

Taylor Independent School District
Taylor Middle School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Taylor Middle School's mission will support students by providing a positive climate for student growth that puts the needs of the students first.

Vision

Taylor Middle School's vision is for students to show growth and develop into life long learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Taylor Middle School is located at 304 Carlos Parker Blvd. in Taylor TX. The campus has approximately 700 students in 6th, 7th and 8th grades. The student breakout is 7% African American, 65% Hispanic, 26% White, and 1% Two or more races. 63% of the student population qualifies for free and reduced lunch making Taylor Middle School a Title 1 campus. 11% of the students are ELL, 64% are identified at risk and 8% are mobile. 10% of students are identified as GT students and 11% are identified as Special Education students (State average is 8%). There is approximately 70 staff members on campus, 54 of them are certified teachers. We have recently hired 15 new teachers to Taylor Middle School. Title 1 funds and other federal funds are supplemental to other funds available to Taylor Middle School.

Demographics Strengths

Taylor Middle School fine art programs have continued to excel in competitions and the students performed well at the academic UIL competition. TMS Staff will continue to support students growing academically and as a whole student.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase the number of students to be prepared for the Algebra 1 EOC in 8th grade by increasing the number of students Mastering Math STAAR in 6th and 7th grades. **Root Cause:** Math STAAR data in the 2017 shows students performing poorly for Master's: 6th 8% and 7th 13%.

Student Academic Achievement

Student Academic Achievement Summary

Highlighted areas:

Approaches: Green=70%+, Yellow=50%-69% and Red=49%-

Meets: Green=35%+, Yellow=20%-34% and Red=19%-

Masters: Green=20%+, Yellow=10%-19% and Red=9%-

Incoming 6th Graders	Total Students	April 2018 STAAR Mathematics, Grade 5			April 2018 STAAR Reading, Grade 5			May 2018 STAAR S	
		Approaches GL	Meets GL	Masters GL	Approaches GL	Meets GL	Masters GL	Approaches GL	Meets GL
Main Street Intermediate	199	79.90%	44.72%	22.11%	70.85%	42.21%	20.10%	64%	
Economic Disadvantage	142	78.17%	39.44%	15.49%	64.08%	29.58%	10.56%	57.34%	
American Indian/Alaskan Native	1	100%	0%	0%	100%	0%	0%	0%	
Asian	1	100%	100%	0%	100%	100%	0%	100%	
Black/African American	16	68.75%	12.50%	12.50%	62.50%	31.25%	18.75%	50%	
Hispanic	119	79.83%	46.22%	20.17%	66.39%	32.77%	13.45%	60.50%	
Native Hawaiian/Pacific Islander	1	100%	100%	0%	100%	100%	100%	100%	
Two or More Races	4	100%	75%	50%	75%	75%	50%	100%	
White	57	80.70%	47.37%	28.07%	80.70%	61.40%	31.58%	72.41%	
Female	96	82.29%	46.88%	23.96%	76.04%	44.79%	21.88%	64.58%	
Male	103	77.67%	42.72%	20.39%	66.02%	39.81%	18.45%	63.46%	
LEP	31	80.65%	38.71%	19.35%	58.06%	16.13%	6.45%	48.39%	
Second Year of Monitoring	7	100%	100%	57.14%	100%	71.43%	28.57%	100%	
Special Ed Indicator	22	36.36%	9.09%	9.09%	13.64%	0%	0%	18.18%	

Incoming 7th Graders	Total Students	May 2018 STAAR Mathematics, Grade 6			May 2018 STAAR Reading, Grade 6		
		Approaches GL	Meets GL	Masters GL	Approaches GL	Meets GL	Masters GL
Taylor Middle School	236	54.66%	22.88%	8.05%	55.51%	26.69%	11.44%

Economic Disadvantage	160	50.62%	14.38%	3.12%	48.12%	20.62%	5%
Asian	1	100%	100%	100%	100%	100%	100%
Black/African American	23	34.78%	8.70%	4.35%	43.48%	13.04%	4.35%
Hispanic	147	54.42%	19.05%	5.44%	51.70%	23.13%	7.48%
Two or More Races	9	44.44%	11.11%	11.11%	44.44%	11.11%	11.11%
White	56	64.29%	39.29%	14.29%	71.43%	42.86%	23.21%
Female	102	53.92%	24.51%	9.80%	58.82%	29.41%	14.71%
Male	134	55.22%	21.64%	6.72%	52.99%	24.63%	8.96%
First Year of Monitoring	6	100%	66.67%	16.67%	100%	66.67%	0%
LEP	38	36.84%	7.89%	0%	31.58%	10.53%	0%
Second Year of Monitoring	8	75%	12.50%	0%	75%	25%	12.50%
Special Ed Indicator	31	19.35%	9.68%	3.23%	25.81%	9.68%	6.45%

