

**Taylor Independent School District**  
**Taylor Middle School**  
**2023-2024 Improvement Plan**



# Mission Statement

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

## Vision

Intentionally empowering the whole child.

## Value Statement

**In Taylor ISD, We Believe...**

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

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

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

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

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

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Taylor Middle School is located at 304 Carlos Parker Blvd. in Taylor, TX. The campus has 633 students as of 8/14/23. The student breakdown is 7% African American, 66% Hispanic, 22% White, 1.5% Asian or Pacific Islanders, and 3.5% two or more races.

Taylor Middle School is a Title 1 school. 55% percent of the student population is economically disadvantaged, 25% are LEP, 66% identify as At-Risk. 7.5% percent are GT, 9.5% are in 504, and 19% are identified as SPED. There are approximately 70 staff members with over 50 of them being certified teachers. We recently hired 10 new teachers and there are several teachers that are in the process of completing an alternative certification.

### Demographics Strengths

Taylor Middle School has a strong community connection and a wonderful Fine Arts program continues to excel in competitions as well as our participation in UIL Academics.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Taylor Middle School has a growing ELL and economically disadvantaged population that will require additional support. Students have not made adequate progress in previous years. . **Root Cause:** Lack of fidelity in the implementation of ESL strategies and the overall growth of the city of Taylor as well as a below-average exit rate among students in the school's ELL program.

**Problem Statement 2:** The learning gaps due to COVID-19 and homeschooling/virtual schooling still need to be addressed. **Root Cause:** COVID-19 Pandemic

# Student Achievement

## Student Achievement Summary

### Student Achievement Strengths

Forecast models project TMS at an overall D, 60 scaled score with the new accountability rules.

The range of the overall score is 57 - 65 which is up from previous years

There was a Math increase at all levels, Reading increase at approaches, Science increase at all levels, and a Social Studies increase at all levels  
TMS is on track to make Comprehensive Progress.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Performance in Math and Social Studies on the STAAR has improved but growth is still needed to reach the goals set for the campus. **Root Cause:** Gaps in student learning due to the pandemic as well as a lack of targeted intervention for students in core subjects.

# School Culture and Climate

## School Culture and Climate Summary

Taylor Middle School will be a safe and nurturing campus that provides a wide range of extracurricular activities as well as providing a guaranteed and viable curriculum. Campus administration will continue the efforts for Taylor ISD and Taylor Middle School to inspire, equip, and empower students to reach their greatest potential by ensuring high-quality customer service and support for teaching staff by setting high expectations and utilizing positive reinforcement. Referral rates have steadily dropped from previous years and students' pride in their school and acceptance of responsibility and privileges have increased. Students and staff have shown excitement with the allowance of additional privileges and enrichment opportunities for students on campus but there are still an increased number of students across campus identified with mental health concerns so addressing these students and their needs is a priority. Clear directions and expectations for students and faculty/staff are needed to increase the upward trend in moral and behavior.

## School Culture and Climate Strengths

- Numerous students are actively involved in extracurricular activities including, but not limited to; UIL athletics and academics, National Junior Honor Society, Teen Leadership, Band, Choir, Cheer, and Outdoor Rec.
- Implementation of the Fundamental 5 strategies across the campus.
- Multiple staff and student recognition opportunities.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** An increase in the number of students identified as requiring counseling/mental health intervention strategies on campus **Root Cause:** Students are still dealing with the COVID-19 pandemic and the impact of this on mental health and moral.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

At TMS, we do our best to hire quality educators based on experience and their knowledge of Professional Learning Communities, relationship building, and student support and intervention. We maintained a goal to find educators who fit in a structured, goal-oriented, data-driven, collaborative campus. Taylor ISD provides staff with employer covered basic healthcare for the employee and implemented a 3% raise for all staff members.

We believe that students deserve great teachers. In order to ensure all of our teachers are continuing to grow, partnered with Region 13 to continue to grow and develop teachers, as well as provide teachers with opportunities to obtain additional certifications such as ESL and SPED. We also implemented targeted intervention for students in English and Math through "FIT" intervention time. We have also created a process and structure for PLCs across the core subject to allow teachers to work with each other to define learning goals for their students.

