

**Taylor Independent School District**  
**Main Street Intermediate**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Top 25% Student Progress  
Top 25% Closing Performance Gaps



**Board Approval Date: August 20, 2018**

# Mission Statement

MSI Student Motto

“Main Street Intermediate DUCKS will. . .

Make it to school

Succeed with reading and practice

Improve beyond our dreams.”

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# Comprehensive Needs Assessment

Revised/Approved: June 18, 2015

## Demographics

### Demographics Summary

Main Street Intermediate is located at 3101 North Main Street #105 in Taylor TX. The campus has 442 students in 4th and 5th grades. The student breakout is 10% African American, 60% Hispanic, 28% White, 1% American Indian and 1% Two or more races. 66% of the student population qualifies for free and reduced lunch making Main Street a Title 1 campus. 18% of the students are ELL, 60% are at risk and 10% are mobile. 8% of students are identified as GT students and 15% are identified as Special Education students. There are approximately 50 staff members on campus, 34 of them are certified teachers. 65% of the teaching staff has 5 or less years of teaching experience. Title 1 funds and other federal and special funds are supplemental to other funds available to Main Street Intermediate.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Increasing the percentage of students who will be on the path to take algebra in middle school. **Root Cause:** During the 2016-2017 school year, 20.52% of students in fifth grade performed at the "Mastered" level on the Math STAAR assessment. During the 2017-2018 school year, 22.11% of students in fifth grade performed at the "Mastered" level on the Math STAAR assessment. Continuing to increase the percentage of students scoring in the "Mastered" level will increase algebra readiness.

## Student Academic Achievement

### Student Academic Achievement Summary

Incoming 4th Graders	May 2018 STAAR Mathematics, Grade 3			
	Total Students	Approaches Meets GL	Meets GL	Masters GL
Naomi Pasemann Elementary	220	65%	33.18%	11.82%
Economic Disadvantage	152	58.55%	27.63%	7.24%
American Indian/Alaskan Native	2	50%	0%	0%
Asian	1	100%	100%	100%
Black/African American	21	38.10%	9.52%	4.76%
Hispanic	134	61.94%	26.87%	6.72%
Two or More Races	6	83.33%	50%	16.67%
White	56	80.36%	55.36%	25%
Female	109	62.39%	28.44%	7.34%
Male	111	67.57%	37.84%	16.22%
First Year of Monitoring	4	100%	100%	50%
LEP	41	60.98%	21.95%	0%
Special Ed Indicator	23	26.09%	4.35%	0%

May 2018 STAAR Reading, Grade 3

Incoming 4th Graders	Total Students	Approaches GL	Meets GL	Masters GL
Naomi Pasemann Elementary	208	68.27%	37.50%	22.12%
Economic Disadvantage	142	62.68%	28.87%	13.38%
American Indian/Alaskan Native	2	100%	0%	0%
Asian	1	100%	100%	100%
Black/African American	20	40%	10%	5%
Hispanic	126	65.08%	30.95%	15.08%
Two or More Races	6	83.33%	50%	16.67%
White	53	83.02%	62.26%	45.28%
Female	104	65.38%	30.77%	17.31%
Male	104	71.15%	44.23%	26.92%
First Year of Monitoring	4	100%	75%	75%
LEP	35	68.57%	37.14%	5.71%
Special Ed Indicator	16	31.25%	18.75%	0%

May 2018 STAAR Writing, Grade 4

Incoming 5th Graders	Total Students	Approaches Meets Masters GL GL GL
Main Street Intermediate	206	59.22% 33.98% 7.77%
Economic Disadvantage	146	52.05% 28.77% 3.42%
Asian	2	50% 50% 50%
Black/African American	15	40% 26.67% 6.67%
Hispanic	132	55.30% 28.03% 3.79%
Native Hawaiian/Pacific Islander	1	100% 0% 0%
Two or More Races	2	50% 0% 0%
White	54	74.07% 51.85% 16.67%
Female	110	63.64% 38.18% 10%
Male	96	54.17% 29.17% 5.21%
First Year of Monitoring	6	83.33% 66.67% 16.67%
LEP	32	40.62% 18.75% 0%
Second Year of Monitoring	1	100% 100% 0%
Special Ed Indicator	16	31.25% 6.25% 0%

