

Lamar Consolidated Independent School District

Taylor Ray Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

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Comprehensive Needs Assessment

Revised/Approved: June 13, 2022

Demographics

Demographics Summary

Membership

Enrollment

Campus

Campus

Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	573	100.0%	35,042	5,479,173	574	100.0%	35,156	5,493,940
Students by Grade:								
Early Childhood Education	18	3.1%	0.7%	0.3%	19	3.3%	1.0%	0.5%
Pre-Kindergarten	0	0.0%	2.6%	4.5%	0	0.0%	2.6%	4.5%
Kindergarten	96	16.8%	7.3%	7.0%	96	16.7%	7.3%	7.0%
Grade 1	85	14.8%	7.5%	7.1%	85	14.8%	7.5%	7.1%
Grade 2	81	14.1%	7.4%	7.1%	81	14.1%	7.3%	7.1%
Grade 3	99	17.3%	7.4%	7.1%	99	17.2%	7.4%	7.1%
Grade 4	102	17.8%	7.4%	7.3%	102	17.8%	7.3%	7.3%
Grade 5	92	16.1%	7.8%	7.6%	92	16.0%	7.8%	7.6%
Grade 6	0	0.0%	7.7%	7.7%	0	0.0%	7.7%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.4%	7.5%	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	7.9%	8.2%	0	0.0%	7.9%	8.2%
Grade 10	0	0.0%	7.4%	7.4%	0	0.0%	7.4%	7.4%
Grade 11	0	0.0%	7.2%	6.9%	0	0.0%	7.2%	6.9%
Grade 12	0	0.0%	6.4%	6.4%	0	0.0%	6.4%	6.4%
Ethnic Distribution:								
African American	44	7.7%	19.8%	12.6%	44	7.7%	19.8%	12.6%
Hispanic	477	83.2%	42.9%	52.8%	477	83.1%	42.9%	52.8%
White	43	7.5%	26.9%	27.0%	44	7.7%	26.9%	27.0%
American Indian	1	0.2%	0.3%	0.4%	1	0.2%	0.3%	0.4%
Asian	1	0.2%	6.9%	4.6%	1	0.2%	6.9%	4.6%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	7	1.2%	3.0%	2.5%	7	1.2%	3.0%	2.5%

Student Information	Count	Percent	District	State	Count	Percent	District	State
Sex:								
Female	269	46.9%	48.2%	48.8%	269	46.9%	48.1%	48.8%
Male	304	53.1%	51.8%	51.2%	305	53.1%	51.9%	51.2%
Economically Disadvantaged	520	90.8%	45.5%	60.3%	521	90.8%	45.6%	60.2%
Non-Educationally Disadvantaged	53	9.2%	54.5%	39.7%	53	9.2%	54.4%	39.8%
Section 504 Students	34	5.9%	7.0%	6.9%	34	5.9%	6.9%	6.9%
English Learners (EL)	178	31.1%	15.0%	20.3%	178	31.0%	15.0%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.1%	1.5%				
Students w/ Dyslexia	30	5.2%	3.9%	4.1%	30	5.2%	3.9%	4.1%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	4	0.7%	0.9%	1.4%	4	0.7%	0.9%	1.4%
Immigrant	11	1.9%	1.7%	2.3%	11	1.9%	1.7%	2.3%
Migrant	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Title I	573	100.0%	43.1%	65.1%	574	100.0%	43.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	368	64.2%	44.4%	50.6%	368	64.1%	44.3%	50.5%

----- **Membership** -----

----- **Enrollment** -----

----- **Campus** -----

----- **Campus** -----

Student Information	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	177	30.9%	14.7%	20.6%	177	30.8%	14.7%	20.6%
Career & Technical Education	0	0.0%	27.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	25.9%	50.8%	0	-	25.9%	50.8%
Gifted & Talented Education	32	5.6%	8.7%	8.1%	32	5.6%	8.7%	8.1%
Special Education	102	17.8%	12.6%	10.5%	103	17.9%	12.8%	10.7%

