

**Taylor Independent School District**  
**Taylor High School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

Inspire, equip, and empower every student to achieve their unique potential.

## Vision

Intentionally empowering the whole child.

Goals for the 2023 - 2024 school year.

1. Excellence in student outcomes
2. Exceptional workplace climate
3. Quality customer service
4. Efficient financial stewardship
5. School safety

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Parent and Community Engagement	9
School Context and Organization	10
Technology	11
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: Excellence in Student Outcomes	16
Goal 2: Exceptional Workplace Climate	23
Goal 3: Quality Customer Service	25
Goal 4: Efficient Financial Stewardship	27
Goal 5: Safe Schools Provide all students a safe environment in which values input from a variety of stakeholders so that students can reach their full potential.	29
Title I Personnel	31
Addendums	32

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Taylor High School is a comprehensive 9-12 high school campus. We have a traditional 8 period day. The campus has four administrators (Principal, Associate Principal, and two Assistant Principals) and three counselors that are paired by student alpha to address the comprehensive needs of each student and one at-risk counselor. There are 918 students currently enrolled at Taylor High School as of the 2023-2024 school year. The school is .22% Native Hawaiian/Other Pacific Islander, 8.17% Black/African American, 0.54% Asian, 63.07% Hispanic/Latino, 25.6% White, and 2.29% Two or More Races. The school is 46.8% female and 53.2% Male. 61.5% students are At-Risk, 48% are economically disadvantaged, 11.3% are English Learners, and 15.3% are a part of Special Education. Taylor High School is a Title I School-wide Program campus.

### Demographics Strengths

A diverse campus student population challenges stereotyped preconceptions; it encourages critical thinking; and it helps students learn to communicate effectively with people of varied backgrounds. THS also has a championship Academic Decathlon Team and a wide array of extracurricular activities for students. THS's graduation rate consistently surpasses both regional and state averages. New growth in businesses and housing developments are bringing new students to the area.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Taylor High School has a growing At-Risk population that will require additional support in all subjects . **Root Cause:** Growth of the city of Taylor as well as increased expectations on state exams.

**Problem Statement 2:** Learning gaps with students in special populations have not improved in recent years. **Root Cause:** Increased expectations and rigor on state exams have exacerbated achievement gaps.

# Student Achievement

## Student Achievement Summary

Students achieving at least approaches grade-level performance on the STAAR end of course exams for the Spring of 2023 were as follows: Algebra I 60% slightly down from 61%, Biology 79% up from 61%, US History 88% up from 80%, ELA I&II 55% up from 51%. Taylor High School students made improvements in all areas except Algebra which held steady.

## Student Achievement Strengths

Students showed growth compared to Spring 2022 in all areas with the exception of Algebra.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Students performed below the state average on ELA 1 and ELA 2 STAAR EOC tests, especially on the writing portion. **Root Cause:** The format of the tests changed and a significant amount of students were confused on which portion was the essay. Some students left the writing portion completely blank.

**Problem Statement 2 (Prioritized):** Our CCMR score dropped into the 60's which caused a significant impact on our overall rating. **Root Cause:** The new CCMR formula lowered the worth of some of our school's strengths.

# School Culture and Climate

## School Culture and Climate Summary

Taylor High School places great importance on school safety especially with the increased focus on mental health. All exterior doors are locked throughout the day and access requires an ID badge. There is a secure vestibule to enter the building where guests must provide identification and be run through the Raptor system before being allowed into the building. Fire drills are held monthly and other drills including severe weather, lockdowns, lockouts, and shelter-in-place are held on a regular basis. All classrooms are supplied with the TISD Emergency Procedures Guidelines. Visitors will follow specific guidelines if they proceed past the reception area. Upon arrival to school, the parent/guardian will notify the campus through the door entry communication system. Volunteers will only be permitted by authorization of the campus administration. Additional effective procedures are in place yearly to promote safety and a support thriving campus culture across the campus. Students feel safe on campus and as evidenced on campus surveys done throughout the year. At the beginning of every year, teachers are trained in the proper safety procedures on campus and teachers are evaluated during each drill for safe and effective practices. We also have a full time security officer and a police officer on campus.

