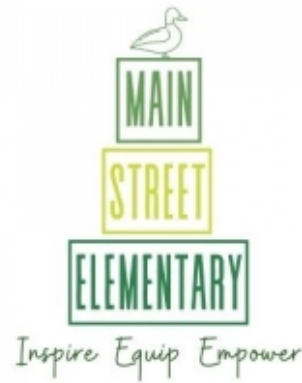


Taylor Independent School District

Main Street Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: B



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

Revised/Approved: October 20, 2025

Demographics

Demographics Summary

Main Street Elementary serves a diverse student population of approximately **497 students**, with a nearly even gender distribution — **51.7% female (257 students)** and **48.3% male (240 students)**.

The majority of students identify as **Hispanic/Latino**, representing **70.2%** of the campus population. The next largest racial group is **White**, comprising **18.3%** of students. Other racial groups represented include **Black/African American (7.0%)**, **Two or More Races (3.4%)**, **Asian (0.6%)**, and **American Indian/Alaskan Native (0.4%)**. No students are identified as Native Hawaiian or Pacific Islander.

This demographic profile highlights the importance of **bilingual and culturally responsive practices**, **equitable academic access**, and **family engagement strategies** that reflect and support the diverse backgrounds of the student body.

Demographics Strengths

A key demographic strength of Main Street Elementary is its **strong cultural and linguistic diversity**, with **over 70% of students identifying as Hispanic/Latino** and a nearly **balanced gender representation** across the campus. This creates a rich environment for **bilingualism, multicultural learning, and inclusivity**. The campus's diversity provides a strong foundation for **global-minded instruction, culturally relevant teaching, and community partnerships** that celebrate and affirm students' identities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: While Main Street Elementary has a richly diverse student population, with over 70% identifying as Hispanic/Latino, academic performance data indicate achievement gaps between student groups, particularly among emergent bilingual students and students from historically underrepresented backgrounds.

Root Cause: The root cause may stem from inconsistent implementation of culturally and linguistically responsive instructional practices and limited differentiation to meet diverse language acquisition needs. Additionally, variability in staff capacity and professional development around bilingual strategies and culturally relevant pedagogy may contribute to inequities in learning outcomes.

Student Achievement

Student Achievement Summary

Main Street Elementary tested over **98% of students** in both **Reading** and **Math** for the 2024–2025 STAAR administration. Results show overall improvement in Reading compared to previous years, with **71% of students approaching grade level or higher**. However, Math performance continues to reflect significant gaps, with **55% of students not meeting grade level expectations**. Across both content areas, **Hispanic/Latino** and **economically disadvantaged** students underperformed in comparison to their peers, highlighting the ongoing need for focused support, data-driven instruction, and equitable learning opportunities.

Reading Achievement Summary

- **Overall Performance:**

- **71% of students passed (Approaches or higher)**, with **35% meeting** and **15% mastering** grade-level standards.
- **29% of students did not meet** expectations, showing a positive shift from previous data sets.

- **Gender Trends:**

- **Females (75% Approaches or higher)** slightly outperformed **males (68%)**.

- **Math Achievement Summary**

- **Overall Performance:**

- **45% of students passed (Approaches or higher)**, with **25% meeting** and **9% mastering** grade-level standards.
 - **55% of students did not meet grade level**, signaling an urgent area of instructional focus.

- **Gender Trends:**

- **Males (51% Approaches or higher)** slightly outperformed **females (38%)**, though both groups have low percentages at Meets and Masters levels.
 - Female proficiency at **Meets** (25%) and **Masters** (8%) indicates a continued need for conceptual math reinforcement.

- **Ethnicity Trends:**

- **Hispanic/Latino students:** 43% Approaches or higher; **22% Meets**; **7% Masters**.
 - **White students:** 51% Approaches or higher; **31% Meets**; **11% Masters**.
 - **Black/African American students:** 30% Approaches or higher; **20% Meets**; **20% Masters**, though the sample size is small.
 - Math performance for Hispanic/Latino students remains below White peers by roughly **8–10 percentage points** at Meets/Masters levels.