May 2018 STAAR Mathematics, Grade 4

Incoming 5th Graders	Total Students	Approaches Meets Masters GL GL GL
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Main Street Intermediate	209	78.95%	44.02%	21.53%
Economic Disadvantage	149	75.17%	38.26%	16.11%
Asian	2	100%	50%	50%
Black/African American	16	68.75%	31.25%	12.50%
Hispanic Native	134	73.88%	36.57%	15.67%
Hawaiian/Pacific Islander	1	100%	100%	0%
Two or More Races	2	50%	50%	50%
White	54	94.44%	64.81%	37.04%
Female	111	79.28%	47.75%	27.03%
Male	98	78.57%	39.80%	15.31%
First Year of Monitoring	6	100%	100%	66.67%
LEP	32	71.88%	21.88%	9.38%
Second Year of Monitoring	1	100%	100%	100%
Special Ed Indicator	16	50%	31.25%	6.25%



### May 2018 STAAR Reading, Grade 4

Incoming 5th Graders	Total Students	Approaches GL	Meets GL	Masters GL
Main Street Intermediate	209	71.29%	37.80%	13.40%
Economic Disadvantage	149	67.11%	28.19%	7.38%
Asian	2	100%	50%	50%
Black/African American	16	50%	31.25%	12.50%
Hispanic	134	65.67%	28.36%	8.21%
Native Hawaiian/Pacific Islander	1	100%	0%	0%
Two or More Races	2	50%	50%	50%
White	54	90.74%	62.96%	24.07%
Female	111	75.68%	43.24%	17.12%
Male	98	66.33%	31.63%	9.18%
First Year of Monitoring	6	100%	50%	16.67%
LEP	32	59.38%	18.75%	0%
Second Year of Monitoring	1	100%	100%	100%
Special Ed Indicator	16	43.75%	25%	6.25%

### April 2018 STAAR Reading, Grade 5

Incoming 6th Graders	Total Students	Approaches GL	Meets GL	Masters GL
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Main Street Intermediate	199	70.85%	42.21%	20.10%
Economic Disadvantage	142	64.08%	29.58%	10.56%
American Indian/Alaskan Native	1	100%	0%	0%
Asian	1	100%	100%	0%
Black/African American	16	62.50%	31.25%	18.75%
Hispanic	119	66.39%	32.77%	13.45%
Native Hawaiian/Pacific Islander	1	100%	100%	100%
Two or More Races	4	75%	75%	50%
White	57	80.70%	61.40%	31.58%
Female	96	76.04%	44.79%	21.88%
Male	103	66.02%	39.81%	18.45%
LEP	31	58.06%	16.13%	6.45%
Second Year of Monitoring	7	100%	71.43%	28.57%
Special Ed Indicator	22	13.64%	0%	0%

April 2018 STAAR Mathematics, Grade 5

Incoming 6th Graders	Total Students	Approaches GL	Meets GL	Masters GL
Main Street Intermediate	199	79.90%	44.72%	22.11%
Economic Disadvantage	142	78.17%	39.44%	15.49%
American Indian/Alaskan Native	1	100%	0%	0%
Asian	1	100%	100%	0%
Black/African American	16	68.75%	12.50%	12.50%
Hispanic	119	79.83%	46.22%	20.17%
Native Hawaiian/Pacific Islander	1	100%	100%	0%
Two or More Races	4	100%	75%	50%
White	57	80.70%	47.37%	28.07%
Female	96	82.29%	46.88%	23.96%
Male	103	77.67%	42.72%	20.39%
LEP	31	80.65%	38.71%	19.35%
Second Year of Monitoring	7	100%	100%	57.14%
Special Ed Indicator	22	36.36%	9.09%	9.09%

**Student Academic Achievement Strengths**

See areas highlighted in green above.

**Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Increase the percentage of students reaching approaches and meets on the Writing STAAR test through aligning writing practices across the campus and district through Empowering Writers. **Root Cause:** During the 2017 assessments, 4th grade students performed better than in previous years, but not at the state level. 59% of the students scored at the approaches level and 34% at the meets level. 62% of the students scored a 4 or higher on the writing composition.

## School Processes & Programs

### School Processes & Programs Summary

#### Curriculum, Instruction and Assessment:

Main Street Intermediate will utilize Taylor ISD's guaranteed and viable curriculum. Content area teams will collaborate over the summer and each 9 weeks to plan instructional outlines for the next 9 weeks. Class sizes are kept lower than the state average. MSI utilizes formative assessments and Professional Learning Communities to drive instruction throughout the school year and provide data for student intervention and acceleration needs. Professional development is offered through the district and campus based on needs.