## School Culture and Climate Strengths

Taylor High School offers parents and students the opportunity to receive information on high school graduation requirements, state assessments, college and career planning in the fall and spring, attendance laws and other important information. The campus also includes information for parents to guide students in choosing pathways by providing information on available CTE programs and classes. Students are offered social and emotional lesson provided by the counselors every Monday. We offer a large variety of clubs, advanced courses, electives, extra-curricular activities, and cte pathways.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Student buy-in to get involved in student organizations and extracurricular activities is not meeting expectations. **Root Cause:** Communication of opportunities for student engagement and student voice is not being as effective as anticipated.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Taylor High School strives to recruit and retain highly qualified and effective teachers. Taylor ISD provides staff with employer-covered basic healthcare for the employee and implemented an increase in salaries for both professional and non-professional staff. Taylor High School has also introduced new hires to skills and techniques that will aid in classroom success, has sought opportunities to retain staff by improving campus morale, implementing effective practices, and promoting career innovation by providing teachers with opportunities to obtain additional certifications such as ESL and SPED. Teachers participate in weekly PLC meetings with their departments in English and Math using data-driven instructional practices and collaboration to improve classroom instruction and student retention of material.

## Staff Quality, Recruitment, and Retention Strengths

Grants are provided to teachers through the Taylor Educational Enrichment (TEE) Foundation that allow teachers to create innovative lesson and allow students to prepare for advanced certification exams. THS offers a variety of stipends for different certifications.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** Difficulty in recruitment of highly qualified teachers. **Root Cause:** Rural location, salaries, and insurance are significant factors in teacher recruitment as well as retention.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Taylor High school utilizes the TEKS Resource System, Lowman's, Textbooks, and online platforms as resources to provide all students with a guaranteed viable curriculum. THS uses Professional Learning Communities to engage in data driven instruction. The process allows teacher to analyze and develop assessments as well as informed instructional decisions. The campus' Dean of Education supports and enhances the process by sharing and helping in implementation of various instructional strategies. All students including underrepresented populations are encouraged to participate in PreAP/AP/Dual Credit coursework.

The THS special education department prides itself in expanding the learning opportunities for LifeSkills students through the implementation of a work skills program as well as the creation of and continued implementation of a partner PE program.

Taylor HS CTE also provides students with a wide variety of career and technology pathways. These are included in the CTE Guidebook.

THS students have the opportunity to be involved in Advanced Placement courses and exams and we offer a Saturday SAT as well as school-day SAT, TSIA2, PSAT, and ASVAB tests. The goal is to increase the number of students that are college and career-ready. This year we scheduled a "Testing day" where all students 10-12 are taking either PSAT, TSIA2, or ASVAP tests unless they are already college or career ready. There will also be monthly opportunities to take the TSIA2 test starting in December.

## Curriculum, Instruction, and Assessment Strengths

THS has created and defined several new career and technology pathways with multiple certifications available to students in those pathways.

Scheduling regular TSIA2 tests on campus has led to an increase in the number of students taking the exam and consequently an increase in those that are college and career-ready.

There was growth in all eoc's compared to last year with the exception of Algebra which held steady.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Lower than desired (60%) number of students graduating College, Career, Military Ready (CCMR) ready. **Root Cause:** THS is still working on our programs to meet the expectations of the new CCMR formula.

**Problem Statement 2:** Data-driven lesson planning is still in the development phase. **Root Cause:** There is a need for additional training and focus on data-driven instruction.



