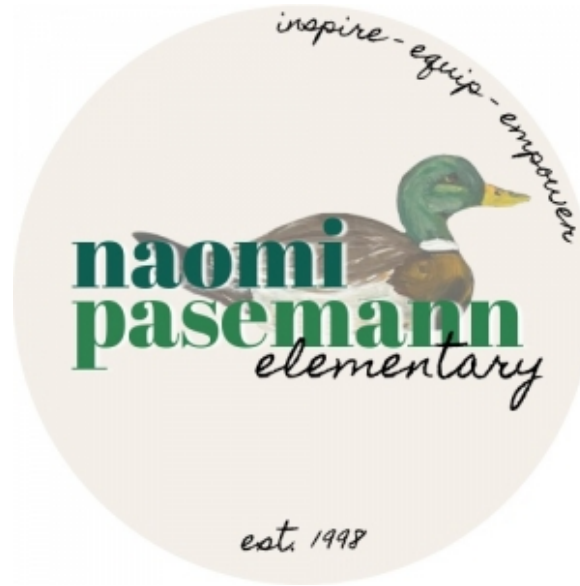# Taylor Independent School District

Naomi Pasemann Elementary

2025-2026 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

Value Statement

NPE Promise

I promise to…...

N – NURTURE RESPONSIBILITY

P – PRACTICE RESPECT

E – ENSURE SAFETY

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

NPE is need of a stonger connections with 5th grade science. We have created both a robotics lab and science lab to support our students.

We have hired a STEM teacher to support all grade levels at NPE.

Demographics

Demographics Summary

Naomi Pasemann Elementary is 1st - 5th grades with an enrollment of **552** students. The diverse student population is made up of **6.81%** African American, **62.86%** Hispanic, **26.81%** White, **2.86%** 2 races or more, and **.66%** Asian.

65.27% of the student population is identified as economically disadvantaged, **7.91%** as Emergent Bilingual, 21.67% as special education, and **5.93%** as gifted and talented.

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 552 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 (Prioritized): The number of students attending Naomi Pasemann Elementary are demonstrating academic deficits.
Root Cause: Not enough students are utilizing the Flight School program (only 30 students signed up for Flight School).

Student Learning

Student Learning Summary

Naomi Pasemann Elementary uses the district required curriculum along with state approved HQIM's. Teachers provide small group instruction for both reading and math.

Assessments are done using mClass and iready.

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.

Student Learning 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.

In 25-26 school year, PLC's will meet to lesson internalize and prepare in order to drive rigorous instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): PLCs allowed for great data discussions, but lacked lesson reflections.
Root Cause: Teachers were not fully grasping lesson internalization.

School Processes & Programs

School Processes & Programs Summary

Naomi Pasemann Elementary uses the district required curriculum along with state approved HQIM's. Teachers provide small group instruction for both reading and math.

Assessments are done using mClass and iready.

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 (Prioritized): 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.

With staff surveys and rounding, admin is able to improve workplace climate.

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 (Prioritized): 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

Problem Statement 11: The number of students attending Naomi Pasemann Elementary are demonstrating academic deficits.
Root Cause 11: Not enough students are utilizing the Flight School program (only 30 students signed up for Flight School).
Problem Statement 11 Areas: Demographics

Problem Statement 12: PLCs allowed for great data discussions, but lacked lesson reflections.
Root Cause 12: Teachers were not fully grasping lesson internalization.
Problem Statement 12 Areas: Student Learning

Problem Statement 13: PLCs in the past have been more of a data dig meeting and not a collaborative planning meeting.
Root Cause 13: Lack of training in the PLC process and a continuation of old practices.
Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: We need to build more teacher leaders and tap into the experts we have on campus.
Root Cause 14: Teachers hesitate to share their knowledge with others and step outside their comfort zone.
Problem Statement 14 Areas: 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
- 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
- Evaluation(s) of professional development implementation and impact
- 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 Academic achievement - using iready to increase reading/math scores in grades 1st - 5th to 80% at or above level by improving Tier 1 instruction in grades 1st - 3rd with the Science of Teaching Reading strategies and 4th - 5th utilizing the TISD Literacy framework and using high quality instructional materials.

High Priority

HB3 Goal

Evaluation Data Sources: BOY/MOY/EOY

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Ensure 100% of 1st-2nd teachers provide UFLI and sercret stories instruction with fidelity.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase percentages in iready **Staff Responsible for Monitoring:** Walkthroughs **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		**Oct**	**Jan**	**Mar**	**June**
Strategy 2 Details		Reviews			
Strategy 2: Ensure 3rd - 5th teachers incorporate math fact practices daily with fidelity at least 85% of time during the instructional week.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Student tracks data in Leader in Me portfolio. **Staff Responsible for Monitoring:** NPE staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		**Oct**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Utilize our reading/math interventionists to provide targeted instruction for students at least 90% of the time during the 2026 school year. **Strategy's Expected Result/Impact:** MOY/EOY data, anecdotal notes, data for classroom teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Utilize our instructional coach to provide support to our teachers at least 95% of the time during the 2026 school year. **Strategy's Expected Result/Impact:** Instructional coach uses the Get Better Faster coaching cycle to provide support for staff. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Teachers will incorporate Reader in Me - a program that fosters reading various genres and allows students to earn different degrees (Associates, Bachelor, Masters, PhD.) **Strategy's Expected Result/Impact:** NPE students will read 25,000 books by the end of the 2025-2026 school year tracking progress through Reader in Me. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 1: Excellence in Student Outcomes