Retention: In order to retain great teachers, we will focus heavily on our climate and culture and our shared leadership.

## Staff Quality, Recruitment, and Retention Strengths

We were fully staffed this year at the beginning of the year and have empowered teachers across campus to take on leadership roles. The Campus leadership team, Instructional leadership team, and department chairs have also met to discuss campus moral and other factors around recruitment and retention.

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

**Problem Statement 1 (Prioritized):** Difficulty in recruitment of high qualified teachers. **Root Cause:** Rural location and pay gap between TISD and some surrounding districts is a significant factor in teacher recruitment and retention

**Problem Statement 2:** Retention of teachers from year to year. **Root Cause:** Need to empower teachers to take on leadership roles and lack of faculty support and positive moral.



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Taylor Middle School will utilize Taylor ISD's aligned curriculum and ensure it is guaranteed and viable to all students. Content area teams will collaborate over the summer and each week to determine essential standards, collaborate on what mastery looks like for those essential standards and share best practice teaching strategies. Team leads will also have the opportunity to attend the PLC conference this summer. Class sizes are kept lower than the state average. TMS will utilize formative assessments to drive instruction throughout the school year and provide data for student intervention and acceleration needs. Professional development is offered through the district and campus based on needs. We will use our partnership with TEA and TIL to implement the content enhancement routines and instructional playbook.

## Curriculum, Instruction, and Assessment Strengths

Our teachers work effectively in Professional Learning Communities. We successfully implemented Get Better Faster teaching and learning strategies.

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

**Problem Statement 1 (Prioritized):** We have multiple achievement gaps that are not showing improvements. **Root Cause:** Loss of learning due to covid and have not recovered yet.

**Problem Statement 2 (Prioritized):** We have students who are struggling to learn in the traditional classroom environment. **Root Cause:** Some students are having difficulty conforming back to a traditional school environment.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Taylor Middle School parent and community involvement will be a continued effort this school year. The district and campus have created committees for families and community members to share thoughts, concerns, and accolades. Implementation of a 6th-grade Launch, Open House, a campus community involvement committee, student mentoring programs, and student awards/recognition have shown to be successful and help promote student and community involvement. The PTO has been re-established on campus to allow for more parent and student engagement and regular updates (weekly) are sent out to stakeholders to keep them in the loop regarding activities and events on campus.

## Parent and Community Engagement Strengths

Taylor Middle school increased the use of social media, the campus website, and the principal's weekly newsletter. The re-establishment of the PTO has also allowed for greater interaction and engagement of outside stakeholders.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Limited parent and community engagement opportunities throughout the year in the past **Root Cause:** Over the last several years, collaboration with the community and stakeholders has not been at the level that it needs to be.

# School Context and Organization

## School Context and Organization Summary

Every department, teacher, and student creates goals to focus on areas of improvement throughout the year. We also take pride in a structured way of operating, so students will learn and respect the learning environment.

The campus follows a Monday-Friday 7:45-4:15 work day with classes from 8:06-3:50. All teachers are provided with a conference period and a 30-minute lunch period. Additionally, teachers in the 4 core subject areas are provided an additional period for Professional Learning Communities. This does not take away from teacher conference periods as those are still in place as well. Student lunches are staggered to accommodate facilities while maximizing instructional time on campus. The master schedule is also created in a way to prevent utilizing effectively the time of all teachers. Tutorials are also provided from 7:45-8:06 in the morning and after school with individual teachers at 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 knowledge lost during the previous school year.

The total number of discipline referrals in the 2022-2023 school year increased from 2020-2021 and 2021-2022 school year. It is believed that it is primarily due to the number of students in virtual learning in the 2020-2021 school and a restructure of expectations and a higher standard for students in the 2022-2023 school year.