# Parent and Community Engagement

## Parent and Community Engagement Summary

THS has provided more opportunities for parents and community members to be involved in the educational process by soliciting input from parents at all grade levels. Climate Surveys and parental input forms will be provided during the 2023-2024 school year to allow for clear communication between parents and THS faculty/staff and administration. Announcements of upcoming events and pertinent information is provided through phone and email on the campus's all-call system as well as posted and updated on the website regularly as well as through the Remind app for individual teachers. The Campus Educational Improvement Committee will meet a minimum of three times during the year to allow community members, parents, and faculty/staff to provide input and work together towards effective solutions. A parental engagement policy is included in the campus handbook and a school-parent-student compact is available on the website as well. The school is supported by the community including the Taylor Educational Enrichment Foundation that provides teachers with grants every year.

## Parent and Community Engagement Strengths

Campus events centered on reaching out to the parents and community including Meet the Ducks, the yearly Art Showcase, fine arts performances, and others. We also have instituted more parental meetings for clubs and programs across the campus as well as an Open House in August to get parents more directly involved in campus activities.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Low parent attendance in academic and non-academic events beyond athletics. **Root Cause:** Many of our parents work evenings and weekends as well as our current communication avenues are not reaching all of our stake holders.

## School Context and Organization

### School Context and Organization Summary

The campus follows a Monday-Friday 8:00 - 4:30 work day. All teachers are provided with a conference period and a 30 minute lunch period. Student lunches are staggered to accommodate facilities while maximizing instructional time on campus. The master schedule is also created in a way to prevent utilize effectively the time of all teachers. Professional learning communities are held for the English and Math content areas daily during departmental common periods. This does not take away from teacher conference periods as those are still in place as well. Tutorials are also provides from 8-8:30 in the morning and after school with individual teachers at a student request. The campus also has a yearly summer school that lasts for most of the month of June to provide students with the opportunity to recover credits lost during the previous school year.

The total number of discipline referrals decreased in the 2022-2023 school year compared to the previous year.

The campus has encouraged the use of a Restorative Discipline program to reduce the amount of time that students are removed from the classroom. Restorative Discipline is a model that reduces need for state discipline days, improves climate, increases academic campus performance.

The campus has a comprehensive school safety plan that is shared with faculty and staff. There are also cameras throughout the building in common areas and all exterior doors are locked. There is also a handheld and full body metal detector used on campus. There are clear and concise emergency procedures in place as well as a close partnership with emergency response personnel.

The master schedule has also been designed to maximize the amount of time spent in instruction as well as eliminate gaps in teacher schedules. Instruction is protected from unnecessary interruptions.

### School Context and Organization Strengths

Comprehensive school safety plan and anonymous bullying reports as well as a district and campus plan for the start of the school year. We offer protected instructional time for all teachers.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1 (Prioritized):** Lower than desired school spirit amongst the student body. **Root Cause:** Ineffective advertisement of the school's area of engagement.

# Technology

## Technology Summary

Taylor High School places a high priority on technology throughout the campus. All students participate in a campus-wide 1:1 technology initiative. All students are provided with a school-issued Apple iPad to use throughout the school year.

## Technology Strengths

1:1 iPad ratio. The use of online platforms to organize and extend the learning process. Wireless internet access on campus for all school computers.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** Some students struggle staying on task while using online platforms. **Root Cause:** Students can access other material instead of the assigned task.

# Priority Problem Statements

**Problem Statement 1:** Our CCMR score dropped into the 60's which caused a significant impact on our overall rating.

**Root Cause 1:** The new CCMR formula lowered the worth of some of our school's strengths.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Students performed below the state average on ELA 1 and ELA 2 STAAR EOC tests, especially on the writing portion.

**Root Cause 2:** The format of the tests changed and a significant amount of students were confused on which portion was the essay. Some students left the writing portion completely blank.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Low parent attendance in academic and non-academic events beyond athletics.

**Root Cause 3:** Many of our parents work evenings and weekends as well as our current communication avenues are not reaching all of our stake holders.

**Problem Statement 3 Areas:** Parent and Community Engagement

**Problem Statement 4:** Taylor High School has a growing At-Risk population that will require additional support in all subjects .