#### Curriculum, Instruction and Assessment:

- Focus on student engagement and classroom expectations.
- Create and grow balanced literacy program that meets the needs of all students (emphasis on reading fluency, high frequency words and comprehension)
- Utilize Reading and Media
- Professional development, admin support and follow through aligned to campus needs
- Utilize walkthrough data to ensure needs are being met
- Provide professional development and observations as needed to support teacher growth

- specialist to deliver literacy based lessons on a biweekly basis.
- Focus on developing writing skills and increasing the amount of authentic writing opportunities in the classroom.
- Continue development of a student's' numerical fluency and problem solving foundation.
- Increase rigor of science lessons with an emphasis on science vocabulary.
- Redefine balanced literacy procedures to meet needs of all students
- Continue to utilize Empowering Writers model to teach foundational writing skills.
- Implement science vocabulary strengthening program.
- Align curriculum outline and resources available for teachers to utilize in planning session during the school year
- Restructure and reorganize the science lab and science lessons to ensure alignment and lesson rigor

### Staff Quality, Recruitment and Retention:

An emphasis has been placed on hiring high quality staff to support our students through rigorous questioning and collaborative interviewing. A new teacher club and mentoring program are in place to regularly support our new teachers. Professional Learning Community sessions will continue along with outside PD opportunities: TISD summer learning professional development, Region 13 trainings and outside consultants.

## Staff Quality, Recruitment and Retention:

- Hire quality staff through rigorous interview processes.
- Continue improvement on teacher mentor and support programs.
- Actively recruit high quality staff
- Improve teacher mentor program
- Targeted professional development to ensure teacher success with classroom management and instructional planning and delivery

## School Organization:

Main Street Intermediate will have an organization chart that delineates responsibilities. A collaborative and shared approach to decision making will occur with the teacher leadership team. Monthly staff and department meetings will occur and will be set on the calendar in advance. Teams will have common planning times and after school planning sessions will be set up in advance.

## School Organization:

- Create clearly defined roles and responsibilities and clear staff expectations.
- Increase time for teams/departments to collaborate on data and lessons.
- Develop agreed upon staff expectations and social contracts
- Set up times for teachers to collaborate on lessons and instructional strategies
- Increase opportunities for staff to engage with the administrative team on a regular basis

## School Culture and Climate:

Main Street Intermediate is a safe and nurturing campus that provides a wide range of extracurricular activities as well as providing an aligned viable curriculum. Campus administration has continued the efforts for Taylor ISD and Main Street Intermediate to be the district of choice by ensuring high quality customer service and support for teaching staff by setting high expectations and utilizing positive reinforcement. Referrals rates dropped dramatically from when the school was opened five years ago.



## School Culture and Climate:

- Student and staff expectations
- Have clear and regular communication with staff, parents and the community
- Ensure the needs of students of all levels are being met through extra curricular activities.
- Students are taught about College and Career readiness through varied experiences on campus.
- Ensure clear expectations for campus discipline and management are taught and reinforced with the students and staff
- School wide reward and recognition systems
- Develop rigorous/extra curricular activities plan for students of all levels
- Continue a school academic planner to increase communication, organization and accountability as a campus

## Family and Community Involvement:

Main Street Intermediate parent and community involvement has continued to improve from previous school years. The district created Your Voice for families and community members to share thoughts, concerns and accolades. Parent surveys were sent out to gather feedback on school and district progress.

Student mentoring programs and student awards/recognitions have shown to be successful and help promote student and community involvement. MSI offers opportunities for parents and community members to visit campus at least once a month.

## Family and Community

### Involvement:

- Continued awareness to promote positive relationships with parents, families and the community.
- Continue developing campus climate to focus on all students and be accountable to the students' needs.
- Conduct staff, student and parent surveys
- Increase school partnerships with community
- Increase parent involvement through scheduled activities

### School Processes & Programs Strengths

Main Street Intermediate continues to be a campus that focuses on school culture and growth for all students. There is a highly engaged staff that has a desire to learn and grow professionally. MSI had the lowest turnover rate in staff compared to other campuses. All staff look at all students as “OUR” students and ensure each one of them has the opportunity to learn and is making progress. We are very happy with overall and continued progress, and we look forward to targeting our areas for growth to experience future success. We will continue to develop our PLC process and our instructional strategies to meet the needs of all students.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** MSI will improve student achievement by continuing to develop a school culture that is focused on developing students academically

and behaviorally. MSI will focus on making instructional decisions based on each student's individual needs through the PLC process. **Root Cause:** Each year half of our MSI population is new and it takes some time to get to know each student and get them settled into our academic and behavior routines and procedures.

