

Taylor Independent School District
Taylor Middle School
2025-2026 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

Student Learning

Student Learning Summary

At Taylor Middle School, we are committed to closing the learning gap for our students, and our recent progress is a testament to this dedication. On the 2024-2025 STAAR test, our overall campus rating improved from a 59-F rating to a 67-D rating. This 8% increase reflects the hard work and strategic efforts of our educators, students, and community in enhancing academic performance and fostering an environment conducive to learning. We are proud of this achievement and remain focused on continuing this upward trajectory to ensure all our students reach their full potential.

Our school achieved a commendable score of 71 out of 100 in the Closing the Gaps Domain, which is a testament to our dedicated efforts in addressing the diverse needs of our student population. This success highlights the effectiveness of our targeted instructional strategies, which are meticulously aligned with the Texas Essential Knowledge and Skills (TEKS) standards. By focusing on these tailored approaches, we are making significant strides in bridging the educational gaps for our at-risk students, ensuring that they receive the support necessary to thrive academically.

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 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
- 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
- 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
- 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

Goals

Revised/Approved: October 20, 2025

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			
Strategy 1: 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 to teachers. Through a daily PLC, core teachers will define what students should learn, internalize the lesson using the internalization document, and use data analysis to strengthen the understanding of the content TEKS. Strategy's Expected Result/Impact: Increase in overall student performance Staff Responsible for Monitoring: Instructional Leadership Team TEA Priorities: Recruit, support, retain teachers and principals, 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 - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: 1.1B Monitor implementation of written, taught, and assessed curriculum by using the district walkthrough form and feedback cycle. The Get Better Faster waterfall will be implemented with novice and identified teachers who need additional support to improve their teaching craft and student success. Additionally, we will implement a set PLC schedule (LINK) and hold weekly department chair and ILT meetings. The campus has two instructional coaches. One coach supports ELA and SS, and one coach supports math/science. Novice and uncertified teachers will be supported by the Texas Education Thrive program in partnership with the University of Texas at Austin College of Education. Strategy's Expected Result/Impact: Increased overall performance in Tier 1 instruction. Staff Responsible for Monitoring: ILT team, Dept. Chairs, Instructional Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 1.1C Create and monitor PLC protocol for fidelity and utilize the TMS data meeting protocol. Strategy's Expected Result/Impact: Increased fidelity in the implementation of PLC systems leading to improved tier 1 instruction. Staff Responsible for Monitoring: ILT team, Dept. Chairs, Instructional Coaches TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 1.1D Implement and support the MTSS process through identification, classification, and servicing of students using (MTSS Protocol/Spreadsheets/Expectations). Strategy's Expected Result/Impact: Improve monitoring process of students in the RtI process and increase overall performance and interventions for these students. Staff Responsible for Monitoring: ILT Team, teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Supplement the District Framework with additional viable curriculum materials. Strategy's Expected Result/Impact: Improve implementation of Tier 1 instruction. Staff Responsible for Monitoring: IC, ILT ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Purchase technology and tools to facilitate students' success in class instruction and online assessments. Strategy's Expected Result/Impact: Support students who receive accommodations for text-to-speech capabilities and translation abilities. Staff Responsible for Monitoring: EB team, ILT TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
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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: 1.2A- Administrators will conduct required drills, complete security checks, and coordinate with campus SRO to maintain proper documentation. This will include Campus Map/Duty Schedule, Safety Presentation, and training for staff and students. Strategy's Expected Result/Impact: Fidelity in the implementation of EOP and safety for all students across the campus Staff Responsible for Monitoring: Administration	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Improved student social and emotional skills and coping strategies. Staff Responsible for Monitoring: Counselors, admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: 1.2C- Disseminate and encourage completion of the District survey. Review survey results with faculty and take action to address any needs identified by the study. Strategy's Expected Result/Impact: Collecting reliable and actionable data for campus improvement. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The campus will have regular system testing and monitoring by the campus leadership teams. After each drill, the team will debrief the drill to identify areas for improvement. Clear communication will be sent to parents regarding the drills. The Safety Team has regularly scheduled meetings to plan and refine safety procedures. Strategy's Expected Result/Impact: Fidelity in the implementation of EOP and safety for all students across the campus Staff Responsible for Monitoring: Administration	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 by offering a variety of extra-curricular activities.