**Root Cause 4:** Growth of the city of Taylor as well as increased expectations on state exams.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Difficulty in recruitment of highly qualified teachers.

**Root Cause 5:** Rural location, salaries, and insurance are significant factors in teacher recruitment as well as retention.

**Problem Statement 5 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 6:** Lower than desired school spirit amongst the student body.

**Root Cause 6:** Ineffective advertisement of the school's area of engagement.

**Problem Statement 6 Areas:** School Context and Organization

**Problem Statement 7:** Lower than desired (60%) number of students graduating College, Career, Military Ready (CCMR) ready.

**Root Cause 7:** THS is still working on our programs to meet the expectations of the new CCMR formula.

**Problem Statement 7 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 8:** Some students struggle staying on task while using online platforms.

**Root Cause 8:** Students can access other material instead of the assigned task.

**Problem Statement 8 Areas:** Technology

**Problem Statement 9:** Student buy-in to get involved in student organizations and extracurricular activities is not meeting expectations.

**Root Cause 9:** Communication of opportunities for student engagement and student voice is not being as effective as anticipated.

**Problem Statement 9 Areas:** School Culture and Climate

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Observation Survey results
- State-developed online interim assessments

## Student Data: Student Groups

- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- 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

### **Parent/Community Data**

- Parent surveys and/or other feedback
- 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
- Other additional data

# Goals

**Goal 1:** Excellence in Student Outcomes





**Performance Objective 1:** Increase overall STAAR performance to meet or exceed the state averages in all subject areas.

**High Priority**

**Evaluation Data Sources:** STAAR EOC results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train all teachers in Texas Instructional Leadership lesson alignment structure, to utilize the TEKS Resource System, TEKS Implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved delivery of course content and aligned lesson planning to increase in overall scores on STAAR EOC exams.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teacher Instructional specialist</p> <p><b>Title I:</b> 2.4, 2.5</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Improve low-performing schools</li> <li>- <b>Targeted Support Strategy</b></li> </ul>	Formative			Summative
	Oct	Jan	Mar	June







Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement interventions including our house bill 1416 targeted interventions, tutorials, and intervention classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide data to direct targeted instruction to struggling students on campus.</p> <ul style="list-style-type: none"> <li>-We will utilize Lowman Education curriculum for teachers to plan for intervention.</li> <li>-THS will offer additional academic events such as "Winter Wrap Up" for additional support.</li> <li>-Daily intervention period called "Home Room"</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus administration Teachers Reading and Math Interventionists</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> <li>- <b>TEA Priorities:</b> Build a foundation of reading and math</li> <li>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></li> </ul>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize the designated PLC time and support from our Dean of Academics to ensure lesson align to the rigor of the TEKS and review data from common formative and summative assessments as well as state provided interim assessments when possible.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide information that will allow teachers to modify instruction appropriately to meet the needs of all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Department Chairs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	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 1:** Excellence in Student Outcomes

**Performance Objective 2:** Increase the effectiveness of the implementation of MTSS and the fidelity in the RtI process.

**High Priority**

**Evaluation Data Sources:** Student tracking data in the MTSS process.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor and regularly evaluate student success in the MTSS process.  <b>Strategy's Expected Result/Impact:</b> Increase in student performance on STAAR exams.  <b>Staff Responsible for Monitoring:</b> Principal over the MTSS process.                      Teachers</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> Provide targeted tutorials and interventions for students in the MTSS process.  <b>Strategy's Expected Result/Impact:</b> Increase student grades and performance on STAAR exams.  <b>Staff Responsible for Monitoring:</b> Principals                      Teachers                      Math Interventionist                      Reading Interventionist</p> <p><b>Title I:</b>                      2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				