Students with Disabilities by Type of Primary Disability:

Total Students with Disabilities 102

By Type of Primary Disability

Students with Intellectual Disabilities 41 40.2% 43.8% 42.4%

Student Information	Count	Percent	District	State	Count	Percent	District	State
Students with Physical Disabilities	25	24.5%	15.0%	21.4%				
Students with Autism	13	12.7%	14.8%	13.8%				
Students with Behavioral Disabilities	14	13.7%	23.8%	20.8%				
Students with Non-Categorical Early Childhood	9	8.8%	2.6%	1.5%				

Mobility (2018-19):

Total Mobile Students 63 11.3% 13.2% 15.3% By Ethnicity:

African American	Count	Percent
African American	6	1.1%
Hispanic	54	9.7%
White	3	0.5%
American Indian	0	0.0%
Asian	0	0.0%
Pacific Islander	0	0.0%
Two or More Races	0	0.0%

Student Attrition (2018-19):

Total Student Attrition 118 22.8%

-----Non-Special Education Rates-----
Education Rates-----

-----Special

Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.8%	1.6%	0.0%	5.9%	5.5%
Grade 1	8.9%	3.4%	2.9%	23.1%	5.6%	4.9%
Grade 2	2.5%	2.9%	1.6%	7.4%	3.6%	2.0%
Grade 3	0.0%	1.1%	0.9%	0.0%	0.8%	0.8%
Grade 4	0.0%	0.5%	0.5%	0.0%	0.5%	0.4%
Grade 5	0.0%	0.2%	0.4%	0.0%	0.3%	0.5%
Grade 6	-	0.0%	0.4%	-	0.6%	0.5%
Grade 7	-	0.1%	0.5%	-	0.0%	0.6%
Grade 8	-	0.1%	0.4%	-	0.8%	0.6%

Student Information	Campus	District	State	Campus	District	State
Grade 9	-	3.5%	7.8%	-	11.0%	13.1%

Class Size Information

Campus

District

State

Class Size Averages by Grade and Subject (Derived from teacher responsibility records):

Elementary: Kindergarten

	18.3	18.9	19.0
Grade 1	20.0	19.4	18.9
Grade 2	15.3	19.2	18.8
Grade 3	18.9	18.9	19.0
Grade 4	17.5	18.9	19.2
Grade 5	21.0	22.5	20.9
Grade 6	-	19.8	20.4
Secondary: English/Language Arts			
	-	19.3	16.4
Foreign Languages	-	22.5	18.7
Mathematics	-	20.5	17.8
Science	-	21.5	18.8
Social Studies	-	21.6	19.3

----- **Campus** -----

Staff Information

Count/Average

Percent

District

State

Total Staff	63.8	100.0%	100.0%	100.0%
Professional Staff:	51.8	81.2%	66.4%	63.7%
Teachers	44.8	70.2%	50.8%	49.4%
Professional Support	5.0	7.8%	12.4%	10.2%
Campus Administration (School Leadership)	2.0	3.1%	2.8%	3.0%
Educational Aides:	12.0	18.8%	9.4%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	40.0	4,373.0

Staff Information	Count/Average	Percent	District	State
Part-time Counselors	0.0	n/a	1.0	595.0
Full-time Counselors	1.0	n/a	82.0	12,901.0
Part-time Teachers	0.0	n/a	1.0	1,103.0
Total Minority Staff:	41.0	64.3%	51.6%	51.1%
Teachers by Ethnicity and Sex:				
African American	2.0	4.5%	15.2%	10.8%
Hispanic	24.7	55.1%	19.8%	28.1%
White	18.1	40.5%	60.7%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	3.2%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.8%	1.1%
Males	2.3	5.1%	19.6%	23.8%
Females	42.5	94.9%	80.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.3%
Bachelors	35.2	78.6%	75.8%	73.4%
Masters	9.6	21.4%	23.4%	24.5%
Doctorate	0.0	0.0%	0.6%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.2%	7.0%	7.4%
1-5 Years Experience	15.0	33.5%	27.8%	27.9%
6-10 Years Experience	5.9	13.2%	23.2%	19.4%
11-20 Years Experience	15.4	34.4%	27.8%	29.4%
Over 20 Years Experience	7.5	16.7%	14.2%	15.9%
Number of Students per Teacher	12.8	n/a	16.4	15.1

