

**Splendora Independent School District  
Timber Lakes Elementary School  
2024-2025 Campus Improvement Plan**



# Mission Statement

Cultivating Exceptional People

## Vision

Right People. Right Things. Right Way. Right Resources. Right Relationships

## Core Beliefs

BELIEFS - why we act	PRINCIPLES
Student-Focused: We believe the greatest outcomes result when students come first.	Be accountable. Live with integrity. Focus on student needs.
Relationships: We believe positive and supportive relationships create the conditions for students to be advocates in their education.	Value each other.
Culture: We believe a healthy, collaborative culture fosters exploration and innovation in a supportive environment.	Ensure a safe physical, emotional, + social environment.
Servant Leaders: We believe servant leaders and critical thinkers strengthen our community and democracy.	Develop servant leaders.
Learning: We believe all students deserve high-quality, engaging learning experiences that honor the potential in each student.	Create a dynamic learning environment.

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# Comprehensive Needs Assessment

## Student Learning & Progress

### Student Learning & Progress Summary

For the past several years, TLE has remained dedicated to fostering student growth by adjusting instruction according to assessment data. However, there has been a lack of a cohesive process for determining subsequent steps and modifying instructional strategies based on these needs. While data binders and TEKS trackers have been utilized by a small percentage of the staff for student goal-setting and progress monitoring, the absence of a standardized approach has limited their effectiveness as a tool for student benefit. Additionally, data digs and instructional conversations happen after each assessment, targeting low-performing TEKS, the timeliness of those conversations and the amount of TEKS targeted at once has not been an effective plan for change. Moving forward, our goal is to establish a structured system that enables us to effectively monitor student growth and utilize data to drive timely instructional adjustments.

### Student Learning & Progress Strengths

The key questions for this pillar are already at the forefront of what we do at TLE. We are now looking to determine a systematic way to track and determine next steps for ensuring we are targeting the standards that will help students make progress and impact instruction for all students.

Throughout the year, teachers are given set opportunities to meet as a grade-level or vertically aligned PLC 16 times. This structured schedule allows teachers to collaboratively discuss desired student outcomes, determine how to assess student learning, develop responsive strategies for when students do not learn, and identify ways to support students who are already proficient in their learning.

An encouraging highlight is that 16% of teachers in grades Kindergarten through 6th grade have effectively employed tracking sheets to set goals and assess student learning mastery. This is a great starting point to reintroduce student goal-setting and data-tracking binders to all staff and students.

### Barriers Identifying Student Learning & Progress Needs

**Barrier 1 (Prioritized):** The lack of opportunities for teachers to meet more frequently for PLCs significantly hinders their ability to analyze data and create redesigned learning opportunities and interventions. **Root Cause:** This gap prevents effective collaboration, impeding the development of targeted strategies to address student needs and enhance educational outcomes.

**Barrier 2 (Prioritized):** Each student has a data binder to house and help keep track of the journey of the student as a whole as they move from grade to grade, but the tracking of the data is not consistent and the tool is not utilized effectively **Root Cause:** Utilize a uniform system of what data is tracked through the school year so that students, parents, and teachers can see growth and goals can be set from the data tracked

# Community Engagement & Partnerships

## Community Engagement & Partnerships Summary

At TLE, we prioritize creating a welcoming culture that embraces community engagement. We actively engage parents, guardians, and the wider community through a range of opportunities to participate in our school's events. From clubs and organizations to family nights and showcase events, we extend invitations to all, encouraging them to become essential contributors to our school community. Our commitment includes effective and timely communication to ensure that parents, staff, and all stakeholders are well-informed about campus events and opportunities.

## Community Engagement & Partnerships Strengths

Timber Lakes is open to our community partnerships and appreciates our parents and volunteers' willingness to be an integral part of our school community. We have opportunities for parents and community members to volunteer at family nights, be a part of class celebrations and parties, robotics team sponsors, read, and volunteer for Read All Day. Students can participate in various clubs and organizations such as choir, robotics, the sign language club, or UIL academics. We strive to communicate those events effectively to parents and community members.

In the spring of 2024, to effectively communicate events to parents and community members, our campus secretary began looking at the events calendar and sending out a week-at-a-glance communication blast to highlight the events happening on campus so parents and community members were in the loop on things. This is a great starting point for the campuswide events to be communicated to parents and stakeholders.

