

**Taylor Independent School District**  
**Taylor Middle 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.

## 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 at 304 Carlos Parker Blvd. in Taylor, TX. The campus has 601 students as of 9/30/24. The student breakdown is 8.15% African American, 66.1% Hispanic, 22% White, 1.2% Asian or Pacific Islanders, and 2.3% two or more races.

Taylor Middle School is a Title 1 school. 67.8% of the student population is economically disadvantaged, 27.1% are LEP, and 71% identify as At-Risk. 9% percent are GT, 9.3% are in 504, and 20.9% are identified as SPED. There are approximately 70 staff members with over 50 of them being certified teachers. We recently hired approximately 7 new teachers and several teachers are in the process of completing an alternative certification program.

### 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 (Prioritized):** Learning gaps need to be addressed as many incoming students are still entering below grade level.

**Problem Statement 3 (Prioritized):** There is an increase in the number of students identified under special education, specifically those that have a behavior intervention plan. **Root Cause:** Identification and evaluation of students per request of parents and/or staff as well as changing demographics.

# Student Achievement

## Student Achievement Summary

TMS - STAAR 2024*						
Test	% App	Growth	% Meets	Growth	% Masters	Growth
8Math	67	9	33	7	5	2
8Rdng	73	-2	37	-2	15	-2
8Scie	60	-2	31	-2	6	0
8SS	35	-5	8	-12	1	-6
7Math	27	-28	10	-12	0	-2
7Rdng	54	-10	34	-1	13	3
6Math	46	-13	16	0	4	1
6Rdng	64	0	35	3	8	-1
ALG I	100	13	91	36	58	26

### Student Achievement Strengths

8th Grade Math, Algebra 1, as well as 6th grade reading and math were all growth areas this year for TMS

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Performance in Math and some grade levels in RLA on the STAAR has improved but growth is still needed to reach the goals set for the campus.

**Root Cause:** Gaps in student learning 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 (Prioritized):** An increase in the number of students identified as requiring counseling/mental health intervention strategies on campus

**Problem Statement 2 (Prioritized):** A need for students to have connections to outside resources and pathways including postsecondary education and other career pathways.

**Problem Statement 3 (Prioritized):** Attendance last year was below what was expected. **Root Cause:** Mental health concerns, health issues, holdover from COVID

# 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.

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 (Prioritized):** 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, staff, 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.

[Committee List](#)

## 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 8:10-3:50. All teachers are provided with a conference period and a 30-minute lunch period. Additionally, teachers in tested 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 utilize effectively the time of all teachers. Tutorials are also provides from 7:45-8:10 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 2023-2024 school year decreased from 2022-2023 school year. This is up from the previous years still. 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.

### 2023-2024

6th-350

7th- 373

8th- 479

Total: 1202

### 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.

### **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.

**Problem Statement 3 (Prioritized):** Safety and security is a priority to address concerns regarding increased safety concerns across the state and country

# 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 7th or 8th grade but 6th grade will have to show responsibility before iPads. Instead, these students will have access to iPads in the classroom to use but not to take home.

## 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 some grade levels in RLA 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 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

**Problem Statement 10:** Learning gaps need to be addressed as many incoming students are still entering below grade level.

**Root Cause 10:**

**Problem Statement 10 Areas:** Demographics

**Problem Statement 11:** There is an increase in the number of students identified under special education, specifically those that have a behavior intervention plan.

**Root Cause 11:** Identification and evaluation of students per request of parents and/or staff as well as changing demographics.

**Problem Statement 11 Areas:** Demographics

**Problem Statement 12:** An increase in the number of students identified as requiring counseling/mental health intervention strategies on campus

**Root Cause 12:**

**Problem Statement 12 Areas:** School Culture and Climate

**Problem Statement 13:** Retention of teachers from year to year.

**Root Cause 13:** Need to empower teachers to take on leadership roles and lack of faculty support and positive moral.

**Problem Statement 13 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 14:** Safety and security is a priority to address concerns regarding increased safety concerns across the state and country

**Root Cause 14:**

**Problem Statement 14 Areas:** School Context and Organization

**Problem Statement 15:** A need for students to have connections to outside resources and pathways including postsecondary education and other career pathways.

