Lamar Consolidated Independent School District

Taylor Ray Elementary

2024-2025 Campus Improvement Plan

Mission Statement

-Taylor Ray Mission-

Our mission is to cultivate a dynamic environment that empowers all students to excel through continuous learning, innovation and excellence, preparing them to lead and thrive as lifelong learners in an ever-changing world.

"We are Fueling Rockets for Success"

Vision

Our vision is to empower all students to reach their full potential through a culture of continuous growth, innovation and exellence, shaping future leaders and lifelong learners.

Value Statement

-Taylor Ray Motto-

"When you're a rocket, the sky is the limit"

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

During our first meeting which was held on May 22, 2024, the Site Based Team discussed the purpose for the meeting including the process for identifying our campus needs and the methods for analyzing data. We identified several pieces of data that would assist the team including the Federal Report Card for 2021-2022, Campus Climate Survey, NWEA Map data, EOY GRA Levels, 22-23 STAAR Scores, Kindergarten TX-KEA and Pre-Kindergarten CIRCLE Assessment. At the conclusion of the meeting, we assigned individuals to collect the data to be reported to the team at the next meeting.

During the second meeting which was held on June 18, 2024, the Site Based Team evaluated several pieces of data and identified strengths and problems in each area. Each team member was given the opportunity to present their data. The Site Based Team worked together to identify strengths and problems of the campus. After identifying the strengths and problems, the team decided on four areas of focus for the school year. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Stakeholders on the Site-Based Committee are included in the Appendix.

Demographics

Demographics Summary

	PIA Cumulative 2023-2024
All Students	**94.3%**
Ethnicity	
Hispanic/Latino	94.2%
American Indian or Alaska Native	99.1%
Asian	91.0%
Black or African American	94.6%
Native Hawaiian or Other Pacific Islander	91.9%
White	94.1%
Two or More Races	94.3%

School Population (2023 - 2024 Preliminary Fall PEIMS file loaded 01/18/2024)	Count	Percent
Student Total	**619**	**100%**
Early Education Grade	2	0.32%
Kindergarten Grade	90	14.54%
1st Grade	108	17.45%
2nd Grade	107	17.29%
3rd Grade	105	16.96%
4th Grade	113	18.26%
5th Grade	94	15.19%

Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 01/18/2024)

	Count	Percent
Gender		
Female	296	47.82%
Male	323	52.18%
Ethnicity		
Hispanic-Latino	517	83.52%
Race		
American Indian - Alaskan Native	2	0.32%
Asian	0	0.00%
Black - African American	44	7.11%
Native Hawaiian - Pacific Islander	1	0.16%
White	45	7.27%
Two-or-More	10	1.62%

Demographics Strengths

Strengths:

- Teacher retention
- Growing staff into leadership positions within the district
- 100% of paraprofessionals meet highly qualified requirements
- STAAR Scores

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 54% of all 3rd- 5th grade students scored at "Meets Grade Level" for STAAR Math.   **Root Cause:** Students are still missing some foundational skills (numerical fluency including lack of automaticity with math facts, number/concept relationships.) Students were unfamiliar with the new questions types. Teachers teach skills in isolation rather than integrating concepts to provide students a deeper understanding.

Problem Statement 2 (Prioritized): 54% of all 3rd- 5th grade students scored at "Meets Grade Level" for STAAR Reading.   **Root Cause:** Students lacked the appropriate instruction and practice to answer an ECR effectively to address the topic and provide text evidence. Students are still in the process of familiarizing themselves with the latest

STAAR format (paired passage comparisons, Editing and Revising).

Problem Statement 3 (Prioritized): Economically Disadvantaged students are underperforming on end of the year 2024 GRA. Below Grade Level: Kindergarten: 50%, 1st Grade: 44%, 2nd Grade: 46% **Root Cause:** Students lack basic foundational skills in reading such as phonological awareness and phonics as well as limited access to text outside of the school setting.

