Taylor Independent School District

Main Street Elementary

2023-2024 Campus Improvement Plan

Mission Statement

Inspire, Equip, and Empower Every Student to Achieve Their Unique Potential.

Vision

Intentionally Empowering the Whole Child

Core Beliefs

IN TAYLOR ISD WE BELIEVE…

… EVERY student has unique potential and shall engage in opportunities to grow in a safe environment through multiple approaches to learning.

… families are partners who will be informed and supported in the educational process to help students discover their unique potential.

… our empowered faculty and staff utilize their respected skills to serve as student advocates for the whole child.

… our accessible campus leaders foster community relationships and demonstrate effective communication, servant leadership, and instructional leadership to guide faculty and staff towards our vision.

… the Superintendent and district leaders are forward thinking, strategic, and accessible partners to our community that empower staff to help students achieve their unique potential.

… the Board of Trustees is a collaborative team, anchored in tradition, with a vision towards the future and a connection to the community, inspiring exceptional workplaces and excellence in student outcomes.

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Comprehensive Needs Assessment

Revised/Approved: August 2, 2023

Demographics

Demographics Summary

MSE is made up of 480 1st-5th grade students and is a new campus in 23-24.

Subpopulations:

68% Eco Dis

23% LEP/Bilingual/ESL

8% Gifted & Talented

14% mobility

15% SPED

Demographics Strengths

As this is MSE's first year to open, this will be a data collection year.

Student Achievement

Student Achievement Summary

As this is MSE's first year to open, this will be a data collection year.

Student Achievement Strengths

As this is MSE's first year to open, this will be a data collection year.

School Culture and Climate

School Culture and Climate Summary

A safe and caring school climate produces a positive impact on student achievement, staff commitment, and community engagement. MSE strives to create and maintain a positive culture for all stakeholders. Believing that student learning is enhanced by positive steps, to manage student behavior and increase inclusivity, our district has worked to implement structures including restorative practices.

School Culture and Climate Strengths

Main Street Elementary has a strong staff culture where teachers trust one another and work collaboratively to meet the needs of students. PLCs are an intricate part of the staff learning environment that embraces best teaching practices for student achievement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

As this is MSE's first year to open, this will be a data collection year.

Staff Quality, Recruitment, and Retention Strengths

As this is MSE's first year to open, this will be a data collection year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Taylor ISD employs a relatively large number of programs in an effort to support curriculum, instruction and assessment.

Curriculum, Instruction, and Assessment Strengths

Teachers have had experiences with many new online resources that they can now deploy to serve students effectively.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Implementation of systems and resources is varied across all tiers of instruction.   **Root Cause:** There are many systems and resources deployed across the district, that change from year to year. This causes varied levels of successful implementation.

Parent and Community Engagement

Parent and Community Engagement Summary

As this is MSE's first year to open, this will be a data collection year.

Parent and Community Engagement Strengths

As this is MSE's first year to open, this will be a data collection year.

Technology

Technology Summary

MSE will be a 1-1 campus for 2023-24. Each student will receive an Ipad. Additionally, there are extra desktop computers in classrooms, and a computer lab in the library.

Technology Strengths

Teachers and students have been forced to embrace online learning tools and have learned many new technology skills.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Learning activities that use technology do not support learning across all levels of student achievement.   **Root Cause:** There has been a focus on providing intervention, as opposed to supporting the learning of all students.

Priority Problem Statements

Problem Statement 1: Learning activities that use technology do not support learning across all levels of student achievement.

Root Cause 1: There has been a focus on providing intervention, as opposed to supporting the learning of all students.

Problem Statement 1 Areas: Technology

Problem Statement 2: Implementation of systems and resources is varied across all tiers of instruction.

Root Cause 2: There are many systems and resources deployed across the district, that change from year to year. This causes varied levels of successful implementation.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

* Enrollment trends

Employee Data

* Professional learning communities (PLC) data
* Staff surveys and/or other feedback
* Campus leadership data
* Campus department and/or faculty meeting discussions and data
* Professional development needs assessment data

Parent/Community Data

* Parent surveys and/or other feedback
* Parent engagement rate

Support Systems and Other Data

* Organizational structure data
* Processes and procedures for teaching and learning, including program implementation
* Communications data
* Budgets/entitlements and expenditures data
* Study of best practices

Goals

Goal 1: Excellence in Student Outcomes

Performance Objective 1: Increase the number of students passing the 2024 Reading STAAR Approaches by 20%; Meets by 10%; Master by 5%.

High Priority

Evaluation Data Sources: Unit Assessments
Interim Assessments
STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Purchase high-quality instructional materials to fill in gaps with the Wonders resource.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase rigor and engagement. **Staff Responsible for Monitoring:** Principal **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 **- Targeted Support Strategy** **Funding Sources:** - 211 Title 1 Part A	**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Implement dedicated Tier II and Tier III intervention time (What I Need - WIN) to close gaps in learning for all students.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal **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 **- Targeted Support Strategy**	**Oct**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Students will utilize leadership notebooks to track progress, goals, homework, and study habits.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	**Oct**	**Jan**	**Mar**	**June**
Title I: 2.4, 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 3: Positive School Culture				

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

Goal 1: Excellence in Student Outcomes

Performance Objective 2: Increase the number of students passing the 2024 Reading STAAR Approaches by 20%; Meets by 10%; Master by 5%.