**Goal 1:** Excellence in Student Outcomes

**Performance Objective 3:** Increase student academic growth and effective teaching.

**High Priority**

**Evaluation Data Sources:** Administration checks. BOY data, Interim assessment data, STAAR EOC data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Support teachers by using TIL strategies to ensure the appropriate level of rigor.</p> <p><b>Strategy's Expected Result/Impact:</b> Rigorous and relevant instruction at all levels focused on backwards planning from the assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coach Department Chair</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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> Assist teachers that are struggling in their areas of need.</p> <p><b>Strategy's Expected Result/Impact:</b> Rigorous and relevant instruction at all levels focused on backwards planning from the assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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> All teachers will identify strategies that they are using for EL students, SPED students and 504 students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Specialist Sped Supports</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>Additional 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> THS faculty will implement weekly PLC meetings on campus focused on data-driven instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and improve teacher effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Education Teachers</p> <p><b>Title I:</b> 2.4, 2.6 - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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 1:** Excellence in Student Outcomes

**Performance Objective 4:** Increase Student Progress in becoming College, Career, and Military Ready by 20%.

**High Priority**

**Evaluation Data Sources:** CCMR tracker data.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to grow, develop, and define Career and Technology (CTE) and CCMR at THS.  <b>Strategy's Expected Result/Impact:</b> Additional Students in CTE classes                      Increase in the number of Industry Certifications                      Increase in the CCMR measure  <b>Staff Responsible for Monitoring:</b> Principal over CTE, Campus Principal                      CCMR Specialist</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Connect high school to career and college</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> THS will continue to be a TSI test site with all costs for the test being covered by the district.  <b>Strategy's Expected Result/Impact:</b> Increased registration and success/performance on the TSI test.  <b>Staff Responsible for Monitoring:</b> Principals                      Counselors</p> <p><b>Title I:</b>                      2.5, 2.6                      - <b>TEA Priorities:</b>                      Connect high school to career and college</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> Utilize supplemental materials/technology provided by the district to support Career and Technical Programs as well as student certifications.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement and increased certifications.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Counselors CCMR Specialist</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p>	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 2:** Exceptional Workplace Climate

**Performance Objective 1:** Continue to provide quality training and professional development for faculty and staff.





**Evaluation Data Sources:** STAAR Data, Benchmarks, teach feedback surveys, Region 13 support, etc.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide targeted Professional development on data-driven instruction using TIL strategies.  <b>Strategy's Expected Result/Impact:</b> Increased student achievement  <b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math</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> Provide an opportunity for teachers to become ESL certified.  <b>Strategy's Expected Result/Impact:</b> With more teachers ESL certified, THS will have more flexibility in scheduling and increase student performance in class and on standardized test through implementation of targeted strategies throughout the school year.  <b>Staff Responsible for Monitoring:</b> School Administration</p> <p><b>Title I:</b>                      2.6                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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>				

**Goal 2: Exceptional Workplace Climate**

**Performance Objective 2:** Provide opportunities for teachers and staff and specifically department leads to develop as leaders on campus.

**Evaluation Data Sources:** 1 on 1 coaching, Lunch and learn professional development. Department meetings





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for teachers to lead their departments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher leaders will participate in monthly leadership meetings and disseminate information to their departments through various methods.</p> <p><b>Staff Responsible for Monitoring:</b> Principals AP Teachers</p> <p><b>Title I:</b> 2.5, 2.6</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> Increase the effectiveness of PD by having teacher leaders present the material.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher leaders will plan and execute pd throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Counselors Lead Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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 3: Quality Customer Service**

**Performance Objective 1:** Use the restorative discipline process and set high expectations across the campus in order to reduce office referrals.