## Barriers Identifying Community Engagement & Partnerships Needs

**Barrier 1 (Prioritized):** Communication is not clear or changes frequently **Root Cause:** Communication and information are pushed out at various times from clubs, organizations, or other events. This information is often vague, last minute, or changes frequently.

# Professional Learning & Quality Staff

## Professional Learning & Quality Staff Summary

Timber Lakes Elementary is committed to our district's strategic plan for offering professional learning for all staff members in the areas that meet each staff member's needs. We induct new employees into our learning organization by providing them with initial training in all resources and learning platforms. All staff members are trained in Capturing Kid's Hearts as well as any curriculum and campus initiatives needed. Staff members are also provided ongoing training and support that will allow them to be successful in their jobs. Employees are given many mentors such as instructional coaches at the campus and district level as well as a team leader to mentor and support their efforts to be well-trained and effective employees in SISD.

Throughout each school year and summer months, staff is provided professional learning opportunities to enhance instructional quality, refine their craft, and build staff capacity.

## Professional Learning & Quality Staff Strengths

In our 2024 Spring Survey, it was reported that 70% of the staff at Timber Lakes believe that they are provided professional development and growth opportunities.

## Barriers Identifying Professional Learning & Quality Staff Needs

**Barrier 1 (Prioritized):** 30% of the staff feel that they are not provided professional growth opportunities **Root Cause:** The staff values input on the type of professional growth and learning opportunities that are offered to all staff and departments

# Priority Barriers

**Barrier 1:** 30% of the staff feel that they are not provided professional growth opportunities

**Root Cause 1:** The staff values input on the type of professional growth and learning opportunities that are offered to all staff and departments

**Barrier 1 Areas:** Professional Learning & Quality Staff

**Barrier 2:** The lack of opportunities for teachers to meet more frequently for PLCs significantly hinders their ability to analyze data and create redesigned learning opportunities and interventions.

**Root Cause 2:** This gap prevents effective collaboration, impeding the development of targeted strategies to address student needs and enhance educational outcomes.

**Barrier 2 Areas:** Student Learning & Progress

**Barrier 3:** Each student has a data binder to house and help keep track of the journey of the student as a whole as they move from grade to grade, but the tracking of the data is not consistent and the tool is not utilized effectively

**Root Cause 3:** Utilize a uniform system of what data is tracked through the school year so that students, parents, and teachers can see growth and goals can be set from the data tracked

**Barrier 3 Areas:** Student Learning & Progress

**Barrier 4:** Communication is not clear or changes frequently

**Root Cause 4:** Communication and information are pushed out at various times from clubs, organizations, or other events. This information is often vague, last minute, or changes frequently.

**Barrier 4 Areas:** Community Engagement & Partnerships

# 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)
- 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
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey 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
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS 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
- Budgets/entitlements and expenditures data
- Study of best practices





# Pillars

## Pillar 1: Student Learning & Progress

**Key Question 1:** To what degree are all students demonstrating growth?

**Initial Status:** Minor Change

System Response (Goal) 1 Details	Reviews			
<p><b>System Response (Goal) 1:</b> To optimize PLC and lesson planning time for teachers, enabling them to effectively target specific learning standards, develop intervention plans, and exchange instructional strategies. Through collaborative efforts and data-driven discussions, our objective is to enhance student growth and achievement.</p> <p><b>Evidence of Success:</b> PLC agendas Lesson Design Internalization Documents</p> <p><b>Staff Responsible:</b> Stephanie Morse, Kim Burke, Lori Richardson</p> <p><b>Barriers:</b> Student Learning &amp; Progress 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	Adjustments Taking Place			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Strategy 1:** Create a new PLC & Lesson Design schedule to ensure more collaboration and time to plan action steps

**Intended Audience:** Instructional Staff

**Provider / Presenter / Person Responsible:** Instructional coaches & Principals

**Date(s) / Timeframe:** weekly

**Collaborating Departments:** teachers and campus administration

**Delivery Method:** in person collaborative sessions

**Staff Responsible:** Stephanie Morse, Kim Burke, & Lori Richardson

**TEA Priorities:**

Build a foundation of reading and math

**Key Question 1 Barriers:**





**Student Learning & Progress**

**Barrier 1:** The lack of opportunities for teachers to meet more frequently for PLCs significantly hinders their ability to analyze data and create redesigned learning opportunities and interventions. **Root Cause:** This gap prevents effective collaboration, impeding the development of targeted strategies to address student needs and enhance educational outcomes.

**Pillar 1: Student Learning & Progress**

**Key Question 2:** To what degree are we using the data and developing a personalized learning environment to impact instruction for all students?