May 2018 STAAR Mathematics, Grade 7 May 2018 STAAR Reading, Grade 7 May 2018 STAAR Writing, Grade 7

Incoming 8th Graders	Total Students	May 2018 STAAR Mathematics, Grade 7			May 2018 STAAR Reading, Grade 7			May 2018 STAAR Writing, Grade 7	
		Approaches GL	Meets GL	Masters GL	Approaches GL	Meets GL	Masters GL	Approaches GL	Meets GL
Taylor Middle School	227	65.79%	29.39%	13.16%	65.20%	35.24%	15.86%	54.42%	23.35%
Economic Disadvantage	143	61.81%	22.22%	7.64%	58.04%	28.67%	9.79%	46.15%	13.29%
Asian	2	100%	100%	50%	100%	100%	100%	100%	100%
Black/African American	21	47.62%	14.29%	4.76%	52.38%	19.05%	4.76%	42.86%	14.29%
Hispanic	129	65.38%	26.15%	7.69%	60.47%	32.56%	10.08%	48.06%	17.83%
Two or More Races	7	71.43%	28.57%	14.29%	71.43%	57.14%	42.86%	71.43%	28.57%
White	68	70.59%	38.24%	25%	76.47%	41.18%	25%	67.16%	35.29%
Female	99	65%	22%	13%	67.68%	40.40%	18.18%	60.20%	20.20%
Male	128	66.41%	35.16%	13.28%	63.28%	31.25%	14.06%	50%	13.28%
LEP	20	50%	15%	0%	30%	5%	0%	10%	0%
Second Year of Monitoring	17	94.12%	35.29%	0%	88.24%	52.94%	0%	70.59%	0%
Special Ed Indicator	21	22.73%	0%	0%	23.81%	9.52%	4.76%	13.64%	0%

April 2018 STAAR Mathematics, Grade 8 April 2018 STAAR Reading, Grade 8 May 2018 STAAR Writing, Grade 8

Exiting 8th Graders	Total Students	April 2018 STAAR Mathematics, Grade 8			April 2018 STAAR Reading, Grade 8			May 2018 STAAR Writing, Grade 8	
		Approaches GL	Meets GL	Masters GL	Approaches GL	Meets GL	Masters GL	Approaches GL	Meets GL
Taylor Middle School	178	52.81%	11.80%	1.12%	70.78%	34.16%	13.58%	63.49%	23.03%
Economic Disadvantage	122	52.46%	9.02%	0.82%	66.88%	28.66%	12.10%	58.71%	17.37%
Asian	1	0%	0%	0%	100%	50%	50%	50%	0%

Black/African American	12	33.33%	0%	0%	30.77%	15.38%	7.69%	38.46%
Hispanic	116	50.86%	8.62%	0.86%	69.13%	30.20%	11.41%	58.50%
Native Hawaiian/Pacific Islander	1	100%	100%	0%	100%	0%	0%	100%
Two or More Races	4	75%	0%	0%	85.71%	42.86%	14.29%	57.14%
White	44	61.36%	22.73%	2.27%	78.87%	45.07%	18.31%	78.87%
Female	82	52.44%	12.20%	2.44%	70.64%	36.70%	17.43%	59.81%
Male	96	53.12%	11.46%	0%	70.90%	32.09%	10.45%	66.42%
LEP	27	51.85%	11.11%	0%	34.48%	3.45%	3.45%	31.03%
Second Year of Monitoring	4	75%	0%	0%	60%	20%	0%	80%
Special Ed Indicator	20	20%	10%	0%	28.57%	4.76%	4.76%	14.29%

Spring 2018 STAAR EOC, Algebra I

Exiting 8th Graders	Total Students	Approaches	Meets	Masters
Taylor Middle School	64	98.44%	70.31%	34.38%
Economic Disadvantage	34	100%	64.71%	23.53%
Asian	1	100%	100%	100%
Black/African American	1	100%	0%	0%
Hispanic	32	100%	56.25%	21.88%
Two or More Races	3	100%	100%	66.67%
White	27	96.30%	85.19%	44.44%
Female	27	96.30%	77.78%	51.85%
Male	37	100%	64.86%	21.62%
LEP	2	100%	100%	50%
Second Year of Monitoring	1	100%	100%	0%
Special Ed Indicator	1	100%	0%	0%

Student Academic Achievement Strengths

See highlighted green areas above.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Increase the number 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, 7th grade students did not perform well: 54% approaches and 19% meets and 54% scored a 4 or higher on the writing composition.

