Taylor Independent School District

Taylor High School

2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

Intentionally empowering the whole child.

Goals for Taylor High School

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

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 ccmr counselor. We have partnered with Community in Schools to help support our highest need students. There are 923 students currently enrolled at Taylor High School as of the 2024-2025 school year. The school is .22% Native Hawaiian/Other Pacific Islander, 7.91% Black/African American, 0.54% Asian, 63.06% Hispanic/Latino, 25.79% White, and 2.38% Two or More Races. The school is 49.73% female and 50.27% Male. 55.69% students are At-Risk, 61.11% are economically disadvantaged, 15.28% are English Learners, and 15.28% 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 2024 were as follows: Algebra I 69% up from 60%, Biology 87% up from 79%, US History 94% up from 88%, ELA I&II 54% down from 55%. Taylor High School students made improvements in all areas except ELA which held steady.

Student Achievement Strengths

Students showed growth compared to Spring 2023 in all areas with the exception of ELA.

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.

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. 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): Difficultly 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, IXL and other 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 are 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 October.

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 ELA which held steady.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: 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.

Problem Statement 2 (Prioritized): Lower than desired (75%) 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.

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 2024-2025 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 Blackboard and Minga apps 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 Meet the Teacher Tailgate 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 EOC tested subjects 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 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 credits lost during the previous school 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 a 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 product to use throughout the school year.

Technology Strengths

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

Root Cause 1: 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 1 Areas: Student Achievement

Problem Statement 2: Low parent attendance in academic and non-academic events beyond athletics.

Root Cause 2: 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 2 Areas: Parent and Community Engagement

Problem Statement 3: Taylor High School has a growing At-Risk population that will require additional support in all subjects .

Root Cause 3: Growth of the city of Taylor as well as increased expectations on state exams.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Difficultly in recruitment of highly qualified teachers.

Root Cause 4: Rural location, salaries, and insurance are significant factors in teacher recruitment as well as retention.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Lower than desired school spirit amongst the student body.

Root Cause 5: Ineffective advertisement of the school's area of engagement.

Problem Statement 5 Areas: School Context and Organization

Problem Statement 6: Lower than desired (75%) number of students graduating College, Career, Military Ready (CCMR) ready.

Root Cause 6: THS is still working on our programs to meet the expectations of the new CCMR formula.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: Some students struggle staying on task while using online platforms.

Root Cause 7: Students can access other material instead of the assigned task.

Problem Statement 7 Areas: Technology

Problem Statement 8: Student buy-in to get involved in student organizations and extracurricular activities is not meeting expectations.

Root Cause 8: Communication of opportunities for student engagement and student voice is not being as effective as anticipated.

Problem Statement 8 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
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- 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
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- 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 academic achievement

High Priority

HB3 Goal

Evaluation Data Sources: Interim tests, eoc tests, unit tests

Strategy 1 Details	Reviews			
Strategy 1: Develop campus lesson plan template, regularly provide feedback to departments, and support teacher internalization of district curriculum.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Consistency and targeted content delivery. **Staff Responsible for Monitoring:** Admin, department leads **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Monitor and support high-quality instruction through observation and feedback cycles, the Get Better Faster coaching model, and weekly instructional admin meetings to review campus instructional needs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve rigor in instruction. **Staff Responsible for Monitoring:** Admin **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details		**Reviews**			
Strategy 3: Facilitate and empower staff in the implementation of effective PLCs using TISD PLC Framework and data protocols.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Organized plc's and data driven work. **Staff Responsible for Monitoring:** Admin, plc leads **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction					

Strategy 4 Details		**Reviews**			
Strategy 4: Develop and systematically sustain a Multi-Tiered System of Support (MTSS).		**Formative**			**Summative**
Strategy's Expected Result/Impact: Support the needs of all students and provide targeted curriculum.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin, Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Excellence in Student Outcomes

Performance Objective 2: Ensure Safety and Well Being

High Priority

Evaluation Data Sources: Drill logs. Door check documents. Safety feedback.