**Evaluation Data Sources:** Campus Referral Data, Discipline records.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use restorative discipline as the first option with most behavior concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teachers</p> <p><b>Title I:</b> 2.6</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals</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> Set high behavior expectations especially for targeted items such as tardies, dress code, and maintaining a drug free campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teachers SRO</p> <p><b>Title I:</b> 2.6</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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>				

**Goal 3: Quality Customer Service**

**Performance Objective 2:** THS will increase opportunities to engage parents, families, community members, and businesses as partners to promote academic success for all

**High Priority**

**Evaluation Data Sources:** Meeting agendas, campus newsletter feedback, event sign in sheets.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide at least 3 Family Engagement activities during the 2023-2024 school year.  <b>Strategy's Expected Result/Impact:</b> Increased parent and community engagement  <b>Staff Responsible for Monitoring:</b> Principals, Parent Services Coordinator</p> <p><b>Title I:</b> 4.1, 4.2</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> Provide opportunities for parents to learn about the Title 3 program and the benefits of this program to the students that fall under this heading.  <b>Strategy's Expected Result/Impact:</b> Increase in student achievement through the knowledge of the program.  <b>Staff Responsible for Monitoring:</b> Campus Title 3 coordinator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6                      - <b>Additional 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> Provide opportunities for parents to learn about the Title 1 program and the benefits of this program to the students that fall under this heading.  <b>Strategy's Expected Result/Impact:</b> Increase in student achievement and parental involvement through the knowledge of the program.  <b>Staff Responsible for Monitoring:</b> Campus Title 1 coordinator, Parent Services Coordinator</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 4: Efficient Financial Stewardship**

**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/Department budgets balanced  
 Timelines for budgets are followed

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monthly bookkeeper reviews. <b>Staff Responsible for Monitoring:</b> Principal Bookkeeper	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Adhere to district purchasing processes. <b>Staff Responsible for Monitoring:</b> Principal Bookkeeper	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 4: Efficient Financial Stewardship**

**Performance Objective 2:** Utilize staffing efficiencies to create competitive teacher and staff compensation.

- Teachers remaining part of Taylor ISD will increase from 78% to 85% by 2025.
- Increase the percentage of students reporting feeling engaged in their education to tap into their unique potential.

**High Priority**

**Evaluation Data Sources:** Student/Staff ratio  
Pay structure comparisons to surrounding Districts





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create efficient master schedule. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Maintain required staffing needs. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals	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: Safe Schools**

Provide all students a safe environment in which values input from a variety of stakeholders so that students can reach their full potential.

**Performance Objective 1:** Provide faculty and staff with quality training targeted at campus safety and mental health awareness.

**Evaluation Data Sources:** Campus PD schedule, Eduphoria.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continued training and updates will be provided to all faculty and staff over campus safety plans. <b>Strategy's Expected Result/Impact:</b> Emergency preparedness <b>Staff Responsible for Monitoring:</b> Admin Nurse SRO	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: Safe Schools**

Provide all students a safe environment in which values input from a variety of stakeholders so that students can reach their full potential.

**Performance Objective 2:** THS will work to improve the overall supervision on campus and make additions to the exterior of the building for added safety.

**Evaluation Data Sources:** Staff duty check ins, raptor log-ins

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maintain a full-time security officer as well as a full-time police officer. <b>Staff Responsible for Monitoring:</b> Principal	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>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christy Hortenstine	CCMR Specialist		
John Matthews	Parent Services Coordinator	Parent & Family Engagement	
Kathryn Wyman	Sped Supports		
TBD	Campus Interventionist		

# Addendums



## APPENDIX

### Taylor Independent School District

#### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site-based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>● Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Campus Principals Campus Counselors	Student Handbook District Website
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>● Student fitness assessment data</li> <li>● Student academic performance data</li> <li>● Student attendance rates</li> <li>● Percentage of students who are Economically Disadvantaged</li> <li>● Use and success of methods of physical activity</li> <li>● Other indicators</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	Campus Principals Athletic Director Campus Counselors SHAC Committee	SHAC Resource Binder Committee Notes Fitness Gram Data
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>● Student groups served – monitoring over-representation</li> <li>● Attendance rates</li> <li>● Pre- and post- assessment results</li> <li>● Dropout rates</li> <li>● Graduation rates</li> </ul>	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Taylor Opportunity Center	Campus Plan for the TOC