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	7.4	6.2
Average Years Experience of Principals with District	11.0	6.8	5.3
Average Years Experience of Assistant Principals	2.0	5.2	5.3
Average Years Experience of Assistant Principals with District	2.0	5.0	4.7
Average Years Experience of Teachers:	12.0	10.7	11.1
Average Years Experience of Teachers with District:	9.6	6.3	7.2

Staff Information

Average Teacher Salary by Years of Experience (regular duties only):

	Campus	District	State
Beginning Teachers	\$57,500	\$53,405	\$49,868
1-5 Years Experience	\$58,743	\$58,907	\$52,823
6-10 Years Experience	\$61,865	\$61,306	\$55,756
11-20 Years Experience	\$63,623	\$64,247	\$59,308
Over 20 Years Experience	\$67,945	\$70,013	\$65,449

Average Actual Salaries (regular duties only):

Teachers	\$62,343	\$62,138	\$57,091
Professional Support	\$66,711	\$70,235	\$67,352
Campus Administration (School Leadership)	\$90,892	\$91,592	\$82,512
Instructional Staff Percent:	n/a	67.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	7.1	6,309.0

Demographics Strengths

Strengths:

- Taylor Ray has over 50% of its teachers with 11 or more years of experience
- High teacher retention
- Growing staff into leadership positions within the district

Problem Statements Identifying Demographics Needs

Problem Statement 1: As reported on the Student Climate Survey, 27% of students reported there is not a teacher, counselor, or staff member they can talk to about personal problems. **Root Cause:** Students have more social and emotional needs because of the aftermath of the world wide pandemic. Staff will need to make themselves more accessible to students. Staff will need to make students aware that they may talk to them with any academic or personal problem.

Student Learning

Student Learning Summary

Overall STAAR Reading 91

Overall STAAR Math 89

Overall STAAR Science 87

Student Learning Strengths

- 5th grade LEP increased by 34% in Science under Meets and Approaches
- African American Sub Pop increased 16% in Reading and 17 % in Math in Masters
- Sped increased 5% Masters in Writing

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Decrease in the meets standards in the 2022 STAAR Reading by 12 % and STAAR Math by 18%. **Root Cause:** Students not having the same learning opportunities such as hands on materials, face to face interactions, and collaborative learning.

School Processes & Programs

School Processes & Programs Summary

Personnel

- District Job Fair
- District and Campus Mentor Assigned to New Teachers
- District and Campus provides New Teacher Orientation
- Encourage and maintain a positive campus climate

Instructional

- Collaborative planning times
- PLCs
- Vertical Teams
- Instructional Coaching

Administrative

- Core Team Meetings
- Campus Staff Developments to support District initiatives
- Staff Meetings

Organizational

- Weekly/Newsletter
- Yearly Campus Calendar

School Processes & Programs Strengths

- Positive campus climate based on the District Staff Campus Climate Survey
- Clear and effective communication

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Using Professional Learning Committees to dig deeper into our data in more meaningful ways to produce gains in student learning. **Root Cause:** Seeing a decline in student on or above reading level as assessment by the Guided Reading Assessment.

