

Taylor Independent School District

Taylor High School

2025-2026 Campus Improvement Plan

Accountability Rating: C



Mission Statement

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

Vision

Intentionally empowering the whole child.

Value Statement



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Taylor High School is a comprehensive 9-12 high school campus. We have a traditional 8 period day along with a homeroom used for intervention and enrichment. The campus has four administrators (Principal, Associate Principal, and two Assistant Principals), one Academic Dean to support our teachers and students in multi-tier instruction, three counselors that are paired by student alpha and/or grade level to address the comprehensive needs of each student, and one College Career Military Readiness counselor to support our students in post secondary plans. We have partnered with Community in Schools to help support our highest need students. There are 871 students currently enrolled at Taylor High School as of the start of the 2025-2026 school year. The school is .34% Native Hawaiian/Other Pacific Islander, 8% Black/African American, 0.69% Asian, 64.87% Hispanic/Latino, 23.3% White, and 2.5% Two or More Races. The school is 49% female and 51% Male. 63.72% students are At-Risk, 64.75% are economically disadvantaged, 19.29% are Emergent Bilingual, and 16.76% 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 (Prioritized): 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 2025 were as follows: Algebra I 56%, Biology 86%, US History 93%, and English I/II 54%. Taylor High School students dipped slightly in Biology and US History, had sharp declines in Algebra and English II, and made gains in English I.

Student Achievement Strengths

Students showed growth in English 1 compared to Spring 2024 and had 50 fewer zeroes on the Extended Constructed Response question.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students performed below the state average on English I and English II STAAR EOC tests, especially on the writing portion.

Root Cause: While a few students left the writing portion completely blank, many of the essays that earned a zero were likely scored low due to brevity, lack of organization, and/or incorrectly answering the prompt.

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 and staff buy-in to get involved is not meeting expectations.

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

Problem Statement 2 (Prioritized): A portion of the student body lack the understanding of the importance of positive behaviors in school. They are not necessarily misbehaving but there is room to improve the positive culture on campus.

Root Cause: While we have PBIS systems in place, we lack a PBIS system that students are truly interested in and incentivize them.

Problem Statement 3 (Prioritized): Stakeholders, including staff and students, can feel unsafe at times on campus.

Root Cause: This sentiment spikes during times of tragedies in our Nation.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Staff Quality, Recruitment, and Retention Strengths

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Difficulty in recruitment of highly qualified teachers.

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Taylor High school utilizes the High-Quality Instructional Materials (HQIM) rated textbooks, District-Created Curriculum, Lowman Education, IXL and other online platforms as resources to provide all students with a guaranteed viable curriculum. THS uses Professional Learning Communities to engage in lesson internalization and data-driven instruction. The process allows teachers to develop/analyze quality assessments to inform instructional decisions. The campus' Dean of Instruction supports and enhances the PLC process by supporting in the implementation of various instructional strategies, TISD Data Protocol, and TISD Lesson Internalization Protocol. All students, including underrepresented populations, are encouraged to participate in Advanced Academics coursework, including Advanced Placement, Dual Credit, and Dual Enrollment.

The THS special education department prides itself in expanding the learning opportunities for Life Skills 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 participate in SAT, PSAT, and ASVAB during the school-day at no cost to students. Saturday SAT is also offered multiple times per year. There are also monthly opportunities to take the TSIA2 test starting in September. We increase the number of students who are college and career ready through these different avenues.

Curriculum, Instruction, and Assessment Strengths

THS has created and defined several new career and technology pathways with multiple industry-based 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. Students excelled in Dual Credit and Dual Enrollment classes earning thousands of college credit hours in the 2024-25 school year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): End of Course exam scores underperformed.

Root Cause: There is a need for increased rigor of lessons and assessments aligned to our HQIMs as well as formative data-driven instruction.

Problem Statement 2 (Prioritized): Lower than desired number of students who are TSIA2 complete (Reading, Essay, and Math).

Root Cause: Current courses support success on Math TSIA2; however, there is a need for Reading support in upper-level English classes, as well as earlier testing.