High Priority

Evaluation Data Sources: Unit Assessments
Interim Assessments
STAAR

Strategy 1 Details		Reviews			
Strategy 1: Implement dedicated Tier II and Tier III intervention time (What I Need - WIN) to close gaps in learning for all students.		**Formative**			**Summative**
Staff Responsible for Monitoring: Principal		**Oct**	**Jan**	**Mar**	**June**
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 - **Targeted Support Strategy**					

Strategy 2 Details		Reviews			
Strategy 2: Train teachers and implement the math framework.		**Formative**			**Summative**
Staff Responsible for Monitoring: Principal		**Oct**	**Jan**	**Mar**	**June**
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 - **Targeted Support Strategy**					

Strategy 3 Details	Reviews			
Strategy 3: Students will utilize leadership notebooks to track progress, goals, homework, and study habits.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	**Oct**	**Jan**	**Mar**	**June**
Title I: 2.4, 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 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Purchase high-quality instructional materials to fill in gaps with the Go Math resource.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase rigor and engagement.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal				
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 **- Targeted Support Strategy** **Funding Sources:** - 211 Title 1 Part A				

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

Goal 1: Excellence in Student Outcomes

Performance Objective 3: Increase the number of 5th grade students passing the 2023 Science STAAR Approaches from 46% to 60%; Meets from 20% to 30%; Masters from 5% to 10%.

High Priority

Evaluation Data Sources: Unit Assessments
Interim Assessments
STAAR

Strategy 1 Details	Reviews			
Strategy 1: Implement dedicated Tier II and Tier III intervention time (What I Need - WIN) to close gaps in learning for all students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal				
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				
- **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Purchase high-quality instructional materials to fill in gaps with the instructional materials.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase rigor and engagement.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal				
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				
- **Targeted Support Strategy**				
Funding Sources: - 211 Title 1 Part A				

Strategy 3 Details	Reviews			
Strategy 3: Students will utilize leadership notebooks to track progress, goals, homework, and study habits.	Formative			Summative
Staff Responsible for Monitoring: Principal	Oct	Jan	Mar	June
Title I: 2.4, 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 3: Positive School Culture				

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

Goal 1: Excellence in Student Outcomes

Performance Objective 4: Increase the annual attendance rate from 96% to 98%.

    High Priority

    Evaluation Data Sources: TEAMS data

Strategy 1 Details				Reviews			
Strategy 1: The campus will set goals with students and review weekly during Strong Start Celebration.				**Formative**			**Summative**
Staff Responsible for Monitoring: Principal				**Oct**	**Jan**	**Mar**	**June**
Title I: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy**							

Strategy 2 Details				Reviews			
Strategy 2: Students will be recognized and incentivized for attending school through awards each nine-weeks and the PBIS system.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**June**

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

Goal 2: Exceptional Workplace Climate

Performance Objective 1: Maintain staff retention at 100%

    High Priority

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing professional development and comprehensive onboarding to all new staff members.	**Formative**			**Summative**
TEA Priorities:	**Oct**	**Jan**	**Mar**	**June**
Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: All new teachers will be provided with a year-long mentor.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	**Oct**	**Jan**	**Mar**	**June**
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **- Targeted Support Strategy**				

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

Goal 2: Exceptional Workplace Climate

Performance Objective 2: Increase campus morale through appreciation and recognition.

Strategy 1 Details				Reviews			
Strategy 1: The administrative staff will create a schedule of intentional appreciation activities throughout the school year.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue				

Goal 3: Quality Customer Service

Performance Objective 1: Engage families and the community to support student achievement and enhance district strategic goals.

Evaluation Data Sources: Survey results
Campus Calendar of Events and percent of parents attending
Campus-to-Home communications

Strategy 1 Details			Reviews		
Strategy 1: Create opportunities for parental/family engagement such as open house, Donuts with Grownups, math and literacy nights, family movie nights, etc. **Staff Responsible for Monitoring:** Principal **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture			**Formative**		**Summative**
			Oct	Jan	Mar	June
	0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Goal 4: Efficient Financial Stewardship Service

Performance Objective 1: Coherent Budget Development, Adoption, and Management processes.
- Clearly communicate revenue and expenditure projection processes with guidelines and monthly reviews.

    Evaluation Data Sources: Achieve Perfect FIRST Rating
    Campus budgets balanced
    Timelines for budgets are followed

Goal 5: Safety in Schools

Performance Objective 1: Maintain a safe and secure campus for all students and staff.

Evaluation Data Sources: Documentation
Meeting agendas
Drill schedules

Strategy 1 Details			Reviews			
Strategy 1: Conduct all required drills for fire, lockdown, lockout, and shelter in place.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**June**
Strategy 2 Details			**Reviews**			
Strategy 2: Create safety team and meet at least 4 times yearly to evaluate safety measures.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Campus Funding Summary

211 Title 1 Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	2	4			$0.00
1	3	2			$0.00
				Sub-Total	$0.00