### 2022-2023

6th-396

7th- 425

8th- 395

Total: 1216

### 2021-2022-

6th- 299

7th-284

8th-288

Total: 871

### 2020-2021

6th- 97

7th-134

8th-89

Total: 320

## **2019-2020**

6th - 229

7th - 247

8th - 332

*Total - 808*

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

### Safety

#### ENTRANCES

- All TMS entrances are locked during normal business hours.
- Staff are being trained prior to the beginning of the school in procedures for greeting and logging in visitors to campus.
- Office staff at the main entrance will greet visitors entering after ringing the bell, identify them, scan the visitor's identification using the Raptor System.
- Anyone entering the building that is not TMS faculty/staff will have to sign in on a visitor's log and be issued a visitor's pass if needed.
- If a parent picks up a student, the parent will be asked to wait while the student is located and brought to the office.

#### DOORS

- The only acceptable student entrances will be the front door or the bus loop entrance.
- No students will be allowed to enter the building through any of the back doors unless escorted by staff.
- Exterior doors and the perimeter will be routinely monitored.

#### HALLWAYS/RESTROOMS

- Teachers will be outside their classroom greeting students between class periods and

monitoring the hallway.

- Hotspots were identified by discipline data and teacher input and will have staff assigned to those areas before and after school as well as during lunches with clearly identified expectations for monitoring and reporting including a procedure to obtain coverage in cases of absence.
- Assigned staff will also monitor/clear restrooms during passing periods at the end of passing periods and periodically during class time.

#### TEAMWORK AND ACCOUNTABILITY

- Regular system testing, and monitoring by the campus leadership team.
- Debriefs after all drills as well as clear communication to parents on drills.
- Regularly scheduled Safety Team meetings to plan/refine safety procedures with a set contact to reach out to with any questions or concerns.

#### STUDENT BEHAVIORS (RELATIONSHIPS MATTER)

- At the beginning of the year, each grade level will review behavior expectations led by the campus admin team.
- Discipline consequences were reviewed by TMS and THS administration and a common discipline matrix was created to ensure fair and equitable discipline consequences across the secondary campuses.
- TMS will focus heavily on building teacher/student relationships and creating an environment where all students and staff feel safe, supported, and able to work together collaboratively towards a common goal.

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

Taylor Middle School has a productive Professional Learning Community. Planning time is embedded into the school day, along with valuable grade level collaboration. Teachers create all assessments where the data can be analyzed. As a result, important conversations about teaching and learning can take place. In addition, we operate under a common understanding of our mission, vision, and expected behaviors and traits throughout the campus. Additionally, there is a comprehensive school safety plan and anonymous bullying reports as well as a district and campus plan for the start of the school year. Protected instructional time for all teachers and the relative reduction in referrals for the last year in comparison to the last non-virtual school year (2019-2020).

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1 (Prioritized):** PLCs have not been historically productive and have not held to the PLC model. **Root Cause:** Overturn in staff and introduction of new campus leadership and new teacher leaders that needed to go through the team build process throughout the year to further the effectiveness of their PLCs.

**Problem Statement 2 (Prioritized):** Although there is a relative decrease in the number of referrals for last year, there is still a need for improvement. **Root Cause:** Expectations and standards were not enforced with fidelity across the campus in prior years so campus admin is having to put new systems and expectations in to place.

# Technology

## Technology Summary

Taylor Middle School has classrooms with multiple facets of technology available to staff and students (desktops, laptops, iPads, smart boards, projectors, and document cameras). Student data will be tracked and analyzed using a variety of sources. We will also utilize a number of online programs to support student learning. Students on the TMS campus this year will be assigned technology if they are in 8th grade but the lower grades will have to show responsibility before iPads are assigned due to poor treatment of technology in the past by students. Instead, students will have class sets of iPads, Macbooks, or Chromebooks in the classroom to use.

## Technology Strengths

Implementing technology in the classroom that supports students, teachers and the curriculum. Providing professional development and support to implement and use technology effectively in the classroom.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** Students have not historically taken care of technology assigned to them to take home. **Root Cause:** Education on proper use of technology needs to be at the forefront and modeling use of technology in the classroom as well as clear expectations and consequences are needed.