**Initial Status:** Minor Change

System Response (Goal) 1 Details	Reviews			
<p><b>System Response (Goal) 1:</b> Follow the PLC structure to identify and target high-priority learning standards, determine pitfalls, and identify interventions and instructional strategies to impact student learning.</p> <p><b>Evidence of Success:</b> PLC agendas Instructional Walkthroughs Assessment Data</p> <p><b>Staff Responsible:</b> Stephanie Morse, Kim Burke, Lori Richardson</p> <p><b>Barriers:</b> Student Learning &amp; Progress 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<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>				

**Strategy 1:** Implement a campus-wide standards tracking and analyzing tool for teachers to track and target standards and one for students to use to track mastery towards a learning goal and standard

**Intended Audience:** Teachers and instructional coaches

**Provider / Presenter / Person Responsible:** Lori Richardson and Kim Burke

**Date(s) / Timeframe:** August Professional Development 2024

**Collaborating Departments:** Teachers and instructional coaches

**Delivery Method:** in person through campuswide professional learning

**Staff Responsible:** Lori Richardson and Kim Burke

**TEA Priorities:**

Build a foundation of reading and math

**Key Question 2 Barriers:**

## Student Learning & Progress

**Barrier 1:** The lack of opportunities for teachers to meet more frequently for PLCs significantly hinders their ability to analyze data and create redesigned learning opportunities and interventions. **Root Cause:** This gap prevents effective collaboration, impeding the development of targeted strategies to address student needs and enhance educational outcomes.

**Barrier 2:** Each student has a data binder to house and help keep track of the journey of the student as a whole as they move from grade to grade, but the tracking of the data is not consistent and the tool is not utilized effectively **Root Cause:** Utilize a uniform system of what data is tracked through the school year so that students, parents, and teachers can see growth and goals can be set from the data tracked

**Pillar 2: Student Readiness**

**Key Question 1:** To what degree are we identifying and utilizing students' strengths and talents to fulfill their hopes and dreams?

**Pillar 2: Student Readiness**

**Key Question 2:** To what degree are we preparing students for life readiness?

**Pillar 3:** Engaged, Well-Rounded Students

**Key Question 1:** To what degree do students demonstrate noble actions?







**Pillar 3:** Engaged, Well-Rounded Students

**Key Question 2:** To what degree do students utilize opportunities provided by the district to take initiative and advance personal growth?

**Pillar 4:** Community Engagement & Partnerships

**Key Question 1:** To what degree does our community have opportunities to partner with the school district?

**Initial Status:** Minor Change

System Response (Goal) 1 Details	Reviews			
<p><b>System Response (Goal) 1:</b> Committees will be in charge of thoroughly planning and hosting community engagement events throughout the school year such as; open houses, multilingual showcases, fine arts events, and family nights to showcase students' strengths, talents, and growth.</p> <p><b>Evidence of Success:</b> Event Planning Agendas Staff and Community Surveys Sign in Sheets for Participation</p> <p><b>Staff Responsible:</b> Committee Leaders, Stephanie Morse, Tamara Abke, Myra Kerscher</p> <p><b>Barriers:</b> Community Engagement &amp; Partnerships 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<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>				





**Key Question 1 Barriers:**

Community Engagement & Partnerships
<p><b>Barrier 1:</b> Communication is not clear or changes frequently <b>Root Cause:</b> Communication and information are pushed out at various times from clubs, organizations, or other events. This information is often vague, last minute, or changes frequently.</p>

**Pillar 4:** Community Engagement & Partnerships

**Key Question 2:** To what degree are stakeholders adequately informed and able to interact with SISD personnel?

**Initial Status:** Minor Change

System Response (Goal) 1 Details	Reviews			
<p><b>System Response (Goal) 1:</b> Communicate with parents &amp; community stakeholders will be timely, clear &amp; precise regarding campuswide events and happenings.</p> <p><b>Evidence of Success:</b> Parent Feedback Surveys</p> <p><b>Staff Responsible:</b> Stephanie Morse, Tamara Abke, Myra Kerscher</p> <p><b>Barriers:</b> Community Engagement &amp; Partnerships 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<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>				

**Strategy 1:** Create a campus special events calendar and require all team leaders, club sponsors, and PTO officers to add event happenings to the calendar a month in advance.