**Root Cause 15:**

**Problem Statement 15 Areas:** School Culture and Climate



**Problem Statement 16:** Attendance last year was below what was expected.

**Root Cause 16:** Mental health concerns, health issues, holdover from COVID

**Problem Statement 16 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)
- 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

Revised/Approved: September 30, 2024

**Goal 1:** Excellence in Student Outcomes

**Performance Objective 1:** Increase Academic achievement

**High Priority**





**HB3 Goal**

**Evaluation Data Sources:** STAAR Scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1.1A Support implementation of the guaranteed viable curriculum using the campus lesson plan template, compile lessons in a lesson plan folder, and provide feedback on a weekly basis to teachers both electronically and during PLC.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in overall student performance</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I:</b> 2.4, 2.5, 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 - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 1.1B Monitor implementation of written, taught, and assessed curriculum by using the district walkthrough form and feedback cycle as well as implementing the GBF waterfall with select teachers. Additionally, implementing a set PLC schedule (LINK) and weekly department chair and ILT meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased overall performance in Tier 1 instruction.</p> <p><b>Staff Responsible for Monitoring:</b> ILT team, Dept. Chairs</p> <p><b>Title I:</b> 2.4, 2.5, 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> <p><b>Problem Statements:</b> Student Achievement 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 1.1C Create and monitor PLC protocol for fidelity and utilize the TMS data meeting protocol.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased fidelity in the implementation of PLC systems leading to improved tier 1 instruction.</p> <p><b>Staff Responsible for Monitoring:</b> ILT team, Dept. Chairs</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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Context and Organization 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 1.1D Implement and support the MTSS process through identification, classification, and servicing of students using (MTSS Protocol/Spreadsheets/Expectations)</p> <p><b>Strategy's Expected Result/Impact:</b> Improve monitoring process of students in the RtI process and increase overall performance and interventions for these students.</p> <p><b>Staff Responsible for Monitoring:</b> ILT Team, teachers.</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</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Supplement District Framework with outside HQIM (Lowman's)</p> <p><b>Strategy's Expected Result/Impact:</b> Improve implemetation of Tier 1 instructions in areas where district adopted HQIM fall short.</p> <p><b>Staff Responsible for Monitoring:</b> SS teachers, IC, Leadership</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Purchase equipment and tools to facilitate student's success including headphones</p> <p><b>Strategy's Expected Result/Impact:</b> Support EB students as well as others needed text to speech capabilities and translation abilities.</p> <p><b>Staff Responsible for Monitoring:</b> EB team, administration</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> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<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>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> 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. . <b>Root Cause:</b> 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.</p>
Student Achievement
<p><b>Problem Statement 1:</b> Performance in Math and some grade leves in RLA on the STAAR has improved but growth is still needed to reach the goals set for the campus. <b>Root Cause:</b> Gaps in student learning as well as a lack of targeted intervention for students in core subjects.</p>
Curriculum, Instruction, and Assessment
<p><b>Problem Statement 1:</b> We have multiple achievement gaps that are not showing improvements. <b>Root Cause:</b> Loss of learning due to covid and have not recovered yet.</p> <p><b>Problem Statement 2:</b> We have students who are struggling to learn in the traditional classroom environment. <b>Root Cause:</b> Some students are having difficulty conforming back to a traditional school environment.</p>
School Context and Organization
<p><b>Problem Statement 1:</b> PLCs have not been historically productive and have not held to the PLC model. <b>Root Cause:</b> 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.</p>

**Goal 1: Excellence in Student Outcomes**

**Performance Objective 2: Ensure Safety and Well Being**





**High Priority**

**Evaluation Data Sources:** Data regarding safety audits

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1.2A- Administrators will conduct required drills, complete security checks, and coordinate with campus SRO to maintain proper documentation. Campus Map/Duty Schedule, Safety Presentation.</p> <p><b>Strategy's Expected Result/Impact:</b> Fidelity in the implementation of EOP and safety for all students across the campus</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Problem Statements:</b> School Context and Organization 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 1.2B- Counselors will provide viable SEL curriculum to be implemented during FIT weekly on Mondays. The campus counselors in conjunction with Communities in Schools (CIS) and Impact Counselors will provide services to students to address emotional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student social and emotional skills and coping strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, admin</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Culture and Climate 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 1.2C- Disseminate and encourage completion of District survey. Take action to address any needs identified by survey</p> <p><b>Strategy's Expected Result/Impact:</b> Collecting reliable and actionable data for campus improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</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>
	N/A			