# Priority Problem Statements

**Problem Statement 1:** Limited parent and community engagement opportunities throughout the year in the past

**Root Cause 1:** Over the last several years, collaboration with the community and stakeholders has not been at the level that it needs to be.

**Problem Statement 1 Areas:** Parent and Community Engagement

**Problem Statement 2:** Taylor Middle School has a growing ELL and economically disadvantaged population that will require additional support. Students have not made adequate progress in previous years. .

**Root Cause 2:** Lack of fidelity in the implementation of ESL strategies and the overall growth of the city of Taylor as well as a below-average exit rate among students in the school's ELL program.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** We have multiple achievement gaps that are not showing improvements.

**Root Cause 3:** Loss of learning due to covid and have not recovered yet.

**Problem Statement 3 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 4:** We have students who are struggling to learn in the traditional classroom environment.

**Root Cause 4:** Some students are having difficulty conforming back to a traditional school environment.

**Problem Statement 4 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 5:** PLCs have not been historically productive and have not held to the PLC model.

**Root Cause 5:** Overturn in staff and introduction of new campus leadership and new teacher leaders that needed to go through the team build process throughout the year to further the effectiveness of their PLCs.

**Problem Statement 5 Areas:** School Context and Organization

**Problem Statement 6:** Difficulty in recruitment of high qualified teachers.

**Root Cause 6:** Rural location and pay gap between TISD and some surrounding districts is a significant factor in teacher recruitment and retention

**Problem Statement 6 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 7:** Performance in Math and Social Studies on the STAAR has improved but growth is still needed to reach the goals set for the campus.

**Root Cause 7:** Gaps in student learning due to the pandemic as well as a lack of targeted intervention for students in core subjects.

**Problem Statement 7 Areas:** Student Achievement

**Problem Statement 8:** Although there is a relative decrease in the number of referrals for last year, there is still a need for improvement.



**Root Cause 8:** Expectations and standards were not enforced with fidelity across the campus in prior years so campus admin is having to put new systems and expectations in to place.

**Problem Statement 8 Areas:** School Context and Organization

**Problem Statement 9:** Students have not historically taken care of technology assigned to them to take home.

**Root Cause 9:** Education on proper use of technology needs to be at the forefront and modeling use of technology in the classroom as well as clear expectations and consequences are needed.

**Problem Statement 9 Areas:** Technology

# 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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- 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
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- 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
- 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
- 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
- Mobility rate, including longitudinal 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

### **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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

# Goals





**Goal 1:** Excellence in Student Outcomes

**Performance Objective 1:** Increase overall STAAR performance to at least meet the state averages.

**High Priority**

**Evaluation Data Sources:** STAAR Performance Index 1





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1)Work in campus-based, PLCs, with campus/district instructional coaches, and contracted services and Region 13 partners to increase our teacher's leadership and curriculum development potential.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in STAAR Index 1</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional coaches</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the district instructional framework in Math and English classrooms to improve vertical and horizontal alignment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase fidelity in curriculum implementation which will in turn increase student scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus/District Instructional Coaches, campus administrators.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> New resources for Science and social studies (8th grade)</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student results</p> <p><b>Staff Responsible for Monitoring:</b> Admin/Dept</p> <p><b>Title I:</b> 2.4</p>	Formative			Summative
	Oct	Jan	Mar	June
<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 1:** Excellence in Student Outcomes

**Performance Objective 2:** Close the achievement gap for students from economically disadvantaged backgrounds and within student groups.

**Evaluation Data Sources:** STAAR Performance Index 3





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Implement an effective MTSS process, including utilizing "FIT" time for targeted intervention for students in reading and math, to ensure all students are achieving at a high level.</p> <p><b>Strategy's Expected Result/Impact:</b> The achievement gap on STAAR will close.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach(es) Teacher teams</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></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 3:** Increase the student progress measure to ensure students from all performance levels are making progress.