Student Learning

Student Learning Summary

Overall STAAR Reading 84

Overall STAAR Math 84

Overall STAAR Science 64

Student Learning Strengths

- 3rd Grade Mathematics 12% growth in Approaches from 72% to 84%
- 3rd Grade Reading Approaches 89% Meets 72% Masters 30%
- 3rd Grade Reading 5% growth in Meets from 67% to 72%

3rd Reading	22-23	23-24
Approaches	86%	89%
Meets	67%	72%
Masters	28%	30%
3rd Math	22-23	23-24
Approaches	72%	84%
Meets	48%	45%
Masters	13%	14%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 54% of all 3rd- 5th grade students scored at "Meets Grade Level" for STAAR Math.   **Root Cause:** Students are still missing some foundational skills (numerical fluency including lack of automaticity with math facts, number/concept relationships.) Students were unfamiliar with the new questions types. Teachers teach skills

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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 postive campus climate

Instructional

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

Administrative

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

Organizational

- Weekly/Newsletter
- Yearly Campus Calendar

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 54% of all 3rd- 5th grade students scored at "Meets Grade Level" for STAAR Math.   **Root Cause:** Students are still missing some foundational skills (numerical fluency including lack of automaticity with math facts, number/concept relationships.) Students were unfamiliar with the new questions types. Teachers teach skills in isolation rather than integrating concepts to provide students a deeper understanding.

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Problem Statement 4 (Prioritized): The overall quality of education on campus was evaluated by parents at 73% and students at 52%.   **Root Cause:** Insufficient parental communication and family engagement opportunities. PBIS program had not been implemented. Implementation of social emotional lessons had not taken place.

Perceptions

Perceptions Summary

We base our climate and culture on the premise that all students can learn at high levels and that all students deserve someone to champion for them. We teach our students life-long lessons of respect, manners, teamwork, etc. using our Rocket Essentials. Each student is inducted into a HOUSE in which they belong to as long as they are on our campus. This House System teaches them a sense of pride, belonging, and responsibility for self and others. We incorporate our Character Counts principles into our morning Rocket Time, instilling these traits into all that we do. We highlight and celebrate students and staff using Shout-Outs, Teacher / Staff of the Month, Affirmations, etc.

We will use a leadership committee on campus to allow opportunities for staff to gain leadership experience throughout the year. Staff are encouraged to provide feedback and innovative ideas.

We are communicating with families weekly through electronic newsletters that provide various information about the happenings on campus. Teachers are communicating with families through various means of electronic communication (Class Dojo, Canvas, email) relaying campus information as well as classroom information. Each grade level is sending home a weekly/monthly newsletter through various electronic communications and posts each newsletter on their Canvas homepage for easy access by parents and administration. Families, community members, and organizations are invited to participate in various events on campus throughout the year.

Perceptions Strengths

This will be our 1st year implementing our Rocket Essentials and our students are already using them on a regular basis. Families and visitors have praised our students' use of manners. Students, staff and families are supportive of the House System and show their support by participating in House Day and House activities. Administrators and Core Team provide encouragement, incentives, and morale boosters throughout the year to keep a positive environment throughout the year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The overall quality of education on campus was evaluated by parents at 73% and students at 52%. **Root Cause:** Insufficient parental communication and family engagement opportunities. PBIS program had not been implemented. Implementation of social emotional lessons had not taken place.

Priority Problem Statements

Problem Statement 1: 54% of all 3rd- 5th grade students scored at "Meets Grade Level" for STAAR Math.

Root Cause 1: Students are still missing some foundational skills (numerical fluency including lack of automaticity with math facts, number/concept relationships.) Students were unfamiliar with the new questions types. Teachers teach skills in isolation rather than integrating concepts to provide students a deeper understanding.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: 54% of all 3rd- 5th grade students scored at "Meets Grade Level" for STAAR Reading.

Root Cause 2: Students lacked the appropriate instruction and practice to answer an ECR effectively to address the topic and provide text evidence. Students are still in the process of familiarizing themselves with the latest STAAR format (paired passage comparisons, Editing and Revising).

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Economically Disadvantaged students are underperforming on end of the year 2024 GRA. Below Grade Level: Kindergarten: 50%, 1st Grade: 44%, 2nd Grade: 46%

Root Cause 3: Students lack basic foundational skills in reading such as phonological awareness and phonics as well as limited access to text outside of the school setting.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 4: The overall quality of education on campus was evaluated by parents at 73% and students at 52%.

Root Cause 4: Insufficient parental communication and family engagement opportunities. PBIS program had not been implemented. Implementation of social emotional lessons had not taken place.

Problem Statement 4 Areas: School Processes & Programs - Perceptions

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-PESS 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 June 2025, the overall percentage of students scoring at meets grade level or above on STAAR in ELAR, Math, and Science will increase by at least 8% as compared to 2023-2024 results.