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: 1.3A- Disseminate and encourage completion of the District survey. Review the survey results with staff and address campus improvement needs. Strategy's Expected Result/Impact: The ability to address responses to the survey and take action to improve the school environment. Staff Responsible for Monitoring: Administration 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: 1.3B- Record the number of students in high-quality experiences as a baseline for measurement at the end of the year. Communicate to stakeholders through..... Strategy's Expected Result/Impact: Facilitate the tracking of students in clubs and organizations as well as highlighting students that are participating in these and other activities on campus. Staff Responsible for Monitoring: Teachers, sponsors, Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Increase student morale and incentivize recognition across the campus so that all students are able to realize the impact of their contributions. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide materials and curriculum necessary for new programs and initiatives across campus. Strategy's Expected Result/Impact: Increase student desire to be on campus and to be involved Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	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.

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			
Strategy 1: 1.4A- Administrators in conjunction with campus staff will create campus committees that will facilitate enrichment activities across the campus. Strategy's Expected Result/Impact: Committees will identify, mitigate, and address needs across the campus. Staff Responsible for Monitoring: Committee chairs, administration 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: 1.4B- Implement and support a viable CCR curriculum for all 8th grade students. 1.4.2- College Visits, TC visit, come to CCR Strategy's Expected Result/Impact: Allow students to identify potential career paths and explore opportunities that may not have otherwise been available to them Staff Responsible for Monitoring: Administration, CCR teachers, counselors, department chairs TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Increase the number of at-risk students enrolling at Legacy Early College High School by targeting 6th and 7th grade at risk students. Strategy's Expected Result/Impact: Increase retention of at-risk students as well as meeting the individual needs of these students. Staff Responsible for Monitoring: Administration TEA Priorities: Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Promote CTE and high school credit course to students and ensure their understanding of how these courses will positively effect their future. Strategy's Expected Result/Impact: Increase retention of at-risk students, expose students to opportunities outside college, as well as meet the individual needs of these students. Staff Responsible for Monitoring: administration, dept. chairs. 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 of teachers.

High Priority

Evaluation Data Sources: Retention year-to-year data

Strategy 1 Details	Reviews			
Strategy 1: 2.1A Committees: PBIS and Attendance Campus surveys: Created by JHP and central Strategy's Expected Result/Impact: Increase student involvement as well as parent and family engagement Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 2.1B- The principal will utilize the Rounding Protocol for each staff member on campus to inform progress and next steps. Strategy's Expected Result/Impact: Increased staff morale and overall improvement in performance of systems across campus. 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
Strategy 3 Details	Reviews			
Strategy 3: 2.1C- Attend job fairs throughout the year to recruit highly qualified staff Strategy's Expected Result/Impact: Recruit and retain highly qualified staff. Staff Responsible for Monitoring: administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Work with district administration to evaluate staff compensation and ensure proper use of funds for stipends and other employee incentives. Offer a sign-on bonus for high-need positions. Strategy's Expected Result/Impact: Teacher Retention Staff Responsible for Monitoring: administration ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Exceptional Workplace Climate

Performance Objective 2: Ensure Strategic Strategic Compensation and Benefits

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: 2.2A Meet with TISD HR Personnel to review yearly stipends and review the needed sign-on bonus for high-need positions. Strategy's Expected Result/Impact: Increase teacher retention Staff Responsible for Monitoring: administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 2.2B Select and gather feedback from TMS selected CEIC and DEIC members Strategy's Expected Result/Impact: Improve overall effectiveness of campus systems. Staff Responsible for Monitoring: Administration	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 2.2C Work with the team to calibrate campus walkthroughs weekly and collect TTESS data to facilitate implementation of the Teacher Incentive Allotment program. Strategy's Expected Result/Impact: Improved tier 1 instruction and effective coaching cycle Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Exceptional Workplace Climate