- **Economic Disadvantage:**

- **Free meal students:** 36% Approaches or higher; **15% Meets**; **5% Masters.**
- **Reduced meal students:** 63% Approaches or higher; **50% Meets**; **13% Masters.**
- Economic disadvantage continues to be a strong predictor of math underperformance.

-

- Females also had higher percentages at the **Meets (39%)** and **Masters (18%)** levels.

- **Ethnicity Trends:**

- **Hispanic/Latino students:** 68% Approaches or higher; 30% Meets; 13% Masters.
- **White students:** 80% Approaches or higher; 47% Meets; 18% Masters.
- **Black/African American students:** 60% Approaches or higher; 20% Meets; 20% Masters.
- The achievement gap between Hispanic/Latino and White students persists at approximately **17 percentage points**.

- **Economic Disadvantage:**

- **Free meal students:** 64% Approaches or higher; only **28% Meets**; **11% Masters.**
- **Reduced meal students:** 73% Approaches or higher; **27% Meets**; **13% Masters.**
- This indicates performance disparities based on economic status.

Student Achievement Strengths

- **Reading growth:** 71% of students scored at **Approaches or higher** in Reading, showing improvement from prior years and effective literacy supports.
- **Female performance:** Female students outperformed males in Reading at both the **Meets (39%)** and **Masters (18%)** levels.
- **High participation:** Over **98% of students** tested in both subjects, providing reliable data for planning.
- **Math progress:** Nearly half of students met **Approaches or higher** in Math, reflecting growth in foundational skills.
- **Economic subgroup gains:** Students receiving **reduced meals** outperformed those receiving free meals, indicating progress among some economically disadvantaged learners.
- **Student mastery:** A portion of students achieved **Masters Level** in both Reading (15%) and Math (9%), highlighting potential for enrichment and peer leadership.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: While overall reading performance improved, nearly one-third of students remain below grade level, and achievement gaps persist for Hispanic/Latino and economically disadvantaged students, limiting overall campus reading proficiency.

Root Cause: Inconsistent integration of explicit reading comprehension strategies and academic vocabulary instruction, along with limited differentiation for emergent bilingual and struggling readers, reduces student access to rigorous, grade-level text. Professional development on Tier 1 small-group instruction, scaffolding, and language-rich reading environments remains an area of need.

Problem Statement 2: Over half of students at Main Street Elementary are performing below grade level in mathematics, with persistent gaps among Hispanic/Latino and economically disadvantaged students.

Root Cause: Instructional planning and delivery show inconsistent focus on conceptual understanding and problem-solving discourse. Students often engage in procedural practice without opportunities to build numerical reasoning and mathematical language. Additionally, inconsistent progress monitoring and data-informed interventions limit targeted reteach opportunities for struggling learners.

School Culture and Climate

School Culture and Climate Summary

MSE has a positive culture and climate because of:

- **Welcoming Atmosphere:** The school community is inclusive, with staff and students greeting each other warmly, creating a sense of belonging for everyone.
- **Strong Relationships:** Positive relationships between students, teachers, and families are prioritized, promoting open communication and collaboration.
- **Supportive Learning Environment:** Teachers provide individualized support, encouraging students to take academic risks and fostering a growth mindset.
- **Social-Emotional Learning:** Programs focus on developing emotional intelligence, conflict resolution skills, and empathy, helping students navigate social interactions effectively.
- **Student Engagement:** Students are actively involved in their learning, with opportunities for choice and input in classroom activities, enhancing motivation and ownership.
- **Celebration of Diversity:** The school embraces cultural diversity, celebrating different backgrounds through events, curriculum, and partnerships, which enriches the educational experience.
- **Positive Behavior Support:** A framework for recognizing and reinforcing positive behaviors is in place, helping to create a respectful and responsible school culture.
- **Family and Community Involvement:** The school actively engages families and the community in school events and initiatives, fostering a collaborative approach to education.
- **Focus on Well-Being:** Attention is given to students' physical and mental health, with resources available to support wellness initiatives.
- **Continuous Improvement:** The school regularly assesses its climate and culture, using feedback to make adjustments and promote ongoing growth and positivity.

