report contains information gathered through the Measurable Results Assessment (MRA; See Figure 1), a validated survey used annually to collect, analyze, and report on student, staff, family, and school-level outcomes. The MRA is an important tool for starting larger conversations about the school's growth in leadership, culture, and academics. For this reason, the scores within this report serve as a way to celebrate progress and inform decisions on where to effectively focus time and resources.

LEADERSHIP

Staff Leadership	
Personal Effectiveness	A
Interpersonal Effectiveness	A
Student Leadership Support	T

CULTURE

Supportive Staff Environment	
Staff Voice	A
Collective Efficacy	A

ACADEMICS

Empowering Teachers	
Instructional Efficacy	T
Student-Led Practices	T/S

Student Leadership	
Personal Development	S/F
Interpersonal Development	S/F
Positive Wellbeing	S
Self-Advocacy	S
Prosocial Behaviors	S

Supportive Student Environment	
School Climate	A
Student Empowerment	S
School Belonging	S
Trusting Relationships	S

Empowered Teachers	
Supportive Teachers	S
Academic Self-Efficacy	S

Family & Community Engagement	
School & Family Partnerships	T
Family Engagement	F
Community Engagement	A

Who answers these questions?

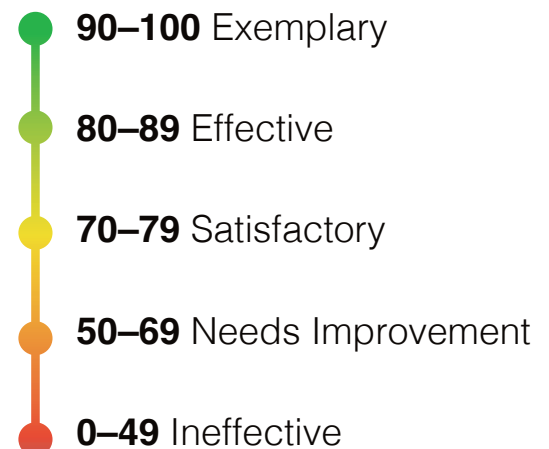
A = All School Staff (Including Teachers)
 T = Teachers Only
 S = Student
 F = Families

Goal Achievement	
Student Goals	S
Student Goal Support	T
School Goals	T

Figure 1. The Measurable Results Assessment is hierarchically organized by three categories, measures, and sub-measures. Each measure and submeasure provides distinct insight into the expected outcomes of implementing the *Leader in Me* process.

Survey Scoring Guide

Each score is generated through analyses that are responsive to the characteristics and growth of a school while also factoring in overarching performance across schools. Scores are reported on a 0–100 scale for ease of interpretation and familiarity of use. 100 is considered the highest score and 0 the lowest across all measures and sub-measures.



Organization of the Report

The MRA was developed in alignment with the practices and paradigms of *Leader in Me* (see Figure 2). The three categories—Leadership, Culture, and Academics—that organize the practices of *Leader in Me* also organize the measurable results associated with the use of those practices provided in this report. Within each section, scores are provided on the related measures and sub-measures.

SEE Core Paradigms	Paradigm of Leadership	Paradigm of Potential	Paradigm of Change	Paradigm of Motivation	Paradigm of Education
	Everyone can be a leader.	Everyone has genius.	Change starts with me.	Empower students to lead their own learning.	Educators and families partner to develop the whole person.
DO Highly Effective Practices	<div>Leadership</div> <div>Start With Adults Learning & Modeling<ul style="list-style-type: none">Principal & Coordinator DevelopmentNew & Ongoing Staff LearningFamily & Community PartnershipsTeach Students to Lead<ul style="list-style-type: none">Direct LessonsIntegrated ApproachesService Learning</div>	<div>Culture</div> <div>Create a Leadership Environment<ul style="list-style-type: none">Physical EnvironmentSocial-Emotional EnvironmentLeadership EventsShare Leadership<ul style="list-style-type: none">Lighthouse & Action TeamsLeadership RolesStudent Voice</div>		<div>Academics</div> <div>Achieve Goals<ul style="list-style-type: none">Individual GoalsTeam GoalsAligned School GoalsEmpower Learners<ul style="list-style-type: none">Leadership PortfoliosStudent-Led ConferencesEmpowering Instruction</div>	
GET Measurable Results	Highly effective students and adults who are leaders in their school and community.	A high-trust school culture where every person's voice is heard and their potential is affirmed.		Engaged students who are equipped to achieve and entrusted to lead their own learning.	