Strategy 1 Details				Reviews			
Strategy 1: Document and monitor weekly door checks and safety drills.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Secure and safe campus.				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin, security, sro **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture							

Strategy 2 Details				Reviews			
Strategy 2: Daily checks for student ID's.				**Formative**			**Summative**
Strategy's Expected Result/Impact: All students will be easily identified as a THS student.				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All staff **ESF Levers:** Lever 3: Positive School Culture							

Strategy 3 Details				Reviews			
Strategy 3: Utilize CIS to connect with students who require assistance.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved support to our high needs students. Extension of resources that can be provided by THS.				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin, CIS **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture							

Strategy 4 Details	Reviews			
Strategy 4: Establish a system with counseling team that provide a social emotional need for students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved availability and effectiveness of supporting student's sel needs.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin, Counselors, CIS **Title I:** 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	N/A			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: Excellence in Student Outcomes

Performance Objective 3: Increase Student Engagement through high quality experiences,

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a student survey to measure student satisfaction and engagement with their school experiences.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Compile feedback data and use it to improve our school culture. **Staff Responsible for Monitoring:** Admin, Teachers **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Create a database of all students who are actively involved in extracurricular activity or club.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student involvement. **Staff Responsible for Monitoring:** Admin, Coaches, Sponsors **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Gather student responses from Superintendent Student Advisory and implement a plan to address any concerns.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve school culture. **Staff Responsible for Monitoring:** Admin, Teachers, Staff **Title I:** 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Oct	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Excellence in Student Outcomes

Performance Objective 4: Increase College and/or Career Readiness by Graduation for all Students

    High Priority

    HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Conduct Fall/Spring grade level assemblies to review CCMR expectations	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure all students are accounted for and develop a plan to ensure as many students as possible are CCMR.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin, Counselors, CCMR counselor **Title I:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Counselors will conduct 1 on 1 advising to ensure accuracy in pathways.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All students will graduated with their ccmr point.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin, Counselors **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
		Formative		Summative
Strategy 3: Continue to provide a variety of opportunities for students to earn college credit through (Temple and Onramps, AP)	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase number of students graduating with certifications and college credits. **Staff Responsible for Monitoring:** Admin, Counselors, Teachers, CCMR Counselor **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	N/A			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 2: Exceptional Workplace Climate

Performance Objective 1: Increase Morale, Recruitment, and Retention

High Priority

Evaluation Data Sources: Annual staff surveys, Campus Morale Committee, Attending university job fairs annually

Strategy 1 Details	Reviews			
Strategy 1: Create and systematically sustain a staff survey and action plan created by campus committees.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve school culture and staff engagement. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Develop and systemically sustain Staff Rounding protocol.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve staff buy in and growth. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	**Oct**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Develop a recruiting program that increases visibility, grows internal talent, and provides ongoing support. (Job fairs, Teacher Prep Programs, and internal training)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved staff support and abilities. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	**Oct**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Exceptional Workplace Climate

Performance Objective 2: Ensure Strategic Strategic Compensation and Benefits

    Evaluation Data Sources: District CFO/HR

Strategy 1 Details		Reviews			
Strategy 1: Routinely complete internal and external compensation and stipend analysis in order to remain regionally competitive with pay structures.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide a competitive and responsible compensation plan.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture					
Strategy 2 Details		Reviews			
Strategy 2: Utilize teacher committees to provide ideas/feedback on innovative compensation initiatives.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased campus morale.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture					

Strategy 3 Details	Reviews			
Strategy 3: Expand the Teacher Incentive Allotment Plan to include more staff and calibrate campus walkthrough and TTESS data to ensure maximum compensation for staff. **Strategy's Expected Result/Impact:** Improved student outcomes and increased compensation. **Staff Responsible for Monitoring:** Admin, Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   Continue/Modify   ✖ Discontinue

Goal 2: Exceptional Workplace Climate

Performance Objective 3: Continuous Development and Training for Faculty and Staff