<ul style="list-style-type: none"> <li>Recidivism rates</li> </ul>			
<b>4. District's Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>Evaluation – every two years</li> </ul>	TEC 11.252(d)	Superintendent	Local Board Policy
<b>5. Dropout Prevention</b>	TEC 11.252	Taylor Opportunity Center Secondary Principals Secondary Counselors Parent Liaison	Campus Plans Dropout Data from the State Student Input Graduation Rate
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Chief Academic Officer 504 Special Programs Director Special Education Director	Dyslexia Handbook Student Data
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>An identification and recruitment plan</li> <li>New Generation System (NGS)</li> <li>Early Childhood Education</li> <li>Parental Involvement</li> <li>Graduation Enhancement</li> <li>Secondary Credit Exchange and Accrual</li> <li>Migrant Services Coordination</li> <li>A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	P.L. 107-110, Section 1415(b)	Region 13 Director of Federal Programs Parent Liaison	Shared Service Agreement with Region 13 ESSA Compliance Document
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>District-wide procedures for campuses, as applicable</li> </ul>		504 Special Programs Director	504 Handbook

<p><b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b></p> <ul style="list-style-type: none"> <li>● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> <li>○ Sources of information on higher education admissions and financial aid</li> </ul> </li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>	<p>TEC 11.252(4) TEC 11.252(3)(G)</p>	<p>Career and Technical Education Director  Chief Academic Officer  Secondary Principals  Secondary Counselors</p>	<p>CTE Handbook  Counselors Office</p>
<p><b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	<p>ESSA Statutes</p>	<p>Deputy Superintendent of Principals  Chief Academic Officers  Principals</p>	<p>Attending Job Fairs  Retention Rate  Campus Climate Surveys</p>
<p><b>11. Sexual Abuse and Maltreatment of Children</b></p>	<p>TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)</p>	<p>Campus Principals</p>	<p>Staff Handbook  CPS website</p>
<p><b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:</li> </ul>	<p>Health and Safety Code, Ch. 161, Subchapter O-1,</p>	<p>Deputy Superintendent</p>	<p>Partnership with St. David's and Bluebonnet Trails</p>

<ul style="list-style-type: none"> <li>o Early mental health intervention</li> <li>o Mental health promotion and positive youth development</li> <li>o Substance abuse prevention</li> <li>o Substance abuse intervention</li> <li>o Suicide prevention and suicide prevention parent/guardian notification procedures</li> <li>● Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	<p>Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy DMA(Legal)</p>	<p>Principals</p> <p>Counselors</p> <p>Social Workers</p>	
<p><b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b></p> <ul style="list-style-type: none"> <li>● Methods for addressing <ul style="list-style-type: none"> <li>o Suicide prevention including parent/guardian notification procedure</li> <li>o Conflict resolution programs</li> <li>o Violence prevention and intervention programs</li> <li>o Unwanted physical or verbal aggression</li> <li>o Sexual harassment</li> <li>o Harassment and dating violence</li> </ul> </li> </ul>	<p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.252(3)(B)</p> <p>Board Policy FFH(Legal), FFH(Local)</p> <p>TEC 11.253(d)(8)</p> <p>TEC 37.001</p> <p>Family Code 71.0021</p> <p>TEC 37.0831</p>	<p>Deputy Superintendent</p> <p>Campus Principals</p>	<p>Student Code of Conduct</p>
<p><b>14. Texas Behavior Support Initiative (TBSI)</b></p> <ul style="list-style-type: none"> <li>● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	<p>TEC 21.451(d)(2)</p> <p>Board Policy DMA(Legal)</p>	<p>Special Education Director</p>	<p>Special Education Handbook</p>
<p><b>15. Technology Integration in Instructional and Administrative Programs</b></p>	<p>TEC 11.252(a)(3)(D)</p> <p>TEC 28.001</p>	<p>Director of Technology</p> <p>Director of Instructional Technology</p>	<p>TEAMS</p> <p>District Servers</p>