**High Priority**

**Evaluation Data Sources:** STAAR Progress Measure Index 2

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) PLC Processes.                  2) Ensure mastery of essential standards and TEKS through small group intervention.                  3) Continue to Implement Flight School, an after-school intervention program.                  4) Math IS and admin monitoring student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show an increase on the progress measure on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administrators                  Teacher teams                  Instructional coach</p> <p><b>Title I:</b>                  2.4, 2.6</p> <p>- <b>TEA Priorities:</b>                  Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b>                  Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	June
	Review cells are empty			
<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 1:** Excellence in Student Outcomes





**Performance Objective 4:** Increase student progress on STAAR for students in SPED and EB programs.

**High Priority**

**Evaluation Data Sources:** STAAR progress Measure Index 2 and 3

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Creation of a monitoring list of all students with EB and SPED students identified to categorize them to receive additional in-school pullouts, FIT time intervention, and/or after school Flight School intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Students data will show an increase in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teacher teams Instructional coach Data Platforms SPED Support Staff</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create a monitoring list of ESL students and refer them to additional in-school pullouts and/or after school Flight School intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of ESL students showing success and exiting the program will increase</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teacher teams Instructional coach Data Platforms</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	June







Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Hold meetings with SPED/EB staff along with campus improvement specialists and data personnel to review data to share with individual departments and individual teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of SPED/EB students showing growth and increase in performance will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teacher teams Instructional coach Data Platforms SPED Support Staff</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Purchase equipment and tools to facilitate student's success including calculators and headphones</p> <p><b>Strategy's Expected Result/Impact:</b> smoother abilities to use technology</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
<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 1:** Excellence in Student Outcomes

**Performance Objective 5:** Increase student enrollment and performance in Honors and CTE (PLTW) classes.

**Evaluation Data Sources:** Enrollment numbers





Grades  
STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Improve the rubric and communication process to target students for honors and CTE classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students enrolled in Honors and CTE, and increase in the number of students Meeting and Mastering STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional coach Administrators</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</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> Use a contract in Honors classes with clear expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in performance and expectations in honors classes.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, classroom teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</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;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Excellence in Student Outcomes

**Performance Objective 6:** Increase the number of sections of CTE and high school credit courses offered at TMS.





**Evaluation Data Sources:** Master schedule

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote CTE and high school credit course to students and ensure their understanding of how these courses will positively effect their future.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of HS credit and CTE courses at TMS.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors</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:** Work in partnership with Region partners and school improvement specialists on instructional coaching to increase teacher pedagogy for lesson development and improve staff retention.





**Evaluation Data Sources:** STAAR  
Staff retention

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Work with school improvement specialists to analyze student data and current practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher effectiveness as documented on STAAR results and teacher retention.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coach Teacher teams Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</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> CLT will attend training on critical thinking, productive struggle and differentiation and norm on how to evaluate these in classroom observations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase capacity of CLT to properly instruct faculty in these areas</p> <p><b>Staff Responsible for Monitoring:</b> CLT</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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 2:** Provide training for classroom management, managing persistent student misbehavior, and building student relationships for staff.





**Evaluation Data Sources:** Discipline referrals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Align the use of CHAMPS and discipline flowchart across all classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> We will see a decrease in the number of discipline referrals and an increase in school climate.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional coach Administrators</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</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> 2) Implement effective discipline management program lead by the teachers and supported from administration.</p> <p><b>Strategy's Expected Result/Impact:</b> We will see a decrease in the number of discipline referrals and an increase in school climate.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher teams Administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</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 3:** We will conduct targeted PD during PLC over topics such as school wide expectations, duties/responsibilities, underrepresented populations (SPED, 504, ESL, etc.), technology, classroom management, building relationships, classroom instruction.