Family and Community Engagement

Family 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.

Family 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 Family 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 Organization

School 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 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 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.

Problem Statement 2 (Prioritized): Fluid budgeting constraints cause difficulties in planning our school operations.

Root Cause: Changing government funding, continued student attendance struggles, and inflation have strong effects on our budget.

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): Students struggle with being distracted by personal devices such as phones.

Root Cause: Students are finding pitfalls in our technology expectations and procedures.

Priority Problem Statements

Problem Statement 1: Students performed below the state average on English I and English II STAAR EOC tests, especially on the writing portion.

Root Cause 1: While a few students left the writing portion completely blank, many of the essays that earned a zero were likely scored low due to brevity, lack of organization, and/or incorrectly answering the prompt.

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: Family 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: Difficulty 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 Organization

Problem Statement 6: Lower than desired number of students who are TSIA2 complete (Reading, Essay, and Math).

Root Cause 6: Current courses support success on Math TSIA2; however, there is a need for Reading support in upper-level English classes, as well as earlier testing.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: Students struggle with being distracted by personal devices such as phones.

Root Cause 7: Students are finding pitfalls in our technology expectations and procedures.

Problem Statement 7 Areas: Technology

Problem Statement 8: Student and staff buy-in to get involved is not meeting expectations.

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

Problem Statement 8 Areas: School Culture and Climate

Problem Statement 9: End of Course exam scores underperformed.

Root Cause 9: There is a need for increased rigor of lessons and assessments aligned to our HQIMs as well as formative data-driven instruction.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Learning gaps with students in special populations have not improved in recent years.

Root Cause 10: Increased expectations and rigor on state exams have exacerbated achievement gaps.

Problem Statement 10 Areas: Demographics

Problem Statement 11: A portion of the student body lack the understanding of the importance of positive behaviors in school. They are not necessarily misbehaving but there is room to improve the positive culture on campus.

Root Cause 11: While we have PBIS systems in place, we lack a PBIS system that students are truly interested in and incentivize them.

Problem Statement 11 Areas: School Culture and Climate

Problem Statement 12: Stakeholders, including staff and students, can feel unsafe at times on campus.

Root Cause 12: This sentiment spikes during times of tragedies in our Nation.

Problem Statement 12 Areas: School Culture and Climate

Problem Statement 13: Fluid budgeting constraints cause difficulties in planning our school operations.

Root Cause 13: Changing government funding, continued student attendance struggles, and inflation have strong effects on our budget.

Problem Statement 13 Areas: School Organization

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
- 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

Goals

Revised/Approved: October 20, 2025

Goal 1: Excellence in Student Outcomes

Performance Objective 1: Increase STAAR Scores to achieve more students scoring meets and masters in all subject areas.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Provide consistent feedback to departments/ department leads and support teacher internalization of district curriculum. Strategy's Expected Result/Impact: Consistency and targeted content delivery. Staff Responsible for Monitoring: Admin, department leads 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 Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	June

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. Strategy's Expected Result/Impact: Improve rigor in instruction. Staff Responsible for Monitoring: Admin 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 Problem Statements: Curriculum, Instruction, and Assessment 2		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Facilitate and empower staff in the implementation of effective PLCs using TISD PLC Framework and data protocols. Strategy's Expected Result/Impact: Organized plc's and data driven work. Staff Responsible for Monitoring: Admin, plc leads 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 Problem Statements: Curriculum, Instruction, and Assessment 1, 2		Formative			Summative
		Oct	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Develop and systematically sustain a Multi-Tiered System of Support (MTSS). Strategy's Expected Result/Impact: Support the needs of all students and provide targeted curriculum. Staff Responsible for Monitoring: Admin, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: School Culture and Climate 2 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Implement a tutoring plan that engages students and results in increased academic success. Strategy's Expected Result/Impact: Increased student engagement and student outcomes. Staff Responsible for Monitoring: Admin Title I: 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Students performed below the state average on English I and English II STAAR EOC tests, especially on the writing portion. Root Cause: While a few students left the writing portion completely blank, many of the essays that earned a zero were likely scored low due to brevity, lack of organization, and/or incorrectly answering the prompt.
School Culture and Climate
Problem Statement 2: A portion of the student body lack the understanding of the importance of positive behaviors in school. They are not necessarily misbehaving but there is room to improve the positive culture on campus. Root Cause: While we have PBIS systems in place, we lack a PBIS system that students are truly interested in and incentivize them.
Curriculum, Instruction, and Assessment
Problem Statement 1: End of Course exam scores underperformed. Root Cause: There is a need for increased rigor of lessons and assessments aligned to our HQIMs as well as formative data-driven instruction. Problem Statement 2: Lower than desired number of students who are TSIA2 complete (Reading, Essay, and Math). Root Cause: Current courses support success on Math TSIA2; however, there is a need for Reading support in upper-level English classes, as well as earlier testing.
School Organization
Problem Statement 1: Lower than desired school spirit amongst the student body. Root Cause: Ineffective advertisement of the school's area of engagement.