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

High Priority

HB3 Goal

Evaluation Data Sources: Professional learning trackers and participation

Strategy 1 Details	Reviews			
Strategy 1: 2.3A 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. Strategy's Expected Result/Impact: Streamlining data analysis and systems in PLC Staff Responsible for Monitoring: administration, department chairs ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 2.3B- Assign mentors to each new teacher. Schedule regular meetings with mentors as necessary to develop new teachers and address their needs. Strategy's Expected Result/Impact: Increase overall performance of new teachers as well as retention of said teachers. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: 2.3C- ILT will attend training on critical thinking, productive struggle, and differentiation and norm on how to evaluate these in classroom observations. Strategy's Expected Result/Impact: Improve tier 1 instruction through observation/feedback cycle. Staff Responsible for Monitoring: ILT TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 2.3D- Provide training for classroom management, managing persistent student misbehavior, and building student relationships for staff. Strategy's Expected Result/Impact: Improve discipline management systems on campus Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	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

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: 3.1A- Create and disseminate weelky newsletters to parents through Smore as well as reach out to parents regularly via BlackBoard. Strategy's Expected Result/Impact: Increase parent involvement and encourage transparency in communication. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 3.1B- 1.3A- Disseminate and encourage completion of District survey. Review survey results with stakeholders and take action to address any needs identified by the study. Strategy's Expected Result/Impact: Collect data to improve school systems Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Strong Partnerships

Performance Objective 2: Ensure community engagement and satisfaction.

Strategy 1 Details	Reviews			
Strategy 1: 3.2A- Partner with community stakeholders including Temple College and other post-secondary programs. Strategy's Expected Result/Impact: Awareness of all stakeholders of options available to students beyond graduation Staff Responsible for Monitoring: Administration TEA Priorities: Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 3.2C Develop a systematic tracking of partnerships/sponsorships Strategy's Expected Result/Impact: Creation of systems to identify potential pathways and career opportunities for students. Staff Responsible for Monitoring: Administration, campus teams. TEA Priorities: Connect high school to career and college	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: Quarterly and yearly budget meetings/information. TEAMS data

Strategy 1 Details	Reviews			
Strategy 1: 4.1A Adhere to purchasing processes outlined in the finance handbook. Strategy's Expected Result/Impact: Fiscal Responsibility and effective execution of budget. Staff Responsible for Monitoring: Administration/budget owners	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 4.1B Provide updates to district personnel on the budget development process to demonstrate transparency to all stakeholders. Strategy's Expected Result/Impact: accountability for budget management Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 4.1C Implement quarterly budget reviews of campus budget with Campus Improvement Team. Strategy's Expected Result/Impact: Funds will be effectively used to meet the needs of the campus and its students. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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			
Strategy 1: 4.2A- Create and implement a campus attendance plan to maximize the number of students on campus every day. Strategy's Expected Result/Impact: Increase ADA from 93% to 96% Staff Responsible for Monitoring: Administration 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: 4.2B- Implement the zero-balance budget created last Spring based on campus departmental needs identified by the CNA. Strategy's Expected Result/Impact: Fiscal responsibility Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 4.2C- Utilize district maintenance and technology work order systems to identify and address concerns for these areas across campus. Strategy's Expected Result/Impact: Streamline facilities management Staff Responsible for Monitoring: Assistant Principals	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 4.2D- Follow district deadlines and utilize district checklists and forms to ensure fidelity in PEIMS management. Strategy's Expected Result/Impact: Identification and management of all students but especially those at-risk of dropping out Staff Responsible for Monitoring: Administration	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Work with Communities in Schools to improve student attendance across campus. Strategy's Expected Result/Impact: Increased ADA, increased student engagement Staff Responsible for Monitoring: Admin, CIS team	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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			
Strategy 1: 4.3A- Meet with district staff to provide input for the long range facility plan.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 4.3B, 4.3C- 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. Strategy's Expected Result/Impact: Systematic planning for the campus and district. Staff Responsible for Monitoring: Admin ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Plan Notes

You will need to include the ACE Flight School program in your CIP.

The following employees are funded with federal money, so they will need to be included in your CIP: Mentor teachers (stipends are federally funded), Algebra teachers (stipends are federally funded), Daphnie Knapek and Star Upton are Title I funded so their positions need 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.