## Perceptions

### Perceptions Summary

MSI sent out two surveys this year to gather feedback from all stakeholders on the perception of how MSI is doing. The parent survey came back very positive with remarks about the good opportunities to be involved in events on campus. Parents were wanting more help with being able to help their children complete the homework. The staff survey that came back was very positive. Our staff members feel valued and that they are making a difference for our students. Staff are very happy to work at MSI and they are happy with our current systems and procedures that are in place.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** MSI will continue to support all staff, students, and parents as we continue to develop our instructional and procedural practices. More support will be offered to parents to help with homework and other academic concerns. **Root Cause:** Parents at this age group start to struggle more with the challenging content (especially math) and feel that they do not possess the academic skills to help their children.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

# Goals



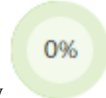

Revised/Approved: June 20, 2015

**Goal 1: Improve student performance through effective classroom instruction that focuses on teaching, learning, and the use of data to make informed decisions in order to close performance gaps of our students.**

**Performance Objective 1:** Increase overall STAAR performance to meet the state averages in all tested areas.

**Evaluation Data Source(s) 1:** STAAR Performance Index 1

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) Continue to develop our small group instruction and Tier I &amp; II interventions to provide a high quality instruction to all students. Continue to close gaps using our WIN time and PLC process.</p>	2.4, 2.6	Principal Assistant Principal Instructional Coach	The expected result would be to see an increase in all tested areas compared to state averages.				
Problem Statements: School Processes & Programs 1							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> MSI will improve student achievement by continuing to develop a school culture that is focused on developing students academically and behaviorally. MSI will focus on making instructional decisions based on each student's individual needs through the PLC process. <b>Root Cause 1:</b> Each year half of our MSI population is new and it takes some time to get to know each student and get them settled into our academic and behavior routines and procedures.</p>

**Goal 1:** Improve student performance through effective classroom instruction that focuses on teaching, learning, and the use of data to make informed decisions in order to close performance gaps of our students.

**Performance Objective 2:** Close the achievement gap for our ELL and Economically Disadvantaged students.

**Evaluation Data Source(s) 2:** STAAR Performance Index 3

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) We will close the achievement gap for our ELL and Economically Disadvantaged students through the use of our PLC process in which students will receive targeted interventions based on data related to the essential standards. We will continue to strengthen our RTI process and find ways to provide the necessary interventions to all student groups.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach Classroom Teachers Intervention Teachers	The expected result of this strategy would be to see our ELL and Economically Disadvantaged students scoring comparable to their peers.				
Problem Statements: School Processes & Programs 1							

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> MSI will improve student achievement by continuing to develop a school culture that is focused on developing students academically and behaviorally. MSI will focus on making instructional decisions based on each student's individual needs through the PLC process. <b>Root Cause 1:</b> Each year half of our MSI population is new and it takes some time to get to know each student and get them settled into our academic and behavior routines and procedures.</p>

**Goal 1:** Improve student performance through effective classroom instruction that focuses on teaching, learning, and the use of data to make informed decisions in order to close performance gaps of our students.

**Performance Objective 3:** Increase the student progress measure to ensure that students from all performance levels are making progress.

**Evaluation Data Source(s) 3:** STAAR Progress Measure Index 2

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) We will continue to develop our PLC process to provide the necessary interventions and enrichments for students performing at all levels. Student data will be used to determine if a student is receiving interventions or enrichments based on essential standard assessments.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coach Classroom Teachers	The expected result from this strategy would be seeing an increase in our Progress Measure Index 2.				
Problem Statements: School Processes & Programs 1							

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> MSI will improve student achievement by continuing to develop a school culture that is focused on developing students academically and behaviorally. MSI will focus on making instructional decisions based on each student's individual needs through the PLC process. <b>Root Cause 1:</b> Each year half of our MSI population is new and it takes some time to get to know each student and get them settled into our academic and behavior routines and procedures.</p>



**Goal 2: Provide teachers with increased professional development opportunities in order to build the capacity of all teachers to create and deliver instruction that effectively meets the needs of students.**

**Performance Objective 1:** Continue to provide training and professional development in the areas of writing and science to increase our teacher's content knowledge and instructional strategies.

