

**Taylor Independent School District**  
**Naomi Pasemann Elementary**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

## **Taylor ISD Mission**

Inspire, Equip, and Empower Every Student To Achieve Their Unique Potential

# Vision

## **Taylor ISD Vision**

Intentionally Empowering the Whole Child

## **NPE Promise**

I promise to.....

N – NURTURE RESPONSIBILITY

P – PRACTICE RESPECT

E – ENSURE SAFETY

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Naomi Pasemann Elementary is 1st - 5th grades with an enrollment of 562 students. The diverse student population is made up of 7.6% African American, 63% Hispanic, 24% White, 3.7% 2 races or more, .18% Asian, 1.8% Pacific Islanders and .18% Alaskan Native or American Indian.

61% of the student population is identified as economically disadvantaged, 20% as Emergent Bilingual, 19% as special education, and 7.8% as gifted and talented.

The beginning of the year coding process for English Learners and Economically Disadvantaged students is not complete yet.

Naomi Pasemann Elementary qualifies as a school wide Title 1 campus. Title 1 funds, as well as other federal and state funds are supplemental to other funds available to Naomi Pasemann Elementary.

### Demographics Strengths

Naomi Pasemann Elementary provides instruction for 1st - 5th graders totaling ----- students. Naomi Pasemann Elementary provides free and/or reduced lunches to students who qualify. Naomi Pasemann Elementary has a Flight School program which is structured and intentional academic support and enrichment program.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The number of students attending Naomi Pasemann Elementary are demonstrating academic deficits. **Root Cause:** Not enough students are utilizing the Flight School program.

# Student Learning

## Student Learning Summary

Naomi Pasemann Elementary is in the process of completing the beginning of the year assessments using mClass for grades 1st - 2nd and Renaissance for grades 1st - 5th. Data indicates NPE needs to establish a strong tier 1 instruction along with small group and specialized instruction to meet the needs of our students.

## Student Learning Strengths

Naomi Pasemann Elementary students are showing signs of growth in the classroom since teachers have established WIN groups and small groups.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Tier 1 instruction needs to be strengthened. **Root Cause:** Accountability and consistent walkthroughs with feedback needed to strengthen tier 1 instruction.

# School Processes & Programs

## School Processes & Programs Summary

Naomi Pasemann Elementary uses the district required curriculum along with TEKS resource system. Teachers provide small group instruction for both reading and math.

Assessments are doing using mClass and Renaissance.

Admin along with teaching and learning team conducts walkthroughs and provide feedback to improve instruction.

Professional Learning Communities meet weekly to prepare high quality lessons and use data to drive instruction.

## School Processes & Programs Strengths

Naomi Pasemann Elementary is a part of the Texas Instructional Leadership program. Professional development on unpacking standards to create rigorous lesson plans took place. Teachers are submitting plans that reviewed and tweaked to support our students.

PLC's meet weekly prepare and drive instruction.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** PLCs in the past have been more of a data dig meeting and not a collaborative planning meeting. **Root Cause:** Lack of training in the PLC process and a continuation of old practices.

# Perceptions

## Perceptions Summary

We believe a positive work environment helps motivate teachers to strive for improvement.

A positive culture is created through support for staff by the administration. Frequent celebrations (weekly shout outs), tokens of appreciation (soft drinks from Sonic and PTO support with weekly treats), positive attitudes, and an open door policy help foster this environment.

## Perceptions Strengths

Naomi Pasemann Elementary has hired exceptional teachers and has already seen improvements with procedures and classroom instruction.

Teachers are willing to open up classrooms to support other teachers.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** We need to build more teacher leaders and tap into the experts we have on campus. **Root Cause:** Teachers hesitate to share their knowledge with others and step outside their comfort zone.

# 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
- 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

## Student Data: Assessments

- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Other 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
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- School safety data

### **Employee Data**

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

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other 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 performance in the meet grade level for 3rd grade and 4th STAAR reading by at least 20%.

**Evaluation Data Sources:** STAAR data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the literacy framework in the reading block with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance</p> <p><b>Staff Responsible for Monitoring:</b> Admin and content specialists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Put a PLC process in place where the 4 essential questions are answered leading to teacher clarity and common formative unit assessments are designed.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Admin and content specialists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Improve tier 1 instruction through the use of common and formative assessments and assessing that data to identify areas of reteach/small groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Closing academic gaps</p> <p><b>Staff Responsible for Monitoring:</b> Admin and content specialists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will use strategies from Lead4ward and Backwards Design trainings to implement into their daily lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase critical thinking skills</p> <p><b>Staff Responsible for Monitoring:</b> Admin and content specialists</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
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**Goal 1:** Excellence in student outcomes

**Performance Objective 2:** Increase performance in the meet grade level for 3rd grade and 4th STAAR math by at least 20%.