Goal 1: Excellence in Student Outcomes

Performance Objective 2: Ensure safety and well being throughout the campus and during all THS events

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 monthly safety drills. Strategy's Expected Result/Impact: Secure and safe campus. Staff Responsible for Monitoring: Admin, hallway monitors/campus security, SRO ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Daily checks for student ID's. Strategy's Expected Result/Impact: All students will be easily identified as a THS student. Staff Responsible for Monitoring: All staff ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize CIS to connect with students who require assistance. Strategy's Expected Result/Impact: Improved support to our high needs students. Extension of resources that can be provided by THS. Staff Responsible for Monitoring: Admin, CIS ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2, 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Establish a system with counseling team that provide a social emotional need for students. Strategy's Expected Result/Impact: Improved availability and effectiveness of supporting student's sel needs. Staff Responsible for Monitoring: Admin, Counselors, CIS ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1, 2, 3 - Family and Community Engagement 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Student and staff buy-in to get involved is not meeting expectations. Root Cause: Communication of opportunities for engagement and voice is not being as effective as anticipated.
Problem Statement 2: A portion of the student body lack the understanding of the importance of positive behaviors in school. They are not necessarily misbehaving but there is room to improve the positive culture on campus. Root Cause: While we have PBIS systems in place, we lack a PBIS system that students are truly interested in and incentivize them.
Problem Statement 3: Stakeholders, including staff and students, can feel unsafe at times on campus. Root Cause: This sentiment spikes during times of tragedies in our Nation.
Family and Community Engagement
Problem Statement 1: 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 Organization
Problem Statement 1: Lower than desired school spirit amongst the student body. Root Cause: Ineffective advertisement of the school's area of engagement.

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. Strategy's Expected Result/Impact: Compile feedback data and use it to improve our school culture. Staff Responsible for Monitoring: Admin, Teachers ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1 - School Organization 1	Formative			Summative
	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. Strategy's Expected Result/Impact: Increase student involvement. Staff Responsible for Monitoring: Admin, Coaches, Sponsors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1	Formative			Summative
	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. Strategy's Expected Result/Impact: Improve school culture. Staff Responsible for Monitoring: Admin, Teachers, Staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Organization 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Implement new technology procedures to uphold newly signed House Bills. Strategy's Expected Result/Impact: Personal devices such as phones will be near nonexistent and classroom engagement will increase. Staff Responsible for Monitoring: Staff, Teachers, and Admin. Problem Statements: Technology 1	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Student and staff buy-in to get involved is not meeting expectations. Root Cause: Communication of opportunities for engagement and voice is not being as effective as anticipated.
Family and Community Engagement
Problem Statement 1: 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 Organization
Problem Statement 1: Lower than desired school spirit amongst the student body. Root Cause: Ineffective advertisement of the school's area of engagement.
Technology
Problem Statement 1: Students struggle with being distracted by personal devices such as phones. Root Cause: Students are finding pitfalls in our technology expectations and procedures.