Strategy 4 Details	Reviews			
<p><b>Strategy 4: 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 to reach out to with any questions or concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Fidelity in the implementation of EOP and safety for all students across the campus</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Problem Statements:</b> School Context and Organization 3</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**

<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> An increase in the number of students identified as requiring counseling/mental health intervention strategies on campus
<b>School Context and Organization</b>
<b>Problem Statement 3:</b> Safety and security is a priority to address concerns regarding increased safety concerns across the state and country

**Goal 1: Excellence in Student Outcomes**


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


**HB3 Goal**


**Evaluation Data Sources:** Number of students enrolled in extracurricular activities year-to-year.


Strategy 1 Details	Reviews			
<p><b>Strategy 1: 1.3A-</b> Disseminate and encourage completion of District survey. Take action to address any needs identified by survey</p> <p><b>Strategy's Expected Result/Impact:</b> The ability to address responses to the survey and take action to improve the school environment.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2: 1.3B-</b> Record number of students in high quality experiences as a baseline for measurement at the end of the year. Disseminate a weekly newsletter to communicate access to HQ experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> Facilitate the tracking of students in clubs and organizations as well as highlighting students that are participating in these and other activities on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, sponsors, Administration</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>
	N/A			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 1.3C- Recognize students weekly, and per six weeks for grades, attendance, growth, performance, etc. This includes the utilization of BlackBoard and Smore for newsletter recognition, Six weeks, attendance and grade awards, growth celebrations, and semester awards ceremonies and 8th grade graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student morale and incentivize recognition across the campus so that all students are able to realize the impact of their contributions.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

 No Progress

 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**

**Evaluation Data Sources:** Data from engagement activities as well as placement in CTE programs moving into HS.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1.4A- Administrators in conjunction with campus staff will create campus committees that will facilitate enrichment activities across the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Committees will identify, mitigate, and address needs across the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Committee chairs, administration</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1 - School Context and Organization 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 1.4B- Implement and support a viable CCR curriculum for all 8th grade students. 1.4.2- College Visits, TC visit, come to CCR</p> <p><b>Strategy's Expected Result/Impact:</b> Allow students to identify potential career paths and explore opportunities that may not have otherwise been available to them</p> <p><b>Staff Responsible for Monitoring:</b> Administration, CCR teachers, dept. chair.</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase the number of at-risk students enrolling at Legacy Early College High School by targeting 6th and 7th grade at risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase retention of at-risk students as well as meeting the individual needs of these students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</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 retention of at-risk students, expose students to opportunities outside college, as well as meet the individual needs of these students.</p> <p><b>Staff Responsible for Monitoring:</b> administration, dept. chairs.</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 4 Problem Statements:**

Parent and Community Engagement
<p><b>Problem Statement 1:</b> Limited parent and community engagement opportunities throughout the year in the past <b>Root Cause:</b> Over the last several years, collaboration with the community and stakeholders has not been at the level that it needs to be.</p>
School Context and Organization
<p><b>Problem Statement 1:</b> PLCs have not been historically productive and have not held to the PLC model. <b>Root Cause:</b> 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.</p>





**Goal 2:** Exceptional Workplace Climate

**Performance Objective 1:** Increase Morale, Recruitment, and Retention

**High Priority**

**Evaluation Data Sources:** Retention year-to-year data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 2.1A Committees: PBIS and Attendance Campus surveys: Created by JHP and central</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student involvement as well as parent and family engagement</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 4.1</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Culture and Climate 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2.1B- Principal utilizes Rounding Protocol for each staff member on campus to inform progress and next steps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff morale and overall improvement in performance of systems across campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			

Strategy 3 Details	Reviews			
<b>Strategy 3: 2.1C-</b> Attend job fairs throughout the year to recruit highly qualified staff <b>Strategy's Expected Result/Impact:</b> Recruit and retain highly qualified staff. <b>Staff Responsible for Monitoring:</b> administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1, 2	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Work with district administration to evaluate staff compensation and ensure proper use of funds for stipends and other employee incentives. <b>Strategy's Expected Result/Impact:</b> proper budget allocations <b>Staff Responsible for Monitoring:</b> administration  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

School Culture and Climate
<b>Problem Statement 1:</b> An increase in the number of students identified as requiring counseling/mental health intervention strategies on campus
Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> Difficulty in recruitment of high qualified teachers. <b>Root Cause:</b> Rural location and pay gap between TISD and some surrounding districts is a significant factor in teacher recruitment and retention
<b>Problem Statement 2:</b> Retention of teachers from year to year. <b>Root Cause:</b> Need to empower teachers to take on leadership roles and lack of faculty support and positive moral.