**Evaluation Data Source(s) 1:** Writing and Science STAAR

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) We will continue to partner with Empowering Writers and STEMSCOPES to develop our teacher's skills in these areas. All teachers will receive training and targeted professional development based on student data from the previous year's STAAR scores.</p>	2.5	Principal Assistant Principal Instructional Coach	The expected result from this strategy would be to see our students perform at the state level or higher on the STAAR Writing and Science tests.				
Problem Statements: Student Academic Achievement 1							

**Performance Objective 1 Problem Statements:**

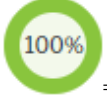



Student Academic Achievement
<p><b>Problem Statement 1:</b> Increase the percentage of students reaching approaches and meets on the Writing STAAR test through aligning writing practices across the campus and district through Empowering Writers. <b>Root Cause 1:</b> During the 2017 assessments, 4th grade students performed better than in previous years, but not at the state level. 59% of the students scored at the approaches level and 34% at the meets level. 62% of the students scored a 4 or higher on the writing composition.</p>

**Goal 2:** Provide teachers with increased professional development opportunities in order to build the capacity of all teachers to create and deliver instruction that effectively meets the needs of students.

**Performance Objective 2:** Provide training for classroom management, positive student interactions and managing persistent student misbehavior.

**Evaluation Data Source(s) 2:** Discipline Referrals and Staff Climate Surveys

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>1) All staff will received professional development on maintaining positive student interactions and how to handle persistent student misbehavior. All staff will receive the same training so that there is consistency throughout the campus. This professional development will be referred back to throughout the year.</p>	2.6	Principal Assistant Principal	The expected result from this strategy would be to see a decrease in the number of office referrals while seeing an increase in academic achievement on the STAAR.				
<p>Problem Statements: School Processes &amp; Programs 1</p>							
<p style="text-align: center;">  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </p>							

**Performance Objective 2 Problem Statements:**





<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> MSI will improve student achievement by continuing to develop a school culture that is focused on developing students academically and behaviorally. MSI will focus on making instructional decisions based on each student's individual needs through the PLC process. <b>Root Cause 1:</b> Each year half of our MSI population is new and it takes some time to get to know each student and get them settled into our academic and behavior routines and procedures.</p>

**Goal 3: Establish a School Wide Culture that increases teacher effectiveness, student engagement and academic achievement while preparing students to be Leaders in the 21st Century in order to reach their full potential.**

**Performance Objective 1:** Increase the number of students who are being identified for our Gifted and Talented services.

**Evaluation Data Source(s) 1:** Enrollment Numbers

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>1) Work with our teaching staff to help in the identification process of students who should go through the Gifted and Talented identification process. Also provide information for parents about the process including the steps and timeline.</p>	2.5, 2.6	Principal Counselor GT Teachers					
<p>Problem Statements: Demographics 1 - School Processes &amp; Programs 1</p>							
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Increasing the percentage of students who will be on the path to take algebra in middle school. <b>Root Cause 1:</b> During the 2016-2017 school year, 20.52% of students in fifth grade performed at the "Mastered" level on the Math STAAR assessment. During the 2017-2018 school year, 22.11% of students in fifth grade performed at the "Mastered" level on the Math STAAR assessment. Continuing to increase the percentage of students scoring in the "Mastered" level will increase algebra readiness.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> MSI will improve student achievement by continuing to develop a school culture that is focused on developing students academically and behaviorally. MSI will focus on making instructional decisions based on each student's individual needs through the PLC process. <b>Root Cause 1:</b> Each year half of our MSI population is new and it takes some time to get to know each student and get them settled into our academic and behavior routines and procedures.</p>

**Goal 3:** Establish a School Wide Culture that increases teacher effectiveness, student engagement and academic achievement while preparing students to be Leaders in the 21st Century in order to reach their full potential.

**Performance Objective 2:** Increase the number of students that score at the "Masters" level on the Math and Reading STAAR assessments to place them on the path to take Honors classes in Middle School.