Goal 1: Excellence in Student Outcomes

Performance Objective 4: Increase College and/or Career Readiness by increasing IBC's, offering TSI, increase dual credit and AP enrollments

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Conduct Fall/Spring grade level assemblies to review CCMR expectations Strategy's Expected Result/Impact: Ensure all students are accounted for and develop a plan to ensure as many students as possible are CCMR. Staff Responsible for Monitoring: Admin, Counselors, CCMR counselor 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 Problem Statements: Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Counselors will conduct 1 on 1 advising to ensure accuracy in pathways. Strategy's Expected Result/Impact: All students will graduated with their ccmr point. Staff Responsible for Monitoring: Admin, Counselors 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 Problem Statements: Demographics 1 - School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Continue to provide a variety of opportunities for students to earn college credit through (Temple and Onramps, AP) Strategy's Expected Result/Impact: Increase number of students graduating with certifications and college credits. Staff Responsible for Monitoring: Admin, Counselors, Teachers, CCMR Counselor ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: 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.
School Culture and Climate
Problem Statement 1: Student and staff buy-in to get involved is not meeting expectations. Root Cause: Communication of opportunities for engagement and voice is not being as effective as anticipated.
Curriculum, Instruction, and Assessment
Problem Statement 2: Lower than desired number of students who are TSIA2 complete (Reading, Essay, and Math). Root Cause: Current courses support success on Math TSIA2; however, there is a need for Reading support in upper-level English classes, as well as earlier testing.

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 that outlines a variety of ways to improve morale. 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 Problem Statements: School Culture and Climate 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop and systemically sustain staff rounding protocol. 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 Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	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) 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 Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Student and staff buy-in to get involved is not meeting expectations. Root Cause: Communication of opportunities for engagement and voice is not being as effective as anticipated. Problem Statement 3: Stakeholders, including staff and students, can feel unsafe at times on campus. Root Cause: This sentiment spikes during times of tragedies in our Nation.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Difficulty in recruitment of highly qualified teachers. Root Cause: Rural location, salaries, and insurance are significant factors in teacher recruitment as well as retention.
Curriculum, Instruction, and Assessment
Problem Statement 1: End of Course exam scores underperformed. Root Cause: There is a need for increased rigor of lessons and assessments aligned to our HQIMs as well as formative data-driven instruction.

Goal 2: Exceptional Workplace Climate

Performance Objective 2: Ensure 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. Strategy's Expected Result/Impact: Provide a competitive and responsible compensation plan. 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 Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: - 199 General Funds	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize teacher committees to provide ideas/feedback on innovative compensation initiatives. Strategy's Expected Result/Impact: Increased campus morale. 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 Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	June

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 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 Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Difficulty in recruitment of highly qualified teachers. Root Cause: Rural location, salaries, and insurance are significant factors in teacher recruitment as well as retention.

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. 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 Problem Statements: School Culture and Climate 1	Formative			Summative
	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 Strategy's Expected Result/Impact: Improved support and effective material for teachers. Staff Responsible for Monitoring: Admin, Teachers 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 Problem Statements: Demographics 1, 2 - Student Achievement 1 - School Culture and Climate 1, 2, 3 - School Organization 1 - Technology 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Provide opportunities for off campus PD (Lead4ward, TIL, content yearly conferences). Strategy's Expected Result/Impact: Provided pd and support to teachers and staff after returning to campus. Staff Responsible for Monitoring: Admin, department leads, plc leads 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 Problem Statements: Demographics 1, 2 - Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1, 2		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 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
Problem Statement 1: Students performed below the state average on English I and English II STAAR EOC tests, especially on the writing portion. Root Cause: While a few students left the writing portion completely blank, many of the essays that earned a zero were likely scored low due to brevity, lack of organization, and/or incorrectly answering the prompt.
School Culture and Climate
Problem Statement 1: Student and staff buy-in to get involved is not meeting expectations. Root Cause: Communication of opportunities for engagement and voice is not being as effective as anticipated. Problem Statement 2: A portion of the student body lack the understanding of the importance of positive behaviors in school. They are not necessarily misbehaving but there is room to improve the positive culture on campus. Root Cause: While we have PBIS systems in place, we lack a PBIS system that students are truly interested in and incentivize them. Problem Statement 3: Stakeholders, including staff and students, can feel unsafe at times on campus. Root Cause: This sentiment spikes during times of tragedies in our Nation.
Curriculum, Instruction, and Assessment
Problem Statement 1: End of Course exam scores underperformed. Root Cause: There is a need for increased rigor of lessons and assessments aligned to our HQIMs as well as formative data-driven instruction.