Performance Objective 1: By June 2025, the overall percentage of students in third through fifth grade scoring at meets grade level or above on STAAR will increase.

HB3 Goal

Evaluation Data Sources: Performance on STAAR
Universal Screeners (MAP Growth, MAP Fluency, TX-KEA)
Campus/District Performance Tests
Benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will align written, taught and assessed curriculum to both district and state standards by utilizing district provided resources in weekly PLC meetings.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: K-5 special education students' passing results will increase to 70% on reading, math, and science as measured by local assessments. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure access to engaging, rigorous, real-world learning opportunities supporting quality Tier 1 instruction for all students.	**Formative**		
Strategy's Expected Result/Impact: Learning walks and walk throughs will provide evidence of these opportunities. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Admin **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	**Feb**	**Apr**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: Analyze unit assessments and district benchmarks to develop intervention and extension strategies.	**Formative**		
Strategy's Expected Result/Impact: Assessment tracker will be used to monitor progress to address instructional needs . Standards that need to be retaught will be identified by using the district data protocol. **Staff Responsible for Monitoring:** Admin, Instructional Coaches, 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	**Feb**	**Apr**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize beginning of the year and end of the year MAP data to address instructional needs in ELAR/SLAR, math and science.	**Formative**		
Strategy's Expected Result/Impact: MAP Fluency starting Fall 2024 from BOY, MOY, EOY MAP Growth will show improvements from BOY, MOY, EOY. **Staff Responsible for Monitoring:** Admin, Instructional Coaches, 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	**Feb**	**Apr**	**June**

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Provide on- demand instructional coaching for any teacher.	**Formative**		
Strategy's Expected Result/Impact: Learning walks and walk through's	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Implement, embed, and improve student performance in speaking and writing for EB students to increase TELPAS Scores by 5%.	**Formative**		
Strategy's Expected Result/Impact: Increase TELPAS Scores	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: EB Specialist/Admin			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Teachers will align content and language objectives to the TEKS, ELPS, and lesson during PLC's by utilizing planning with a language lens strategies.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increase STAAR scores, TELPAS scores, MAP scores, and increase Tier 1 instruction **Staff Responsible for Monitoring:** Instructional coaches/Admin			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: By June 2025, the overall percentage of students scoring at meets grade level or above on STAAR in ELAR, Math, and Science will increase by at least 8% as compared to 2023-2024 results.

Performance Objective 2: Reading: Improve Tier 1 instruction in every ELAR/SLAR classroom, focusing on the components of Science of Teaching Reading, with an emphasis on research-based early literacy strategies and use targeted Tier 2 interventions for students who are not successful.

Evaluation Data Sources: Learning Walks & Walk-Throughs
STAAR ELAR Reporting Category 1 & 2
Map Growth Assessments
MAP Fluency BOY, MOY, EOY
Unit Tests

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide ongoing professional development to improve teacher strategies for extended constructed responses so that students are provided with effective instruction.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Student scores on the STAAR test on ECR question will decrease the number of zero scores by 10%. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Admin **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools			

Strategy 2 Details	Formative Reviews		
Strategy 2: During PLC's, teachers will unwrap the TEKS utilizing the district road maps, Lead4Ward Field Guides, and research based strategies when completing SE Analysis in Unit Planning.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Learning Walks, Walk-Throughs 100% of teachers' lesson plans will reflect the district roadmaps. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Admin **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools			

Strategy 3 Details	Formative Reviews

Strategy 3: Classroom teachers will utilize online learning platforms and resources (i.e. Progress Learning, an adaptive intervention and enrichment technology program, StoryWorks, Scholastic News, and Raz-Kids) to improve our overall Approaches, Meets, and Masters scores.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in MAP Fluency scores Increase in Approaches, Meets, & Masters on summative assessments **Staff Responsible for Monitoring:** Classroom teachers, Instructional Coaches, Admin **Title I:** 2.4, 2.6 **Funding Sources:** StoryWorks and Raz-Kids - 211 Title I, Part A - $4,416.30			

Strategy 4 Details	Formative Reviews

Strategy 4: Provide on- demand instructional coaching for any teacher.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Learning walks and walk through's **Staff Responsible for Monitoring:** Admin, Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews

Strategy 5: Implement, embed, and improve student performance in speaking and writing for EB students to increase TELPAS Scores by 5%.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increased TELPAS Scores **Staff Responsible for Monitoring:** EB Specialist/Admin			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 1: By June 2025, the overall percentage of students scoring at meets grade level or above on STAAR in ELAR, Math, and Science will increase by at least 8% as compared to 2023-2024 results.