**Evaluation Data Sources:** Climate Survey


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Conduct targeted PD based off of data to support the needs of our teachers with numerous options of support in order to serve the entire staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Grow teachers capacity in their specific areas of individual needs.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coach Department Leads</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</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 3: Quality Customer Service**


**Performance Objective 1: Increase family and community engagement through outreach.**


**Evaluation Data Sources:** Sign in sheets  
 Agendas  
 Communication

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use of Remind platform to send messages to all stakeholders <b>Strategy's Expected Result/Impact:</b> Increase communication <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.6, 4.1 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

**Goal 3: Quality Customer Service**

**Performance Objective 2:** Increase the number of at-risk students enrolling at Legacy Early College High School.

**Evaluation Data Sources:** Enrollment numbers





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Target at risk students beginning in 7th grade for potentially enrollment and increase the visibility of LECHS as an option.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of at risk students enrolling at LECHS.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselors Teachers</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 3: Quality Customer Service**

**Performance Objective 3:** Improve school climate through student incentives, student goals and celebrations and staff goals and celebrations.

**Evaluation Data Sources:** Goals set  
Staff retention  
Discipline referrals





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Set up staff celebrations and student incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in climate indicated on surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional coach Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals -</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 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:** Campus/Department budgets balanced  
Timelines for budgets are followed





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Evaluate the use of products and services at the campus and department levels regularly (every six weeks) <b>Strategy's Expected Result/Impact:</b> Increase overall funds balance to potentially allow for an increase in pay at the district level <b>Staff Responsible for Monitoring:</b> Administration	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.

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Work with district administration to evaluate staff compensation and ensure proper use of funds for stipends and other employee incentives.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase overall funds balance to allow for increases in salary at the district level</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	Formative			Summative
	Oct	Jan	Mar	June
<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 5:** Safety in Schools- Provide all students a safe environment in which values from a variety of stakeholders so that students can reach their full potential.

**Performance Objective 1:** 1) Maintain safety procedures developed and mandated by TEA, district, and campus.

**Evaluation Data Sources:** Safety Evaluations, Fire Drill Logs, Other safety Drills

Strategy 1 Details	Reviews			
<p><b>Strategy 1: ENTRANCES:</b>                      All TMS entrances the are locked during normal business hours.                      * Staff are being trained prior to the beginning of the school in procedures for greeting and logging in visitors to campus.                      * Office staff at the main entrance will greet visitors entering after ringing the bell, identify them, scan the visitor's identification using the Raptor System.                      * Any non-TMS staff member entering the building will have to sign in on a visitor's log and be issued a visitor's pass if needed.                      * If a parent picking up a student, the parent will be asked to wait while the student is located and brought to the office.  <b>Strategy's Expected Result/Impact:</b> Improve safety and security across campus.  <b>Staff Responsible for Monitoring:</b> Administration</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2: DOORS</b>                      * The only acceptable student entrances will be front door or the bus loop entrance.                      * No students will be allowed to enter into the building through any of the back doors unless escorted by staff.                      * Exterior doors and the perimeter will be routinely monitored.  <b>Strategy's Expected Result/Impact:</b> Improve safety and security across campus.  <b>Staff Responsible for Monitoring:</b> Administration</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3: TEAMWORK AND ACCOUNTABILITY</b>                      * Regular system testing, and monitoring by the campus leadership team.                      * Debriefs after all drills as well as clear communication to parents on drills.                      * Regularly scheduled Safety Team meetings to plan/refine safety procedures with a set contact (lhamilton@taylorisd.org) to reach out to with any questions or concerns.  <b>Strategy's Expected Result/Impact:</b> Improve safety and security across campus.  <b>Staff Responsible for Monitoring:</b> Administration</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4: STUDENT BEHAVIORS (RELATIONSHIPS MATTER)</b></p> <p>* At the beginning of the year, each grade level will have a review behavior expectation led by the campus admin team.</p> <p>* TMS will focus heavily on building teacher/student relationships and creating an environment where all are able to work together collaboratively towards a common goal.</p> <p>* Discipline consequences were reviewed by TMS and THS administration and a common discipline matrix was created to ensure fair and equitable discipline consequences across the secondary campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve safety and student/staff relations across campus</p> <p><b>Staff Responsible for Monitoring:</b> Administration/Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
<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>				