**Goal 2: Exceptional Workplace Climate**





**Performance Objective 2: Ensure Strategic Compensation and Benefits**

**High Priority**

**Evaluation Data Sources:** Compensation data compared to other districts in the area

Strategy 1 Details	Reviews			
<p><b>Strategy 1: 2.2A</b> Meet with TISD HR Personnel to review yearly stipends  <b>Strategy's Expected Result/Impact:</b> Increase teacher retention  <b>Staff Responsible for Monitoring:</b> administration</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 2: Strategic Staffing  <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2: 2.2B</b> Select and gather feedback from TMS selected CEIC and DEIC members  <b>Strategy's Expected Result/Impact:</b> Improve overall effectiveness of campus systems.  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b>                      4.2  <b>Problem Statements:</b> Parent and Community Engagement 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			



Strategy 3 Details	Reviews			
<p><b>Strategy 3: 2.2C</b> Work with team to calibrate campus walkthroughs weekly and collect TTESS data to facilitate implementation of TIA program</p> <p><b>Strategy's Expected Result/Impact:</b> Improved tier 1 instruction and effective coaching cycle</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<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>				

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> Performance in Math and some grade levels in RLA on the STAAR has improved but growth is still needed to reach the goals set for the campus. <b>Root Cause:</b> Gaps in student learning as well as a lack of targeted intervention for students in core subjects.</p>
Staff Quality, Recruitment, and Retention
<p><b>Problem Statement 1:</b> Difficulty in recruitment of high qualified teachers. <b>Root Cause:</b> Rural location and pay gap between TISD and some surrounding districts is a significant factor in teacher recruitment and retention</p>
<p><b>Problem Statement 2:</b> Retention of teachers from year to year. <b>Root Cause:</b> Need to empower teachers to take on leadership roles and lack of faculty support and positive moral.</p>
Curriculum, Instruction, and Assessment
<p><b>Problem Statement 1:</b> We have multiple achievement gaps that are not showing improvements. <b>Root Cause:</b> Loss of learning due to covid and have not recovered yet.</p>
Parent and Community Engagement
<p><b>Problem Statement 1:</b> Limited parent and community engagement opportunities throughout the year in the past <b>Root Cause:</b> Over the last several years, collaboration with the community and stakeholders has not been at the level that it needs to be.</p>

**Goal 2: Exceptional Workplace Climate**





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

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Professional learning trackers and participation

Strategy 1 Details	Reviews			
<p><b>Strategy 1: 2.3A</b> Create a implement a system monthly for an additional PLC session for that week to implement trageted PD for tested staff. Incorporate instructional strategies into staff meetings. Utilize the built-in staff development days to develop skills and train teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Streamlining data analysis and systems in PLC</p> <p><b>Staff Responsible for Monitoring:</b> administration, department chairs</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2: 2.3B-</b> Assign mentors to each new and 2nd year teacher as necessary and schedule regular meetings with mentors to develop new teachers and address needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase overall performance of new teachers as well as retention of said teachers.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 2.3C- ILT 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> Improve tier 1 instruction through observation/feedback cycle.</p> <p><b>Staff Responsible for Monitoring:</b> ILT</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 2.3D- Provide training for classroom management, managing persistent student misbehavior, and building student relationships for staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve discipline management systems on campus</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Context and Organization 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
<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>				

**Performance Objective 3 Problem Statements:**





<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> Performance in Math and some grade levels in RLA on the STAAR has improved but growth is still needed to reach the goals set for the campus. <b>Root Cause:</b> Gaps in student learning as well as a lack of targeted intervention for students in core subjects.</p>
<b>Staff Quality, Recruitment, and Retention</b>
<p><b>Problem Statement 1:</b> Difficulty in recruitment of high qualified teachers. <b>Root Cause:</b> Rural location and pay gap between TISD and some surrounding districts is a significant factor in teacher recruitment and retention</p>
<p><b>Problem Statement 2:</b> Retention of teachers from year to year. <b>Root Cause:</b> Need to empower teachers to take on leadership roles and lack of faculty support and positive moral.</p>
<b>School Context and Organization</b>
<p><b>Problem Statement 2:</b> Although there is a relative decrease in the number of referrals for last year, there is still a need for improvement. <b>Root Cause:</b> 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.</p>