Perceptions

Perceptions Summary

- Setting a positive tone by creating a Taylor Ray Staff Social Contract at the beginning of each year
- All decisions are based on what's best for students
- Encouraging a family atmosphere among students, parents, and staff
- Family community oriented
- Set high expectations for students and staff
- Goals and Vision established by administrators and stake holders

Perceptions Strengths

- Everyone works collaboratively and supports each other to achieve success

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 25 percent of the faculty reported on the campus survey that supervisors were not available to talk if they had an issue or concern. **Root Cause:** Administrative duties that impede time during the 2021-2022 year

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PCESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals





Goal 1: By May 2023, the cumulative reading and math STAAR scores at the Meets Grade Level will increase by 3% as compared to the 2021-2022 results.

Performance Objective 1: Quality Tier I instruction will be enhanced in the classrooms to meet the needs of every student by utilizing the components of guided math and guided reading instruction.

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: General education and special education teachers will plan strategically (Professional Learning Committees) to target math and reading instructional needs of special education students based on the students' Individual Educational Plan.</p> <p>Strategy's Expected Result/Impact: Overall 3rd -5th grade special education students' passing results will increase to 70% on reading and math.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The math and reading vertical teams will analyze data and develop vertically aligned instructional strategies including higher order questioning and student discourse.</p> <p>Strategy's Expected Result/Impact: Assessment data and lesson plans will provide evidence that strategies are being used in the classroom.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The principal will hire supplemental personnel to reinforce student learning through math and reading tutorials before, during, and after school. Personnel with pull groups during built in intervention time.</p> <p>Strategy's Expected Result/Impact: STAAR test will show passing rates of each objective at 90%. GRA on or above grade levels will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The principal will partially fund a Literacy and Math Coach and additional personnel to improve student instruction through small groups and coteaching.</p> <p>Strategy's Expected Result/Impact: STAAR test will show passing rates of each objective at 90%. GRA on or above reading level will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Personnel Cost - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$49,167</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will implement Blended Learning strategies that provide targeted differentiation to address student needs.</p> <p>Strategy's Expected Result/Impact: STAAR test will show passing rates of each objective at 90%.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June





Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Teachers will implement Guided Reading and Guided Math strategies to increase reading and math skills.</p> <p>Strategy's Expected Result/Impact: GRA data will show an increase in on and above reading level. Increase in classroom formative and summative assessment scores.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	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: By May 2023, the cumulative reading and math STAAR scores at the Meets Grade Level will increase by 3% as compared to the 2021-2022 results.

Performance Objective 2: Higher order questioning and student talk will increase cumulative reading scores on reporting category 2: Understanding and Analysis of Literary texts, from 65% to 70% as evidenced on STAAR.

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will include open-ended questions and short answer response items into written assessments. Strategy's Expected Result/Impact: 10% of each assessment will have short answer response items. Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will unwrap the TEKS and utilize the district road maps when planning instructional lessons. Strategy's Expected Result/Impact: 100% of teachers will unwrap the TEKS. Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers and students will use Lead4Ward Academic Vocabulary list throughout Reading lessons and assessments. Strategy's Expected Result/Impact: 100% of teachers will use STAAR academic vocabulary as measured through lesson plans, assessments, and classroom observations. Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will utilize Stephanie Harvey strategies learned in cohort to teach reading comprehension. (Mini Lesson, Inferring and Visualizing Meaning)</p> <p>Strategy's Expected Result/Impact: Students will increase their vocabulary and comprehension.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The principal and specialist will provide Instructional Round/Problem of Practice staff development opportunities to grade level teachers. The campus will target Higher Order Questioning and Student Discourse.</p> <p>Strategy's Expected Result/Impact: STAAR test will show passing rates of each objective at 90%.</p> <p>Staff Responsible for Monitoring: Principals, Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: The CORE team will review common assessments and lesson plan for rigor and alignment. The CORE team will provide feedback to grade level teachers.</p> <p>Strategy's Expected Result/Impact: Students will master objectives at a higher level.</p> <p>Staff Responsible for Monitoring: CORE Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	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: By May 2023, the cumulative reading and math STAAR scores at the Meets Grade Level will increase by 3% as compared to the 2021-2022 results.