Performance Objective 3: Math: Improve Tier 1 instruction in every math classroom by following the guided math/blended learning framework and use targeted Tier 2 interventions for students who are not successful.

HB3 Goal

Evaluation Data Sources: Learning Walks & Walk-Throughs
STAAR Math Reporting Categories
Map Growth Assessments
MAP Fluency BOY, MOY, EOY
Unit Tests

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will create mathematical routines to increase numeracy which include number talks, deep practice, student discourse, engaging stations, and other research based strategies as evidenced by routine learning walks.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be able to demonstrate a deeper understanding in a variety of mathematical concepts. MAP Growth will show improvements from BOY, MOY, EOY Increase scores in formative and summative assessments **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Admin **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Reflex Math (Explore Learning) - 211 Title I, Part A - $2,965.50			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: During PLC's, teachers will unwrap the TEKS utilizing the district road maps, Lead4Ward Field Guides, and research based strategies when completing SE Analysis in Unit Planning.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Learning Walks, Walk-Throughs 100% of teachers' lesson plans will reflect the district roadmaps. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Provide on- demand instructional coaching for any teacher.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Learning walks, walk throughs **Staff Responsible for Monitoring:** Admin, Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Implement, embed, and improve student performance in speaking and writing for EB students to increase TELPAS Scores by 5%.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increase TELPAS scores **Staff Responsible for Monitoring:** EB Specialist/Admin			

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: By June 2025, the overall percentage of students scoring at meets grade level or above on STAAR in ELAR, Math, and Science will increase by at least 8% as compared to 2023-2024 results.

Performance Objective 4: Science: Improve Tier 1 instruction in every science classroom focusing on hands-on learning and activities, vocabulary building, and connecting hands-on learning to questioning on assessments.

Evaluation Data Sources: Universal Screeners - MAP Growth
Benchmark Tests
Learning walks, Walk-throughs
Unit tests

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will design vocabulary rich lessons that incorporate hands on learning, strategies for teaching short constructed responses, an increase in academic vocabulary through student discourse, and enhancing interactive learning using technology.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be able to use academic vocabulary to articulate learning throughout the lesson. Increase scores in formative and summative assessments			
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Admin			
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** STEMscopes Science - 211 Title I, Part A - $4,493.50, Brain Pop, Jr - 211 Title I, Part A - $2,657.34			

Strategy 2 Details	Formative Reviews		
Strategy 2: During PLC's, teachers will unwrap the TEKS utilizing the district road maps, Lead4Ward Field Guides, and research based strategies when completing SE Analysis in Unit Planning.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Learning Walks, Walk-Throughs 100% of teachers' lesson plans will reflect the district roadmaps.			
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Admin			
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide on- demand instructional coaching for any teacher.	**Formative**		
Strategy's Expected Result/Impact: Learning Walks, walk throughs	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Admin, Instructional coaches **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning			

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: By June 2025, the overall percentage of students scoring at meets grade level or above on STAAR in ELAR, Math, and Science will increase by at least 8% as compared to 2023-2024 results.

Performance Objective 5: Implement target interventions to support student academic growth.

HB3 Goal

Evaluation Data Sources: Progress Monitoring Trackers, MAP Growth, Campus/District Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Use data to determine targeted interventions and resources, including tutorials needed to accelerate learning and to close the gaps.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Students will increase their STAAR scores by 8%. **Staff Responsible for Monitoring:** Admin, Instructional Coaches, teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Supplemental Personnel - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $8,500			

Strategy 2 Details	Formative Reviews		
Strategy 2: A daily intervention time will be used to reinforce low performing TEKS or accelerate the learning for above grade level students.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Students will demonstrate growth on target objectives. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools			

Strategy 3 Details	Formative Reviews		

Strategy 3: Principals and teachers will Identify HB 1416 4th and 5th grade students who regressed from the previous school year on STAAR and implement daily interventions to close learning gaps.	Formative		
	Feb	Apr	June
Strategy's Expected Result/Impact: Students will master objectives at a higher level. **Staff Responsible for Monitoring:** Admin, Instructional Coaches, teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools			