**Evaluation Data Source(s) 2:** STAAR

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Continue to provide math enrichments and interventions through students data from our math essential standards and PLC process. Continue the use of our Duck Math program to promote numerical fluency.</p>	2.4, 2.5	Principal Assistant Principal Instructional Coach	The expected result from this strategy would be to see an increase of the number of students who are scoring at the "masters" level on the math STAAR assessment.				
Problem Statements: Demographics 1 - School Processes & Programs 1							

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Increasing the percentage of students who will be on the path to take algebra in middle school. <b>Root Cause 1:</b> During the 2016-2017 school year, 20.52% of students in fifth grade performed at the "Mastered" level on the Math STAAR assessment. During the 2017-2018 school year, 22.11% of students in fifth grade performed at the "Mastered" level on the Math STAAR assessment. Continuing to increase the percentage of students scoring in the "Mastered" level will increase algebra readiness.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> MSI will improve student achievement by continuing to develop a school culture that is focused on developing students academically and behaviorally. MSI will focus on making instructional decisions based on each student's individual needs through the PLC process. <b>Root Cause 1:</b> Each year half of our MSI population is new and it takes some time to get to know each student and get them settled into our academic and behavior routines and procedures.</p>

**Goal 4: Focus on the implementation and improvement of the Critical Success Factors to foster the Continuous Improvement Cycle in order to increase student achievement.**

**Performance Objective 1:** Increase family and community engagement through scheduled monthly events and out reach.

**Evaluation Data Source(s) 1:** Sign In Sheets  
Agendas  
Calendar

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 CSF 6  1) MSI will host monthly parent involvement opportunities. These meetings will be scheduled at different times of the day and will serve different purposes (Academic Night, Donuts with Dads, etc.).	3.1, 3.2	Principal Principal's Secretary	The expected result of this strategy will be more collaboration between the school and parents.				
	Problem Statements: Perceptions 1						
<b>Critical Success Factors</b> CSF 5 CSF 6  2) MSI teachers will be creating "how to" videos that will be posted on the website. These videos will serve as a resources for parents to help with homework.	3.1, 3.2	Principal Family Engagement Committee	The expected result from this strategy would be that parents would feel more confident in their ability to help their kids with the homework.				
	Problem Statements: Perceptions 1						

**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> MSI will continue to support all staff, students, and parents as we continue to develop our instructional and procedural practices. More support will be offered to parents to help with homework and other academic concerns. <b>Root Cause 1:</b> Parents at this age group start to struggle more with the challenging content (especially math) and feel that they do not possess the academic skills to help their children.</p>

**Goal 4:** Focus on the implementation and improvement of the Critical Success Factors to foster the Continuous Improvement Cycle in order to increase student achievement.

**Performance Objective 2:** Improve school climate through positive behavior supports, goal setting, and celebrations with students and staff members.

**Evaluation Data Source(s) 2:** Survey Results

Staff Retention

Discipline Referrals

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) MSI will spend time setting goals at the beginning of the year with students and staff members. Students and staff members will track their progress towards their goals throughout the year. Both students and staff will be rewarded and celebrated for their successful completion of the goals that were set.</p>	2.6	Principal Teachers	The expected result of this strategy would be a positive climate on campus that focuses on growth and celebrating success.				
<p>Problem Statements: School Processes &amp; Programs 1</p>							

**Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> MSI will improve student achievement by continuing to develop a school culture that is focused on developing students academically and behaviorally. MSI will focus on making instructional decisions based on each student's individual needs through the PLC process. <b>Root Cause 1:</b> Each year half of our MSI population is new and it takes some time to get to know each student and get them settled into our academic and behavior routines and procedures.</p>

# Addendums

## APPENDIX

### Taylor Independent School District

#### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site-based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>● Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Campus Principals Campus Counselors	Student Handbook District Website
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>● Student fitness assessment data</li> <li>● Student academic performance data</li> <li>● Student attendance rates</li> <li>● Percentage of students who are Economically Disadvantaged</li> <li>● Use and success of methods of physical activity</li> <li>● Other indicators</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	Campus Principals Athletic Director Campus Counselors SHAC Committee	SHAC Resource Binder Committee Notes Fitness Gram Data
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>● Student groups served – monitoring over-representation</li> <li>● Attendance rates</li> <li>● Pre- and post- assessment results</li> <li>● Dropout rates</li> <li>● Graduation rates</li> </ul>	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Taylor Opportunity Center	Campus Plan for the TOC