Performance Objective 3: Interventions will be utilized to increase the number of students from approaches to meets and meets to masters by 5% as evident on STAAR.





HB3 Goal

Evaluation Data Sources: None

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: In school, morning, and afternoon tutorials will be used to target students who need additional support to master STAAR objectives.</p> <p>Strategy's Expected Result/Impact: Students will increase their STAAR reading score by 5%.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A daily built in 30-minute intervention time will reinforce the day's learning objective. (Rocket Time)</p> <p>Strategy's Expected Result/Impact: Students will demonstrate growth on target objectives.</p> <p>Staff Responsible for Monitoring: Teachers, Specialist, Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Principals and teachers will Identify 4th and 5th grade students who regressed from the previous school year on STAAR and implement daily interventions to close learning gaps. (HB4545)</p> <p>Strategy's Expected Result/Impact: Students will master objectives at a higher level.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The principal will purchase technology, awards, safety supplies, misc. supplies, and materials to improve student instruction and safety. The campus will hire personnel to support student instruction.</p> <p>Strategy's Expected Result/Impact: STAAR test will show passing rates of each objective at 90%.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Student supplies and materials - 263 Title III, LEP - \$6,195, Tutors, Computer Programs, Literacy Coach - 211 Title I, Part A - \$154,690, Tutor/Reading Coach - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$14,355</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The principal will provide students with nine-week awards for academic accomplishments.</p> <p>Strategy's Expected Result/Impact: STAAR test will show passing rates of each objective at 90%. Instructional objectives will correlate to the TEKS 90% of the time.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I: 2.4, 2.5, 4.2</p>	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: The percent of 3rd grade students that score "meets grade level" or above on STAAR math will increase from 79% to 92% by May 2024.</p> <p>Strategy's Expected Result/Impact: The percent of 3rd grade students that score "meets grade level" or above on STAAR math will increase from 79% to 92% by May 2024.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Under the direction of HB4545, all 4th and 5th grade students who were not successful on STAAR Math, Reading and Science will receive 30 hours of additional accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Close gaps in learning on specific TEKS.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative		
	Nov	Feb	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: By May 2023, the cumulative reading and math STAAR scores at the Meets Grade Level will increase by 3% as compared to the 2021-2022 results.

Performance Objective 4: Specialist and teachers will communicate with parents and students through out the year regarding their learning standards growth.

Evaluation Data Sources: Common Assessments





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will use data trackers to see what objectives they have mastered or need assistance. The trackers will be updated by students and shared with parents.</p> <p>Strategy's Expected Result/Impact: Students STAAR results will increase by 5%.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: By May 2023, the EOY GRA scores will increase by 10% "on or above" grade level for kindergarten, 1st and 2nd grades.

Performance Objective 1: Teachers will implement Jan Richardson guided reading strategies to increase on or above GRA levels.

Evaluation Data Sources: GRA, running records, Jan Richardson Checklist

Summative Evaluation: Met Objective





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will analyze data (running records, CLI, word knowledge inventory) to plan for instruction. Strategy's Expected Result/Impact: The students will show increase in GRA level. Staff Responsible for Monitoring: Teachers, Literacy Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Administrators will provide grade level teachers with Jan Richardson Guided Reading Professional Development. Strategy's Expected Result/Impact: The students will show increase in GRA level. Staff Responsible for Monitoring: Principal and Literacy Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: By May 2023, the EOY GRA scores will increase by 10% "on or above" grade level for kindergarten, 1st and 2nd grades.

Performance Objective 2: Specialists and teachers will collaborate to develop an intervention schedule to address learning gaps for striving readers.

Evaluation Data Sources: District Universal Screeners





Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create intervention groups based on student data. The students will be provided interventions throughout the school day by tutors, specialists and teachers.</p> <p>Strategy's Expected Result/Impact: Increase on GRA level</p> <p>Staff Responsible for Monitoring: Teachers, Literacy Coaches , Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: By May 2023, the EOY GRA scores will increase by 10% "on or above" grade level for kindergarten, 1st and 2nd grades.