High Priority

HB3 Goal

Evaluation Data Sources: Weekly lesson plans, District staff development days, Campus PLC's

Strategy 1 Details	Reviews			
Strategy 1: Conduct campus leadership meetings (1x) per month.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved communication and targeted strategies based on staff needs communicated in the meeting. **Staff Responsible for Monitoring:** Admin, Department leaders **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Campus PD days and "Lunch and Learns" including Dept Heads to lead PD. Example, Seliditz "Sheltered Instruction" Training	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved support and effective material for teachers. **Staff Responsible for Monitoring:** Admin, Teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Oct**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for off campus PD (Lead4ward, TIL, content yearly conferences).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provided pd and support to teachers and staff after returning to campus.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin, department leads, plc leads **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	N/A			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 3: Strong Partnerships

Performance Objective 1: Increase Family Engagement and Family Satisfaction

Strategy 1 Details		Reviews			
Strategy 1: Bi-weekly THS newsletter sent to parents and community.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased outreach and communication. **Staff Responsible for Monitoring:** Admin **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		**Oct**	**Jan**	**Mar**	**June**
Strategy 2 Details		Reviews			
Strategy 2: Utilize Blackboard email & text messaging.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased received communication and improved methods of outreach. **Staff Responsible for Monitoring:** Admin, Teachers **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture		**Oct**	**Jan**	**Mar**	**June**
Strategy 3 Details		Reviews			
Strategy 3: Conduct information parent sessions throughout the year.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent engagement. **Staff Responsible for Monitoring:** Admin **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture		**Oct** N/A	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 3: Strong Partnerships

Performance Objective 2: Ensure community engagement and satisfaction.

Strategy 1 Details		Reviews			
Strategy 1: Develop and sustain strategic community partnerships.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased support and positive ambassadors. **Staff Responsible for Monitoring:** Admin **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture		**Oct**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 4: Efficient Financial Stewardship

Performance Objective 1: Ensure fiscal responsibility and financial management

    Evaluation Data Sources: Meeting minutes, Budget conferences,

Strategy 1 Details		Reviews			
Strategy 1: Adhere to purchasing processes outlined in the finance handbook.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus processes will be aligned to district expectations along with all district campuses **Staff Responsible for Monitoring:** Principal/Campus Book Keeper		Oct	Jan	Mar	June
Strategy 2 Details		**Reviews**			
Strategy 2: Provide board updates on the budget development process to demonstrate transparency to all stakeholders.		**Formative**			**Summative**
Strategy's Expected Result/Impact: This process will keep the community informed on how the district and campuses prioritize budget needs. **Staff Responsible for Monitoring:** Distric CFO		Oct	Jan	Mar	June
Strategy 3 Details		**Reviews**			
Strategy 3: Implement quarterly budget reviews of campus and department budgets.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Budget meetings will all consistent communication between campuses and central office. The process provides a checks and balances accountability **Staff Responsible for Monitoring:** District CFO/Campus Principal		Oct	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Efficient Financial Stewardship

Performance Objective 2: Increase Operational Effectiveness and Efficiency.

Strategy 1 Details	Reviews			
Strategy 1: Actively monitor student and staff attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Actively monitoring our attendance will help to increase our student and staff attendance rates. ADA funding will increase, consistency in classroom instruction **Staff Responsible for Monitoring:** Campus Admin/Campus ADA	**Oct**	**Jan**	**Mar**	**June**
Strategy 2 Details	Reviews			
Strategy 2: Develop a clear and systemic protocol for effective PEIMS management.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Effective PEIMS course alignment, accurate CCMR PEIMS course codes **Staff Responsible for Monitoring:** Registrar, Counselors, Admin	**Oct**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Efficient Financial Stewardship

Performance Objective 3: Ensure strategic long-term asset and facility planning.