Strategy 4 Details	Formative Reviews		

Strategy 4: Personnel will be hired to support student academic needs along with resources and supplies to meet students needs.	Formative		
	Feb	Apr	June
Strategy's Expected Result/Impact: STAAR test will show passing rates of each objective at 90%. **Staff Responsible for Monitoring:** Admin, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** Tutor and Academic Facilitator - 211 Title I, Part A - $106,354.17, Tutors - 211 Title I, Part A - $35,000, Supplies and Materials - 211 Title I, Part A - $24,932.96, Resources/ Tutors - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - $5,393			

Strategy 5 Details	Formative Reviews		

Strategy 5: Implement, embed, and improve student performance in speaking and writing for EB students to increase TELPAS Scores by 5%.	Formative		
	Feb	Apr	June
Strategy's Expected Result/Impact: Increase TELPAS scores **Staff Responsible for Monitoring:** EB Specialist, Admin **Title I:** 2.6			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: By May 2025, MAP Fluency scores will show 20% growth from Zone of Proximal Development (ZPD) to oral reading as assessed by BOY, MOY, and EOY checkpoints.

Performance Objective 1: Teachers will implement guided reading lessons and researched based strategies (Science of Reading strategies) to increase Zone Proximal Development levels and Lexile Levels in MAP Fluency. K-2 bilingual teachers will utilize HMH small group instruction, and researched based strategies (Science of Reading strategies) to increase Zone Proximal Development levels in MAP Fluency.

HB3 Goal

Evaluation Data Sources: MAP Fluency, running records, guided reading checklist

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will analyze data (running records, CLI, MAP Fluency) to plan for instruction.	**Formative**		
Strategy's Expected Result/Impact: Increased Student Independent Reading Lexile level	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools			

Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Coaches will coach grade level teachers with Guided Reading/HMH small group instruction.	**Formative**		
Strategy's Expected Result/Impact: Increased Student Independent Reading Lexile level	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Instructional Coaches, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools			

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize PLC's to collaborate and plan research based instruction strategies for all learners.	**Formative**		
Strategy's Expected Result/Impact: Increased Student ZPD and Reading Lexile level	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Instructional Coaches, Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools			

Strategy 4 Details	Formative Reviews		
Strategy 4: K-2 teachers will utilize UFLI/HMH Bilingual Phonics/Heggerty to support phonological awareness and phonics/word recognition.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increased Student MAP Fluency ZPD and Reading Lexile level			
Staff Responsible for Monitoring: Teachers, Instructional Coaches, Admin			

Strategy 5 Details	Formative Reviews		
Strategy 5: Support and provide feedback on the implementation of district curriculum and dual language program model for ESL/Bilingual teachers with the support of EB Specialist.	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Increased Student Independent Reading Lexile level Increased TELPAS Scores			
Staff Responsible for Monitoring: Teachers, EB Specialist, Admin			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: By May 2025, MAP Fluency scores will show 20% growth from Zone of Proximal Development (ZPD) to oral reading as assessed by BOY, MOY, and EOY checkpoints.

Performance Objective 2: Instructional Coaches and teachers will collaborate to develop an intervention schedule to address learning gaps for striving readers by using Zone Proximal Development from MAP fluency.

Evaluation Data Sources: MAP Fluency
MAP Growth
Campus Data Tracker

Strategy 1 Details	Formative Reviews		
Strategy 1: Create intervention groups based on student data. The students will be provided interventions throughout the school day by tutors, coaches and teachers.	**Formative**		
Strategy's Expected Result/Impact: Increased Student ZPD MAP Fluency and Oral Reading Lexile level	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Coaches , Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools			

Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional coaches and teachers will create and effectively utilize intervention/guided reading groups before October.	**Formative**		
Strategy's Expected Result/Impact: Increased Student ZPD from MAP Fluency and Oral Reading Lexile level	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Coaches , Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: By May 2025, MAP Fluency scores will show 20% growth from Zone of Proximal Development (ZPD) to oral reading as assessed by BOY, MOY, and EOY checkpoints.

Performance Objective 3: Instructional coaches and teachers will communicate with parents and students throughout the year regarding their MAP Fluency growth.