School Culture and Climate Strengths

See above.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The 2024 data indicate a **balanced mix of new and experienced teachers**, reflecting both growth and stability on the Main Street Elementary staff.

- The largest group of teachers has **1–5 years of experience (12 teachers)**, showing an increase from **5 teachers in 2023** and **10 teachers in 2022**, suggesting successful retention and recruitment of early-career educators.
- The number of **beginning teachers** increased to **6** in 2024, up from **0 in 2023**, reflecting an influx of new staff entering the profession.
- The **6–10 years** and **11–20 years** experience bands each include **5–9 teachers**, with a notable rise in the **11–20 years** group from **3 to 9 teachers**, strengthening instructional depth and mentorship capacity.
- Teachers with **21–30 years of experience** remained consistent (2 teachers), and **one teacher** has **over 30 years** of experience, adding veteran expertise to the campus.

Staff Quality, Recruitment, and Retention Strengths

Main Street Elementary has a **well-balanced and collaborative teaching staff** with a mix of new and experienced educators. The campus has seen an **increase in early-career teachers (1–5 years)** alongside a strong core of **mid-career and veteran teachers**, which enhances instructional consistency and peer mentoring. Experienced staff members provide leadership and stability, while newer teachers bring innovation and fresh instructional approaches. This combination supports a **culture of continuous learning, collaboration, and professional growth** across the campus.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: While Main Street Elementary benefits from a balanced mix of beginning, early-career, and veteran teachers, the campus continues to experience a growing number of novice teachers who require consistent mentoring and instructional support to ensure high-quality, aligned Tier 1 instruction across classrooms.

Root Cause: The increase in new teachers, coupled with varying levels of experience and familiarity with campus systems and district instructional frameworks, has created inconsistencies in instructional delivery, lesson design, and data-driven practices. Ongoing professional development, structured mentoring, and intentional collaboration through PLCs are needed to build collective teacher capacity and ensure

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

MSE teachers are implementing the Taylor ISD Curriculum. There is a focus on increasing engagement and ensuring use of high quality instructional materials.

Curriculum, Instruction, and Assessment Strengths

Teachers have the necessary resources they need to teach their content.

Family and Community Engagement

Family and Community Engagement Summary

MSE creates opportunities for the parents and community to participate on campus through events, communication, and involvement.

Family and Community Engagement Strengths

MSE is experiencing an increase in the number of parents attending events on campus.

Priority Problem Statements

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 Reading and math goals for PreK-3
- 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
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- 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
- 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
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- 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

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

- Action research results

Goals

Revised/Approved: October 20, 2025

Goal 1: Excellence in Student Outcomes

Performance Objective 1: Increase Academic achievement:

- Meets Grade Level
- Increase Reading from 41 to 45 by 2026
- Increase Math from 30 to 34 by 2026

High Priority

HB3 Goal

Evaluation Data Sources: BOY, MOY, EOY Screeners
CBA's, Benchmark
Walkthrough data

Strategy 1 Details	Reviews			
Strategy 1: Implement lesson internalization within the PLC protocol. Strategy's Expected Result/Impact: Increase in the effectiveness of Tier 1 instruction. Staff Responsible for Monitoring: Principal Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Administrators and instructional specialist staff will conduct walkthroughs and complete the feedback loop with teachers on at least 25% of walkthroughs. Strategy's Expected Result/Impact: Teachers receive concrete feedback and follow-up to improve their instructional practices. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Administrators will refine and improve the MTSS process. Strategy's Expected Result/Impact: Ensure that every students receives the supports they need to be successful. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.53, 2.533 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Students complete conferences with teacher and goal-setting. Strategy's Expected Result/Impact: Students are invested in their growth in reading in math and have a clear plan to improve their performance. Staff Responsible for Monitoring: Administrators/Teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Excellence in Student Outcomes

Performance Objective 2: Ensure Safety and Well Being:

High Priority

Evaluation Data Sources: Annual audit of safety drills

Annual intruder detection audits

Attendance, discipline, and failure reports

Raptor Safe- threat assessment results

District safety & Student Health Advisory meetings and feedback

Survey data results and analysis (specific questions).