Figure 2. The *Leader in Me* Framework lays out the foundational paradigms and practices of the *Leader in Me* process.

Spring 2023

Taylor Elementary School - TX



LEADERSHIP

Student Leadership

78 → 79 +1

Personal Development

Students take responsibility for their actions and emotions and prioritize the things that are most important to their future.

76 → 78 +2

Interpersonal Development

Students build positive relationships through understanding, communicating, and valuing the differences they see in others.

81 → 80 -1

Positive Wellbeing

Students engage in the behaviors and embrace the mindsets that build resilience and hope.

80 → 81 +1

Self-Advocacy

Students work to overcome barriers, problem-solve, and find solutions on their own and know how to enlist support when needed.

81 → 81

Prosocial Behaviors

Students support each other and offer help as needed.

Staff Leadership

69 → 80 +11

Personal Effectiveness

Staff take responsibility for their actions and emotions and prioritizing the things that are most important to their future.

70 → 75 +5

Interpersonal Effectiveness

Staff build and sustain positive relationships through understanding, communicating, and valuing the differences they see in others.

Student Leadership Support

Teachers feel confident in their ability to support students' development of leadership skills they apply in their lives.

Spring 2023

Taylor Elementary School - TX



LEADERSHIP

Family & Community Engagement

77 → 74 -3

School & Family Partnerships

Teachers feel like most students' families/caregivers engage as partners in their child's learning.

72 → 71 -1

Family Engagement

Students' caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home.

71 → 74 +3

Community Engagement

The school engages the community through collaborative partnerships and service learning that provides students and their families with sources of support and learning.

CULTURE

Supportive Student Environment

72 → 66 -6

School Climate

Staff see the worth and potential in every student and provide the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential.

76 → 76

Student Empowerment

Students believe they are provided with schoolwide and classroom opportunities that include them in decision-making and grow their leadership competence.

70 → 67 -3

Trusting Relationships

Students have a high trust relationship with at least one teacher they feel comfortable with and can connect to.

80 → 78 -2

School Belonging

Students believe that they are cared about and understood by the people in their school and feel a sense of belonging.

Supportive Staff Environment

79 → 83 +4

Staff Voice

Staff members believe they are positively impacting others through meaningful work and are provided with valuable opportunities to develop and grow in their role as well as to use voice and choice in decisions that are important to them.

76 → 70 -6

Collective Efficacy

Teachers believe that their collective actions can positively impact students and help them succeed.

Spring 2023

Taylor Elementary School - TX



ACADEMICS

Empowering Teachers

74 → 77 +3

Instructional Efficacy

Teachers are confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn.

80 → 79 -1

Student-led Practices

Teachers empower students to play a more proactive role as they apply their knowledge and skill to accelerate and deepen their learning.

Empowering Learners

79 → 78 -1

Supportive Teachers

Students have one or more teachers who provide them with the encouragement and support they need to lead their learning.

82 → 81 -1

Academic Self-efficacy

Students are able to apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits.

Goal Achievement

81 → 79 -2

Student Goals

Students are confident in their ability to set and achieve their goals.

74 → 73 -1

Student Goal Support

Teachers are able to support their students in learning and applying the behaviors linked to effective goal achievement.

76 → 73 -3

School Goals

Teachers are motivated by the school's goals and see a meaningful role for themselves in creating and achieving those goals.