    Evaluation Data Sources: MAP Fluency Checkpoints BOY, MOY, EOY

Strategy 1 Details		Formative Reviews		
Strategy 1: MAP Fluency growth trackers will be updated by students/teachers and shared with parents at the beginning, middle, and end of the year.		**Formative**		
Strategy's Expected Result/Impact: Increased Student Independent Reading Lexile level		**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: teachers and Instructional coaches				
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details		Formative Reviews		
Strategy 2: MTSS or 504 coordinator will inform parents of available services to support student academic success.		**Formative**		
Strategy's Expected Result/Impact: Increased Student Independent Reading Lexile level		**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers and MTSS or 504 coordinator				
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 2: By May 2025, MAP Fluency scores will show 20% growth from Zone of Proximal Development (ZPD) to oral reading as assessed by BOY, MOY, and EOY checkpoints.

Performance Objective 4: Provide on- demand instructional coaching for any teacher.

    Evaluation Data Sources: Learning walks, walk throughs

Goal 3: By the end of the 2024-2025 school year, the overall school quality rating will increase by 10% on the annual climate survey for parents, students and teachers.

Performance Objective 1: Increase parent, family, and community participation in various campus and district outreach activities.

    Evaluation Data Sources: Sign in sheets by grade level, Copies of communication

Strategy 1 Details	Formative Reviews		
Strategy 1: We will offer a variety of communication (i.e. social media, parent newsletters, Skylert callout, Canvas, etc.) and outreach events to provide parents with monthly tips and strategies to support their student(s) with social-emotional and /or academic needs.	**Formative**		
	Feb	**Apr**	**June**

Strategy's Expected Result/Impact: Parents will stay up to date on campus events and ways to support their student(s) needs as evidenced in sign-in sheets and campus surveys.
    Staff Responsible for Monitoring: Admin, Instructional coaches, Counselor, Teachers
 	
    Title I:
    4.1, 4.2			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide family engagement opportunities throughout the year that allow parents to be informed about and provide support for their students' needs both social-emotional and academic (i.e. curriculum nights, TELPAS Session, STAAR Night, Stem night, Multi-cultural night, etc.)	**Formative**		
	Feb	**Apr**	**June**
Strategy's Expected Result/Impact: Parents will feel informed and students will feel supported with their needs both social-emotional and academic as evidenced by the Social-Emotional Survey 3rd-5th, Campus Climate Surveys, and campus based surveys. **Staff Responsible for Monitoring:** Title I Campus Coordinator			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: By the end of the 2024-2025 school year, the overall school quality rating will increase by 10% on the annual climate survey for parents, students and teachers.

Performance Objective 2: Students will have increased access to curriculum lessons and supports that enhance student self-awareness and skills needed for daily life.

Evaluation Data Sources: Counselor guidance lesson plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Each nine weeks the counselor will provide guidance lessons using The Responsive Counselor social and emotional educational program. **Strategy's Expected Result/Impact:** Students will be provided skills that help them problem solve and handle everyday conflict and emotions. **Staff Responsible for Monitoring:** Counselors, Admin	**Formative**		
	Feb	**Apr**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Counselor/Innovative Planning Day Social/Emotional paraprofessional will conduct social-emotional lessons that support the LCISD Whole Child Safety & Wellness Model. **Strategy's Expected Result/Impact:** Students will receive frequent lessons that enhance their skills to cope with self-awareness and social circumstances so students feel they are less anxious and stressed out. **Staff Responsible for Monitoring:** Counselor, Paraprofessional, Principal **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Social Emotional Learning Resources - 211 Title I, Part A - $4,087.23	**Formative**		
	Feb	**Apr**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: Increase the students' access to the counselor to help address immediate concerns and challenges and decrease the need for student protocols completed for students in crisis. **Strategy's Expected Result/Impact:** Students will problem solve and learn coping strategies to address their needs instead of using words/actions involving self-injury, homicidal and suicidal ideations. **Staff Responsible for Monitoring:** Counselor, Teacher, Principal	**Formative**		
	Feb	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: By the end of the 2024-2025 school year, the overall school quality rating will increase by 10% on the annual climate survey for parents, students and teachers.

Performance Objective 3: Students and staff will participate in a PBIS campus wide behavior system focusing on consistency and using common language expectations.