<ul style="list-style-type: none"> <li>Recidivism rates</li> </ul>			
<b>4. District's Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>Evaluation – every two years</li> </ul>	TEC 11.252(d)	Superintendent	Local Board Policy
<b>5. Dropout Prevention</b>	TEC 11.252	Taylor Opportunity Center Secondary Principals Secondary Counselors Parent Liaison	Campus Plans Dropout Data from the State Student Input Graduation Rate
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Chief Academic Officer 504 Special Programs Director Special Education Director	Dyslexia Handbook Student Data
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>An identification and recruitment plan</li> <li>New Generation System (NGS)</li> <li>Early Childhood Education</li> <li>Parental Involvement</li> <li>Graduation Enhancement</li> <li>Secondary Credit Exchange and Accrual</li> <li>Migrant Services Coordination</li> <li>A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	P.L. 107-110, Section 1415(b)	Region 13 Director of Federal Programs Parent Liaison	Shared Service Agreement with Region 13 ESSA Compliance Document
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>District-wide procedures for campuses, as applicable</li> </ul>		504 Special Programs Director	504 Handbook

<p><b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b></p> <ul style="list-style-type: none"> <li>● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> <li>○ Sources of information on higher education admissions and financial aid</li> </ul> </li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>	<p>TEC 11.252(4) TEC 11.252(3)(G)</p>	<p>Career and Technical Education Director  Chief Academic Officer  Secondary Principals  Secondary Counselors</p>	<p>CTE Handbook  Counselors Office</p>
<p><b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>● Ensuring that teachers are receiving high-quality professional development</li> <li>● Attracting and retaining certified, highly effective teachers</li> </ul>	<p>ESSA Statutes</p>	<p>Deputy Superintendent of Principals  Chief Academic Officers  Principals</p>	<p>Attending Job Fairs  Retention Rate  Campus Climate Surveys</p>
<p><b>11. Sexual Abuse and Maltreatment of Children</b></p>	<p>TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)</p>	<p>Campus Principals</p>	<p>Staff Handbook  CPS website</p>
<p><b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:</li> </ul>	<p>Health and Safety Code, Ch. 161, Subchapter O-1,</p>	<p>Deputy Superintendent</p>	<p>Partnership with St. David's and Bluebonnet Trails</p>

<ul style="list-style-type: none"> <li>o Early mental health intervention</li> <li>o Mental health promotion and positive youth development</li> <li>o Substance abuse prevention</li> <li>o Substance abuse intervention</li> <li>o Suicide prevention and suicide prevention parent/guardian notification procedures</li> <li>● Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	<p>Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy DMA(Legal)</p>	<p>Principals</p> <p>Counselors</p> <p>Social Workers</p>	
<p><b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b></p> <ul style="list-style-type: none"> <li>● Methods for addressing <ul style="list-style-type: none"> <li>o Suicide prevention including parent/guardian notification procedure</li> <li>o Conflict resolution programs</li> <li>o Violence prevention and intervention programs</li> <li>o Unwanted physical or verbal aggression</li> <li>o Sexual harassment</li> <li>o Harassment and dating violence</li> </ul> </li> </ul>	<p>TEC 11.252(a)(3)(E)</p> <p>TEC 11.252(3)(B)</p> <p>TEC 11.252(3)(B)</p> <p>Board Policy FFH(Legal), FFH(Local)</p> <p>TEC 11.253(d)(8)</p> <p>TEC 37.001</p> <p>Family Code 71.0021</p> <p>TEC 37.0831</p>	<p>Deputy Superintendent</p> <p>Campus Principals</p>	<p>Student Code of Conduct</p>
<p><b>14. Texas Behavior Support Initiative (TBSI)</b></p> <ul style="list-style-type: none"> <li>● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	<p>TEC 21.451(d)(2)</p> <p>Board Policy DMA(Legal)</p>	<p>Special Education Director</p>	<p>Special Education Handbook</p>
<p><b>15. Technology Integration in Instructional and Administrative Programs</b></p>	<p>TEC 11.252(a)(3)(D)</p> <p>TEC 28.001</p>	<p>Director of Technology</p> <p>Director of Instructional Technology</p>	<p>TEAMS</p> <p>District Servers</p>