Problem Statement 2: Increase the number of students reaching approaches and meets in the Reading STAAAR test through aligning reading practices with Reading Counts and mastering essential standards. **Root Cause:** During the 2017 assessments, 6th grade reading scored 56%, 7th grade reading scored 65% and 8th grade reading scored 80%(after 2 admins).

Problem Statement 3: Increase the number of students reaching approaches, meets and masters on all state test areas through the analysis of common assessment date and implementation of Raise Up Texas instructional strategies. **Root Cause:** During the 2017-18 school year, Taylor MS had 12 new to profession teachers and a long term sub covering several academic areas.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction and Assessment:

Taylor Middle School will utilize Taylor ISD's aligned curriculum and ensure it is guaranteed and viable to all students. Content area teams will collaborate over the summer and each week to determine essential standards, collaborate on what mastery looks like for those essential standards and share best practice teaching strategies. Class sizes are kept lower than the state average. TMS will utilize formative assessments to drive instruction throughout the school year and provide data for student intervention and acceleration needs. Professional development is offered through the district and campus based on needs. We will use our partnership with Raise Up Texas to implement the content enhancement routines and instructional playbook.

Needs and Priorities:

Curriculum, Instruction and Assessment:

- Ensure a focus on learning and not teaching
- Have a focus on student engagement and classroom expectations.
- Create and grow a balanced literacy program that meets the needs of all students (emphasis on reading fluency, high frequency words and comprehension)
- Implement the instructional playbook & content enhancement routines
- Increase rigor of science lessons with an emphasis on science vocabulary.
- Increase rigor of social studies lessons with an emphasis on social studies vocabulary.
- Increase rigor of writing lessons with an emphasis on writing in a shorter period of time and editing vs. revising
- 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
- Redefine balanced literacy procedures to meet needs of all students
- Implement science and social studies vocabulary strengthening program.
- Align curriculum outline and resources available for teachers to utilize in planning session during the school year.
- Utilize empoweirng writiers to increase wiritng 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. Common vertical PLC team planning sessions will continue along with

outside PD opportunities: TISD summer learning professional development, Region 13 trainings and outside consultants.

Needs and Priorities:

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:

Taylor Middle School 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 collaboration & learning times and after school planning sessions will be set up in advance.

Needs and Priorities:

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:

Taylor Middle School will be a safe and nurturing campus that provides a wide range of extracurricular activities as well as providing a guaranteed and viable curriculum. Campus administration will continue the efforts for Taylor ISD and Taylor Middle School to 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 have steadily dropped from previous years near the thousands to approximately 600 this past year.

Needs and Priorities:

School Culture and Climate:

- Develop student leadership skills
 - Set 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.
- Ensure clear expectations 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
 - Develop a plan for teaching students organization and study skills
 - Target 6th graders transitioning from the intermediate level

Family and Community Involvement:

Taylor Middle School parent and community involvement will be a continued effort this school year. The district created the “voice” for families and community members to share thoughts, concerns and accolades. Implementation of 6th grade camp, campus committee to generate ideas for community involvement, student mentoring programs and student awards/recognitions have shown to be successful and help promote student and community involvement. A regular parent and community involvement day will be organized throughout the school year.

Needs and Priorities:

Family and Community Involvement:

- Continued awareness to promote positive relationships with parents, families and the community.
 - Develop a campus climate to focus on all students and be accountable to the students’ needs.
- Bi-Monthly principal meetings for parents
 - Conduct staff, student and parent surveys
 - Increase school partnerships with community
 - Increase parent involvement through scheduled activities

Technology:

Taylor Middle School has classrooms with multiple facets of technology available to staff and students (desktops, laptops, iPads, smart boards, projectors and document cameras). Student data will be tracked and analyzed using a variety of sources (Eduphoria, Aimsweb, Gates). We will also utilize a number of online programs to support student learning (Fast Forward, Dreamworks, Aimsweb).

Needs and Priorities:

Technology:

- Continue the implementation of utilizing technology in the classroom that supports students, teachers and the curriculum.
- Provide professional development and support to implement and use technology effectively in the classroom.
- Increase use of the 4C's technology model
- Utilize computer based programs for student monitoring and success: Fast Forward, Dreamworks, Aimsweb

School Processes & Programs Strengths

Taylor Middle School will have a strong focus on the school culture and climate for students and staff. Clear expectations will be established and taught. A strong, positive incentive program will be established for students to reach high levels of academic and behavior success. The culture will reflect that all staff look at students, as “OUR” students. We will work interdependently as a strong team to ensure student success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increase the structure and process for the campus RtI system. **Root Cause:** STAAR testing data for 2017 has indicated a decrease in most academic areas. The campus teams have not been aligned to ensure there is a systematic way to monitor and discuss students of concern.