Strategy 1 Details				Reviews			
Strategy 1: Create Long Range Facility Plan for current and new construction.				**Formative**			**Summative**
Strategy's Expected Result/Impact: This will allow us to track the progress of the current bond project and asses pros and cons. A long range plan will assist the district in assessing long tern needs as we plan for growth and the maintenance of current campus facilities. **Staff Responsible for Monitoring:** District Director of Maintenance and construction/Campus Admin				**Oct**	**Jan**	**Mar**	**June**
Strategy 2 Details				**Reviews**			
Strategy 2: Develop and sustain a Community Action and Bond Oversight Committee.				**Formative**			**Summative**
Strategy's Expected Result/Impact: This will create positive results and create transparency between the district, campuses and community stakeholders. **Staff Responsible for Monitoring:** District led committee				**Oct**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue				

Title I Personnel

Name	Position	Program	FTE
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
1. **Bullying** ● Prevention, identification, response to and reporting of bullying or-bully-like behavior	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Campus Principals Campus Counselors	Student Handbook District Website
2. **Coordinated Health Program** ● Student fitness assessment data ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators	TEC 11.253(d) Board Policy FFA(Local)	Campus Principals Athletic Director Campus Counselors SHAC Committee	SHAC Resource Binder Committee Notes Fitness Gram Data
3. **DAEP Requirements** ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Taylor Opportunity Center	Campus Plan for the TOC

● Recidivism rates			
4. District's Decision-Making and Planning Policies ● Evaluation – every two years	TEC 11.252(d)	Superintendent	Local Board Policy
5. Dropout Prevention	TEC 11.252	Taylor Opportunity Center Secondary Principals Secondary Counselors Parent Liaison	Campus Plans Dropout Data from the State Student Input Graduation Rate
6. Dyslexia Treatment Programs ● Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Chief Academic Officer 504 Special Programs Director Special Education Director	Dyslexia Handbook Student Data
7. Migrant Plan (Title I, Part C) ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual ● Migrant Services Coordination ● A priority services action plan with instructional interventions based upon disaggregated migrant student data	P.L. 107-110, Section 1415(b)	Region 13 Director of Federal Programs Parent Liaison	Shared Service Agreement with Region 13 ESSA Compliance Document
8. Pregnancy Related Services ● District-wide procedures for campuses, as applicable		504 Special Programs Director	504 Handbook

9. **Post-Secondary Preparedness/Higher Ed Information/Career Education**
● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:
    o Higher education admissions and financial aid, including sources of information
    o TEXAS grant program
    o Teach for Texas grant programs
    o The need to make informed curriculum choices for beyond high school
    o Sources of information on higher education admissions and financial aid
● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
	TEC 11.252(4)
	
	TEC 11.252(3)(G)
		Career and Technical Education Director
		
		Chief Academic Officer
		
		Secondary Principals
		
		Secondary Counselors
			CTE Handbook
			
			Counselors Office

10. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers	ESSA Statutes	Deputy Superintendent of Principals Chief Academic Officers Principals	Attending Job Fairs Retention Rate Campus Climate Surveys
11. **Sexual Abuse and Maltreatment of Children**	TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)	Campus Principals	Staff Handbook CPS website
12. **Student Welfare: Crisis Intervention Programs & Training** ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:	Health and Safety Code, Ch. 161, Subchapter O-1,	Deputy Superintendent	Partnership with St. David's and Bluebonnet Trails

o Early mental health intervention o Mental health promotion and positive youth development o Substance abuse prevention o Substance abuse intervention o Suicide prevention and suicide prevention parent/ guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel.	Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Principals Counselors Social Workers	
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) ● Methods for addressing o Suicide prevention including parent/guardian notification procedure o Conflict resolution programs o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) Board Policy FFH(Legal), FFH(Local) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Deputy Superintendent Campus Principals	Student Code of Conduct
14. Texas Behavior Support Initiative (TBSI) ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) Board Policy DMA(Legal)	Special Education Director	Special Education Handbook
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Director of Technology Director of Instructional Technology	TEAMS District Servers