**Goal 3: Strong Partnerships**

**Performance Objective 1: Increase Family Engagement and Family Satisfaction**

**High Priority**

**Evaluation Data Sources:** Attendance at engagement events and data collected from newsletters and surveys.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 3.1A- Create and disseminate weelky newsletters to parents through Smore as well as reach out to parents regularly via BlackBoard.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement and encourage transparency in communication.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.1</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 3.1B- 1.3A- Disemminate and encourage completion of District survey. Take action to address any needs identified by survey</p> <p><b>Strategy's Expected Result/Impact:</b> Collect data to improve school systems</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
<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>				





**Performance Objective 1 Problem Statements:**

**Parent and Community Engagement**

**Problem Statement 1:** 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.

**Goal 3: Strong Partnerships**

**Performance Objective 2: Ensure community engagement and satisfaction.**

Strategy 1 Details	Reviews			
<p><b>Strategy 1: 3.2A-</b> Partner with community stakeholders including Temple College and other post-secondary programs.  <b>Strategy's Expected Result/Impact:</b> Awareness of all stakeholders of options available to students beyond graduation  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b>                      Connect high school to career and college  <b>Problem Statements:</b> School Culture and Climate 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2: 3.2C</b> Develop a systematic tracking of partnerships/sponsorships  <b>Strategy's Expected Result/Impact:</b> Creation of systems to identify potential pathways and career opportunities for students.  <b>Staff Responsible for Monitoring:</b> Administration, campus teams.</p> <p><b>TEA Priorities:</b>                      Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 2 Problem Statements:**





<b>School Culture and Climate</b>
<b>Problem Statement 2:</b> A need for students to have connections to outside resources and pathways including postsecondary education and other career pathways.

**Goal 4: Efficient Financial Stewardship**

**Performance Objective 1: Ensure fiscal responsibility and financial management**

**High Priority**

**Evaluation Data Sources:** Quarterly and yearly budget meetings/information. TEAMS data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 4.1A Adhere to purchasing processes outlined in the finance handbook. <b>Strategy's Expected Result/Impact:</b> Fiscal Responsibility and effective execution of budget. <b>Staff Responsible for Monitoring:</b> Administration/budget owners	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 4.1B Provide updates to district personnel on the budget development process to demonstrate transparency to all stakeholders <b>Strategy's Expected Result/Impact:</b> accountability for budget management <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 4.1C Implement quarterly budget reviews of campus budget	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<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 4: Efficient Financial Stewardship**

**Performance Objective 2: Increase Operational Effectiveness and Efficiency.**

**Evaluation Data Sources:** Budget reports, analysis of staffing allocations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 4.2A- Create and implement a campus attendance plan to maximize the number of students on campus every day.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase ADA from 93% to 96%</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Culture and Climate 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 4.2B- Implement the zero-balance budget created last Spring based on campus departmental needs identified by the CNA.</p> <p><b>Strategy's Expected Result/Impact:</b> Fiscal responsibility</p> <p><b>Staff Responsible for Monitoring:</b> administration</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 4.2C- Utilize district maintenance and technology work order systems to identify and address concerns for these areas across campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Streamline facilities management</p> <p><b>Staff Responsible for Monitoring:</b> administration (APs)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 4.2D- Follow district deadlines and utilize district checklists and forms to ensure fidelity in PEIMS management.</p> <p><b>Strategy's Expected Result/Impact:</b> Identification and management of all students but especially those at-risk of dropping out</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> School Culture and Climate 3</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 2 Problem Statements:**

School Culture and Climate
<p><b>Problem Statement 3:</b> Attendance last year was below what was expected. <b>Root Cause:</b> Mental health concerns, health issues, holdover from COVID</p>

**Goal 4: Efficient Financial Stewardship**

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

**Evaluation Data Sources:** Data collected regarding facility planning.

Strategy 1 Details	Reviews			
<b>Strategy 1: 4.3A-</b> Meet with district staff to provide input for the long range facility plan.	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2: 4.3B, 4.3C-</b> Assist the district as needed in developing and sustaining a community action committee, bond oversight committee, and a district-wide ten year financial asset plan. <b>Strategy's Expected Result/Impact:</b> Systematic planning for the campus and district. <b>Staff Responsible for Monitoring:</b> Admin  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<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>				