Performance Objective 3: Specialist and teachers will communicate with parents and students through out the year regarding their GRA growth.





Evaluation Data Sources: GRA assessments
Running records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: GRA goal trackers will be updated by students and shared with parents at the beginning, middle, and end of the year.</p> <p>Strategy's Expected Result/Impact: Students on or above reading level will increase by 10%.</p> <p>Staff Responsible for Monitoring: Teachers Literacy Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: By May 2023, the EOY GRA scores will increase by 10% "on or above" grade level for kindergarten, 1st and 2nd grades.

Performance Objective 4: Specialist and teachers will create intervention/guided reading groups by October.

Evaluation Data Sources: GRA Assessment





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Specialist and teachers will assess incoming kindergarten students during kinder boot camp and use data to drive instruction. Strategy's Expected Result/Impact: Students on or above reading level will increase by 10%. Staff Responsible for Monitoring: Literacy Coach Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: At home reading will be promoted in K-2 by the "Blast off with Reading Program" to encourage the love of reading and parent involvement in their child's success. Strategy's Expected Result/Impact: Students on or above reading level will increase by 10% Staff Responsible for Monitoring: Literacy Coach Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: By May 2023, the Science STAAR scores at the Meets Grade Level will increase by 5%.

Performance Objective 1: Teachers will improve lesson planning for enhanced Tier I instruction in science classrooms.

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will include open-ended questions and short answer response items into written assessments. Strategy's Expected Result/Impact: 100% of teachers will unwrap the TEKS. Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The science/math vertical team will analyze data and develop instructional strategies that include words on the Lead4Ward vocabulary list. Strategy's Expected Result/Impact: Assessment data and lesson plans will provide evidence that strategies are being used in the classroom. Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will utilize the science lab twice a month. Strategy's Expected Result/Impact: The math/science vertical team will review the lab signup schedule to assure that grade levels are meeting the lab use expectations. Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will include rigorous short answer response items into written assessments using claim, evidence, and reasoning.</p> <p>Strategy's Expected Result/Impact: 10% of each assessment will have short answer response items.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will utilize a science tutor three days a week to work with students.</p> <p>Strategy's Expected Result/Impact: STAAR test will show passing rates of each objective at 90%.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: The CORE team will review common assessments and lesson plans for rigor and alignment. The CORE team will provide feedback to grade level teachers.</p> <p>Strategy's Expected Result/Impact: Students will master objectives at a higher level.</p> <p>Staff Responsible for Monitoring: CORE Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	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>			

State Compensatory

Budget for Taylor Ray Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Taylor Ray Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Pam Clayton	Math Coach	0.5
Tracey Sweeny	Reading Coach	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gale Matthys	Tutor	Title I	
Kelley McBride	Tutor	Title I	
Mary Leopold	Tutor	Title I	
Mishelle Ehrig	Tutor	Title I	
Suzanne Young	Tutor	Title I	

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Tutors, Computer Programs, Literacy Coach		\$154,690.00
Sub-Total					\$154,690.00
Budgeted Fund Source Amount					\$154,690.00
+/- Difference					\$0.00
199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Tutor/Reading Coach		\$14,355.00
Sub-Total					\$14,355.00
Budgeted Fund Source Amount					\$14,355.00
+/- Difference					\$0.00
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Personnel Cost		\$49,167.00
Sub-Total					\$49,167.00
Budgeted Fund Source Amount					\$49,167.00
+/- Difference					\$0.00
263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Student supplies and materials		\$6,195.00
Sub-Total					\$6,195.00
Budgeted Fund Source Amount					\$6,195.00
+/- Difference					\$0.00
Grand Total Budgeted					\$224,407.00
Grand Total Spent					\$224,407.00
+/- Difference					\$0.00