**Intended Audience:** parents, volunteers, and community stakeholders

**Provider / Presenter / Person Responsible:** Stephanie Morse, Tamara Abke, Myra Kerscher

**Date(s) / Timeframe:** Beginning August 2024 and ongoing throughout the school year

**Collaborating Departments:** teachers, staff, and club sponsors

**Staff Responsible:** Stephanie Morse, Tamara Abke, Myra Kerscher

**Key Question 2 Barriers:**

Community Engagement & Partnerships
<p><b>Barrier 1:</b> Communication is not clear or changes frequently <b>Root Cause:</b> Communication and information are pushed out at various times from clubs, organizations, or other events. This information is often vague, last minute, or changes frequently.</p>

**Pillar 5:** Professional Learning & Quality Staff

**Key Question 1:** To what degree do our recruitment and retention strategies align with the district's strategic plan?

**Initial Status:** Minor Change

**Pillar 5:** Professional Learning & Quality Staff





**Key Question 2:** To what degree are we inducting new employees into our learning organization?

**Initial Status:** Minor Change

**Pillar 5:** Professional Learning & Quality Staff

**Key Question 3:** To what degree do we provide personalized professional learning that promotes reflection, enhances instructional quality, and builds staff capacity?

**Initial Status:** Minor Change

System Response (Goal) 1 Details	Reviews			
<p><b>System Response (Goal) 1:</b> Provide every staff member will have the opportunity to participate in professional learning that meets their specific needs.</p> <p><b>Evidence of Success:</b> Professional Development Agendas Staff Feedback Surveys</p> <p><b>Staff Responsible:</b> Campus Design Team, Stephanie Morse, Kim Burke, Lori Richardson</p> <p><b>Barriers:</b> Professional Learning &amp; Quality Staff 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	On Track			
<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>				

**Strategy 1:** Offer breakout sessions that focus on social-emotional, academic, and behavioral development and allow staff to participate choice in which sessions to attend.

**Intended Audience:** all instructional staff

**Provider / Presenter / Person Responsible:** Instructional coaches, administration, campus design team

**Date(s) / Timeframe:** Back to school Professional Development (August 1-13, 2024)

September 13, 2024

January 6 & 7, 2025

March 14, 2025

**Collaborating Departments:** all departments and teams

**Delivery Method:** professional development

**Staff Responsible:** Instructional coaches, administration, campus design team

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**Strategy 2:** Encourage staff to plan and lead professional development, allowing them to foster educator growth and build staff capacity through collaborative initiatives and targeted support.

**Intended Audience:** all instructional staff

**Provider / Presenter / Person Responsible:** teachers, instructional coaches, and administrators

**Date(s) / Timeframe:** Back to school Professional Development (August 1-13, 2024)

September 13, 2024

January 6 & 7, 2025

March 14, 2025

**Collaborating Departments:** all departments and teams

**Delivery Method:** professional development

**Staff Responsible:** Instructional coaches, administration, campus design team

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

### Key Question 3 Barriers:

Professional Learning & Quality Staff
<b>Barrier 1:</b> 30% of the staff feel that they are not provided professional growth opportunities <b>Root Cause:</b> The staff values input on the type of professional growth and learning opportunities that are offered to all staff and departments

**Pillar 6:** Fiscal & Operational Systems

**Key Question 1:** To what degree are all facilities well-maintained and conducive to learning?



**Pillar 6:** Fiscal & Operational Systems

**Key Question 2:** To what degree do staff have access to resources necessary to fulfill the strategic plan?

**Pillar 7: Safety & Well-Being**

**Key Question 1:** To what degree do our students and staff feel safe at school?

**Pillar 7: Safety & Well-Being**

**Key Question 2:** To what degree do we ensure social well-being for all students?

**Pillar 7: Safety & Well-Being**

**Key Question 3:** To what degree do we ensure social well-being for all staff?

# Campus Design Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Community Member-Doctor	Jeannine Coogler	Parent
District-level Professional	Calesta House	
Parent	Vanessa Garcia	Parent
Classroom Teacher	Jennifer Livingston	
Classroom Teacher	Taylor Carleton	
Classroom Teacher	Rachel Rice	
Classroom Teacher	Cadie Provost	
Classroom Teacher	Jamie Box	
Classroom Teacher	Maria Avellaneda	
Classroom Teacher	Nicki Byrd	
Instructional Coach	Lori Richardson	
Counselor	Sandra Meekins	
Administrator	Tamara Abke	
Administrator	Myra Kerscher	
Instructional Coach	Kimberly Burke	
Administrator	Stephanie Morse	