Performance Objective 2: By May 2026, improve overall student engagement and participation in academic activities by implementing a school-wide MTSS framework.

High Priority

Strategy 1 Details		Reviews			
Strategy 1: Establish a school-wide MTSS team to oversee the implementation and monitoring of the MTSS framework.		**Formative**			**Summative**
Problem Statements: Demographics 1		**Oct**	**Jan**	**Mar**	**June**
⬤ No Progress　　⬤ Accomplished　　➡ Continue/Modify　　✖ Discontinue					

Goal 2: Exceptional Workplace Climate

Performance Objective 1: Increase Morale, Recruitment, and Retention

High Priority

Strategy 1 Details				Reviews			

Strategy 1: Admin will conduct and report daily door checks and will communicate with campus security guard and staff on expected safety measures 100% of the time during the week.
    Strategy's Expected Result/Impact: Daily door checks and teachers are diligent on following safety protocols.
    Staff Responsible for Monitoring: NPE admin/staff
 	
    ESF Levers:
Lever 3: Positive School Culture
				Formative			**Summative**

				Oct	**Jan**	**Mar**	**June**

Strategy 2 Details				Reviews			
Strategy 2: Coordinate and collaborate with District and Campus Emergency Response team to evaluate safety practices 100% of the time during the 2025-206 school year. **Staff Responsible for Monitoring:** Monthly meetings				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**June**

◯ No Progress	◯ Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 2: Exceptional Workplace Climate

Performance Objective 2: Ensure Strategic Strategic Compensation and Benefits

Evaluation Data Sources: Students results

Strategy 1 Details	Reviews			
Strategy 1: Collaborating with district, NPE will support staff in the TIA process.	**Formative**			**Summative**
Strategy's Expected Result/Impact: TTess and walkthroughs	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin/district **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
Strategy 2 Details	**Reviews**			
Strategy 2: Continuous Development and Training for Faculty and Staff	**Formative**			**Summative**
Strategy's Expected Result/Impact: Better support for staff	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: district/campus **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Strong Partnerships

Performance Objective 1: Increase Family Engagement and Family Satisfaction to at least 90% by the end of the 2026 school year.

High Priority

Evaluation Data Sources: Monthly family engagement activities (mapped out for the school year).

Strategy 1 Details	Reviews			
Strategy 1: NPE will conduct a math, literacy, and STEAM night that will provide experiences with hands on real world application.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Family engagement and increased understanding of the real world. **Staff Responsible for Monitoring:** NPE staff **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture	**Oct**	**Jan**	**Mar**	**June**

⬤ No Progress　　⬤ Accomplished　　➡ Continue/Modify　　✖ Discontinue

Goal 3: Strong Partnerships

Performance Objective 2: NPE admin will complete 100% rounding support with NPE staff.

High Priority

Evaluation Data Sources: Rounding template, feedback, end of year conference

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: NPE will conference with staff using the rounding form.	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: NPE staff **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				
No Progress	Accomplished	Continue/Modify	Discontinue	

Goal 4: Efficient Financial Stewardship

Performance Objective 1: Ensure fiscal responsibility and financial management

    Evaluation Data Sources: collaboration with district

Strategy 1 Details		Reviews			
Strategy 1: Collaborate with district		**Formative**			**Summative**
Strategy's Expected Result/Impact: NPE is aligned and out of the red.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin **ESF Levers:** Lever 1: Strong School Leadership and Planning					
◯ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue					

Goal 4: Efficient Financial Stewardship

Performance Objective 2: Ensure strategic long-term asset and facility planning.

    Evaluation Data Sources: None

Strategy 1 Details			Reviews			
Strategy 1: Collaborate with maintenace to ensure NPE is up and running smoothly.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Smooth operation of NPE.			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin/district **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning						
No Progress Accomplished Continue/Modify Discontinue						

Goal 5: Increase student attendance from 94% to 94.5% by the end of the 2026 school year.

Performance Objective 1: NPE is expected to have at 94.5% in attendance daily.

High Priority

Evaluation Data Sources: Classroom check-ins and attendance rosters

Strategy 1 Details	Reviews			
Strategy 1: Calls made to those who are absent and various celebrations for those in attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students want to come to school.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin/NPE staff **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress   Accomplished   Continue/Modify   ✖ Discontinue