**Evaluation Data Sources:** STAAR





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use strategies from Lead4ward and Backwards Design trainings to implement into their daily lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance</p> <p><b>Staff Responsible for Monitoring:</b> Admin and content specialists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will have a dedicated WIN time to provide intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance</p> <p><b>Staff Responsible for Monitoring:</b> Admin and content specialists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Math teachers will follow a specified math block focusing on fluency, spiral review, problem of the day, concrete instruction, application with aggressive. monitoring and guided math.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance</p> <p><b>Staff Responsible for Monitoring:</b> Admin and content specialists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
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**Goal 1:** Excellence in student outcomes

**Performance Objective 3:** Increase the number of 1st and 2nd grade students on grade level for Renaissance reading .....

**Evaluation Data Sources:** Renaissance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1st and 2nd grade teachers will receive Foundations training to help improve phonics instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student reading abilities</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, content specialists, and Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
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**Goal 1:** Excellence in student outcomes

**Performance Objective 4:** Provide phonics support with fidelity using secret stories.

**Evaluation Data Sources:** Mclass



**Goal 1:** Excellence in student outcomes

**Performance Objective 5:** Use methods and instructional strategies that strengthen the academic program in the school using flashcards and composition notebooks to support academic growth.

**Evaluation Data Sources:** Flashcards, composition notebooks,

**Goal 2:** Exceptional workplace climate

**Performance Objective 1:** To increase NPE's retention rate of highly qualified teachers.

**Evaluation Data Sources:** End of year data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development to support and retain staff as well as creating a strong campus culture.  <b>Strategy's Expected Result/Impact:</b> End of year data  <b>Staff Responsible for Monitoring:</b> Admin and teachers</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 2: Strategic Staffing, Lever 3: Positive School Culture  <b>- Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Administration will provide meetings to support new hires on campus.  <b>Strategy's Expected Result/Impact:</b> Increase self-confidence, encourage/support growth and teacher retention  <b>Staff Responsible for Monitoring:</b> Admin and campus mentors - district support</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture  <b>- Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> NPE will recognize staff throughout the year.  <b>Strategy's Expected Result/Impact:</b> Increase teacher retention and improve team/campus culture.  <b>Staff Responsible for Monitoring:</b> Admin</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**TEA Priorities:**

Recruit, support, retain teachers and principals

**- ESF Levers:**

Lever 3: Positive School Culture

**- Targeted Support Strategy**



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 3:** Quality customer service

**Performance Objective 1:** Annually increase the percentage of staff satisfaction.





**Evaluation Data Sources:** District survey data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Allow an open door/safe zone for staff to voice concerns and provide support to improve the workplace.</p> <p><b>Strategy's Expected Result/Impact:</b> End of year data</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>- Targeted Support Strategy</b></p>	Formative			Summative
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**Goal 3:** Quality customer service

**Performance Objective 2:** Increase opportunities to engage parents and families in the school to promote academic success.





**Evaluation Data Sources:** Parent sign in sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> NPE will provide parent engagement nights.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement</p> <p><b>Staff Responsible for Monitoring:</b> Admin and PFE committee</p> <p><b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture                      - <b>Targeted Support Strategy</b></p>	Formative			Summative
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**Goal 3:** Quality customer service

**Performance Objective 3:** Annually increase the percentage of student satisfaction with school experiences.





**Evaluation Data Sources:** Student survey results  
Meeting with students

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus will conduct student surveys for 4th and 5th graders.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus survey data</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Admin</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
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**Goal 4:** Efficient financial stewardship service

**Performance Objective 1:** Maintain a balanced budget





**Evaluation Data Sources:** Budget reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Admin will meet monthly with the secretary to review budget. <b>Strategy's Expected Result/Impact:</b> Maintain a balanced budget. <b>Staff Responsible for Monitoring:</b> Admin and secretary	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Strategic planning to purchase items to support student growth. <b>Strategy's Expected Result/Impact:</b> Increase student moral <b>Staff Responsible for Monitoring:</b> Teachers, Admin, and secretary	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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, and drill schedules.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> NPE will conduct required safety drills. <b>Strategy's Expected Result/Impact:</b> Documentation on drills, weekly door checks, and campus logs <b>Staff Responsible for Monitoring:</b> Teachers, admin, and campus staff	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> NPE will create a safety team and meet at least 4 times within the year to evaluate safety measures. <b>Strategy's Expected Result/Impact:</b> Documentation of meetings <b>Staff Responsible for Monitoring:</b> Admin and safety team	Formative			Summative
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