Curriculum, Instruction, and Assessment
Problem Statement 2: Lower than desired number of students who are TSIA2 complete (Reading, Essay, and Math). Root Cause: Current courses support success on Math TSIA2; however, there is a need for Reading support in upper-level English classes, as well as earlier testing.
School Organization
Problem Statement 1: Lower than desired school spirit amongst the student body. Root Cause: Ineffective advertisement of the school's area of engagement.
Technology
Problem Statement 1: Students struggle with being distracted by personal devices such as phones. Root Cause: Students are finding pitfalls in our technology expectations and procedures.

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. Strategy's Expected Result/Impact: Increased outreach and communication. Staff Responsible for Monitoring: Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1 - Family and Community Engagement 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize Parent Square. Strategy's Expected Result/Impact: Increased received communication and improved methods of outreach. Staff Responsible for Monitoring: Admin, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Conduct information parent sessions throughout the year. Strategy's Expected Result/Impact: Increased parent engagement. Staff Responsible for Monitoring: Admin ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 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.
School Culture and Climate
Problem Statement 1: Student and staff buy-in to get involved is not meeting expectations. Root Cause: Communication of opportunities for engagement and voice is not being as effective as anticipated.
Family and Community Engagement
Problem Statement 1: 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 Organization
Problem Statement 1: Lower than desired school spirit amongst the student body. Root Cause: Ineffective advertisement of the school's area of engagement.

Goal 3: Strong Partnerships

Performance Objective 2: Ensure community engagement and satisfaction.

Strategy 1 Details	Reviews			
Strategy 1: Develop and sustain strategic community partnerships. Strategy's Expected Result/Impact: Increased support and positive ambassadors. Staff Responsible for Monitoring: Admin ESF Levers: Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Family and Community Engagement
Problem Statement 1: 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 Organization
Problem Statement 1: Lower than desired school spirit amongst the student body. Root Cause: Ineffective advertisement of the school's area of engagement.

Goal 4: Efficient Financial Stewardship

Performance Objective 1: Ensure fiscal responsibility and financial management

Evaluation Data Sources: Meeting minutes, Budget conferences, Budget meeting w/CFO

Strategy 1 Details	Reviews			
Strategy 1: Adhere to purchasing processes outlined in the finance handbook. 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 Problem Statements: School Organization 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement quarterly budget reviews of campus and department budgets. 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 Problem Statements: School Organization 2	Formative			Summative
	Oct	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

School Organization
Problem Statement 2: Fluid budgeting constraints cause difficulties in planning our school operations. Root Cause: Changing government funding, continued student attendance struggles, and inflation have strong effects on our budget.

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. 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 Problem Statements: School Organization 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop a clear and systemic protocol for effective PEIMS management. Strategy's Expected Result/Impact: Effective PEIMS course alignment, accurate CCMR PEIMS course codes Staff Responsible for Monitoring: Registrar, Counselors, Admin Problem Statements: School Organization 2	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Organization
Problem Statement 2: Fluid budgeting constraints cause difficulties in planning our school operations. Root Cause: Changing government funding, continued student attendance struggles, and inflation have strong effects on our budget.

Title I Personnel

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

Plan Notes

The following employees are funded with federal money, so they will need to be included in your CIP: Mentor teachers (stipends are federally funded), Math and Science teachers (stipends are federally funded), Megan Wendler is Title I funded so her position needs to be justified in your CNA and CIP. John Matthews is Title I funded and needs to be included in the CIP for parent and family engagement.