Sentinel -TEA safety platform

Daily Campus Door Audits

Strategy 1 Details	Reviews			
Strategy 1: Administrators will conduct required drills, complete security checks, and coordinate with security guard staff and maintain proper documentation. Strategy's Expected Result/Impact: Maintain a secure environment for students and staff. Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Counselors will provide the scope and sequence for Leader in Me lessons, monitor the implementation, and provide SEL lessons to students. Strategy's Expected Result/Impact: Students receive the social and emotional support and instruction they need. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Communities in Schools and Impact Counselors will provide services to students to address emotional needs. Strategy's Expected Result/Impact: Students will get the support they need that will lead to academic achievement. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: The FitnessGram will be administered to all 3rd-5th grade students. Strategy's Expected Result/Impact: Increase the physical fitness of students. Staff Responsible for Monitoring: PE Coach Title I: 2.531	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Excellence in Student Outcomes

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

HB3 Goal

Evaluation Data Sources: Tracking student participation (BOY, MOY, EOY)
Survey data results and analysis (specific questions).

Strategy 1 Details	Reviews			
Strategy 1: The number of students who participate in school-sponsored activities and clubs outside the classroom will increase from 46% to 56%. Strategy's Expected Result/Impact: Increase the connection that students have to their school community. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
 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 from 89% to 92% by 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Advanced Academics, ASFAB, AP , TSI, Dual Credit, Certification

Strategy 1 Details	Reviews			
Strategy 1: Administrative staff will expose students to college and career opportunities through announcements, parent newsletter, and the career fair. Strategy's Expected Result/Impact: Provide students with experiences that broaden their understanding of options when they graduate from high school. Staff Responsible for Monitoring: Counselor Title I: 2.532 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in the Living Museum project which exposes them to different types of careers. Strategy's Expected Result/Impact: Provide students with experiences that broaden their understanding of options when they graduate from high school. Staff Responsible for Monitoring: Instructional Coach Title I: 2.532 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Exceptional Workplace Climate

Performance Objective 1: Increase Morale, Recruitment, and Retention

High Priority

Evaluation Data Sources: Survey Data Results and analysis
Retention Data
Staff Rounding of Key Customers

Strategy 1 Details	Reviews			
Strategy 1: Administrators will conduct rounding with all staff members in the fall and spring semesters. Strategy's Expected Result/Impact: Feedback from staff members will be used to improve the campus. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administrators will continue to screen applicants who are highly qualified. Strategy's Expected Result/Impact: Have a staff that is 100% highly qualified. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Exceptional Workplace Climate

Performance Objective 2: Continuous Development and Training for Faculty and Staff

High Priority

HB3 Goal

Evaluation Data Sources: T-TESS Walk-Throughs
Surveys at the Conclusion each Professional Development Opportunity.

Strategy 1 Details	Reviews			
Strategy 1: Administrators will provide ongoing bite-sized PD and campus and district PD. Strategy's Expected Result/Impact: Staff are trained. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The UT Thrive Mentoring program will be implemented for new teachers and their mentors. Strategy's Expected Result/Impact: New teachers will feel supported and successful. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Strong Partnerships

Performance Objective 1: Increase Family Engagement and Family Satisfaction

Strategy 1 Details	Reviews			
Strategy 1: Administrators will create a parent and family engagement schedule and communicate regularly. Strategy's Expected Result/Impact: Parent engagement increases. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create a Parent Volunteer System. Strategy's Expected Result/Impact: Increase parent involvement. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Efficient Financial Stewardship

Performance Objective 1: Ensure fiscal responsibility and financial management

High Priority

Evaluation Data Sources: Timelines and guidelines for budgets are followed

Campus/Department budgets are balanced and aligned to District Priorities.

Quarterly training and professional development in school finance to campus and district leaders.

Strategy 1 Details	Reviews			
Strategy 1: Administrators will review the budget monthly. Strategy's Expected Result/Impact: Stay on budget. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				