Evaluation Data Sources: Staff will highlight students who demonstrate PBIS behavior expectations and The Responsive Counselor

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement use of the PBIS online system for students to earn and manage reward points as a result of meeting expectations.	**Formative**		
Strategy's Expected Result/Impact: The PBIS system will provide incentives to create a positive school climate and culture for both students and staff as measured by the end of the year Climate Surveys and resulting in a reduction of discipline referrals.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: All **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** PBIS Awards App & Rewards - 211 Title I, Part A - $4,900			

Strategy 2 Details	Formative Reviews		
Strategy 2: Hold nine week pep rally and celebration days aligned with PBIS and The Responsive Counselor.	**Formative**		
Strategy's Expected Result/Impact: Initiate conversations and community awareness of PBIS and The Responsive Counselor to positively impact school climate and culture.	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: All **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

State Compensatory

Budget for Taylor Ray Elementary

Total SCE Funds: $11,253.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

State comp funds are used to hire tutors to provide interventions for striving students.

Personnel for Taylor Ray Elementary

Name	Position	FTE
Pam Clayton	Math Coach	0.5
Tracey Sweeny	Reading Coach	0.5

Title I

1.1: Comprehensive Needs Assessment

During our first meeting which was held on May 22, 2024, the Site Based Team discussed the purpose for the meeting including the process for identifying our campus needs and the methods for analyzing data. We identified several pieces of data that would assist the team including the Federal Report Card for 2021-2022, Campus Climate Survey, NWEA Map data, EOY GRA Levels, 22-23 STAAR Scores, Kindergarten TX-KEA and Pre-Kindergarten CIRCLE Assessment. At the conclusion of the meeting, we assigned individuals to collect the data to be reported to the team at the next meeting.

During the second meeting which was held on June 18, 2024, the Site Based Team evaluated several pieces of data and identified strengths and problems in each area. Each team member was given the opportunity to present their data. The Site Based Team worked together to identify strengths and problems of the campus. After identifying the strengths and problems, the team decided on four areas of focus for the school year. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Stakeholders on the Site-Based Committee are included in the Appendix.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Aide Pina	Instructional Coach	Title 1	
Gale Matthys	Tutor	Title I	
Jennifer Jenkins	Tutor	Title 1	
Mary Leopold	Tutor	Title I	
Susanne Koenig	Tutor	Title 1	
Suzanne Young	Tutor	Title I	

Site-Based Decision Making Committee

Committee Role	Name	Position
Community Representative	Jessica Cano	Community Representative
District-level Professional	Jennifer Johnson	Curriculum Content Specialist
Parent	Summer Franco	Parent
Administrator	Maria Rodriguez	Counselor
Classroom Teacher	Yevette Ferrer	Librarian
Classroom Teacher	Jazmine Carrillo	PE Teacher
Administrator	Nancy Garcia	Principal
Administrator	Amber Singleton	Assistant Principal
Teacher	Aide Pina	Instructional Coach
Teacher	Pam Clayton	Instructional Coach
Teacher	Tracey Sweeny	Instructional Coach
Teacher	Rosabel Perez	EB Specialist
Classroom Teacher	Ruben Rodriguez	Teacher
Classroom Teacher	Amy Chumchal	Teacher

Campus Funding Summary

211 Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	StoryWorks and Raz-Kids		$4,416.30
1	3	1	Reflex Math (Explore Learning)		$2,965.50
1	4	1	Brain Pop, Jr		$2,657.34
1	4	1	STEMscopes Science		$4,493.50
1	5	4	Tutors		$35,000.00
1	5	4	Tutor and Academic Facilitator		$106,354.17
1	5	4	Supplies and Materials		$24,932.96
3	2	2	Social Emotional Learning Resources		$4,087.23
3	3	1	PBIS Awards App & Rewards		$4,900.00
				Sub-Total	$189,807.00
				Budgeted Fund Source Amount	$189,807.00
				+/- Difference	$0.00

199 PIC 30 State SCE Title I-A, Schoolwide Activit

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Supplemental Personnel		$8,500.00
1	5	4	Resources/ Tutors		$5,393.00
				Sub-Total	$13,893.00
				Budgeted Fund Source Amount	$13,893.00
				+/- Difference	$0.00

263 Title III, LEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total Budgeted	$203,700.00

263 Title III, LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Grand Total Spent	$203,700.00
				+/- Difference	$0.00