Perceptions

Perceptions Summary

An online survey was sent out to all stakeholders involved with our campus. The campus received approximately 30 responses from parents and were generally positive with some areas marked for improvement. Teacher surveys indicated teachers like working at the middle school campus, respect district leadership abilities, and perceive a positive campus culture.

Perceptions Strengths

The middle school hosts several events throughout the year to engage the community. Surveys indicated parents and community want to see an increase in these involvement areas.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increase the number of parents and community members getting involved with the campus and offering feedback system where more can participate. **Root Cause:** During 2017, the campus only had approximately 30 parents offer input on the parent survey out of a campus with 700 students.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data


Goals

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

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
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 1) Collaborate with E3 Alliance and Raise Up Texas to ensure high level of instructional delivery of the campus unit organizer, instructional playbook and data analysis.	2.4, 2.6	Administrators Teachers Instructional coach	Increase in STAAR Index 1 towards the state averages.				
Problem Statements: Demographics 1 - Student Academic Achievement 1							
							

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: Increase the number of students to be prepared for the Algebra 1 EOC in 8th grade by increasing the number of students Mastering Math STAAR in 6th and 7th grades. Root Cause 1: Math STAAR data in the 2017 shows students performing poorly for Master's: 6th 8% and 7th 13%.
Student Academic Achievement
Problem Statement 1: Increase the number 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 1: During the 2017 assessments, 7th grade students did not perform well: 54% approaches and 19% meets and 54% scored a 4 or higher on the writing composition.

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 students from economically disadvantaged backgrounds and within student groups.

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
Critical Success Factors CSF 1 CSF 2 CSF 3 1) Implement an effective RtI process to ensure all students are achieving at a high level.	2.4, 2.6	Administrators Instructional Coach Teacher teams	The achievement gap on STAAR will close.				
Problem Statements: School Processes & Programs 1							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Increase the structure and process for the campus RtI system. Root Cause 1: STAAR testing data for 2017 has indicated a decrease in most academic areas. The campus teams have not been aligned to ensure there is a systematic way to monitor and discuss students of concern.

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 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
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) Utilize the PLC process through FIT and the mastery of essential standards.	2.4, 2.5, 2.6	Adminstrators Teacher teams Instructional coach	Students will show an increase on the progress measure on STAAR				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: Increase the number 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 1: During the 2017 assessments, 7th grade students did not perform well: 54% approaches and 19% meets and 54% scored a 4 or higher on the writing composition.
School Processes & Programs
Problem Statement 1: Increase the structure and process for the campus RtI system. Root Cause 1: STAAR testing data for 2017 has indicated a decrease in most academic areas. The campus teams have not been aligned to ensure there is a systematic way to monitor and discuss students of concern.

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: Work in partnership with Raise up Texas/E3 Alliance and contracted services for instructional coaching to increase teacher pedagogy for lesson development and improve staff retention

Evaluation Data Source(s) 1: STAAR
Staff retention

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 1) Coordinate weekly, targeted PD sessions by department and month SIM days to ensure a high level of teaching.	2.4, 2.5	Instructional coach Teacher teams Administrators	Increase in teacher effectiveness as documented on STAAR results and teacher retention.				
Problem Statements: Demographics 1 - Student Academic Achievement 1							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Increase the number of students to be prepared for the Algebra 1 EOC in 8th grade by increasing the number of students Mastering Math STAAR in 6th and 7th grades. Root Cause 1: Math STAAR data in the 2017 shows students performing poorly for Master's: 6th 8% and 7th 13%.
Student Academic Achievement
Problem Statement 1: Increase the number 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 1: During the 2017 assessments, 7th grade students did not perform well: 54% approaches and 19% meets and 54% scored a 4 or higher on the writing composition.

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, managing persistent student misbehavior and building student relationships for staff.

Evaluation Data Source(s) 2: Discipline referrals

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7 1) Align the use of CHAMPS across all classrooms.	2.5, 2.6	Teachers Instructional coach Administrators	We will see a decrease in the number of discipline referrals and an increase in school climate.				
	Problem Statements: Student Academic Achievement 1 - Perceptions 1						
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 2) Implement effective discipline management program lead by the teachers and supported from administration.	2.5, 2.6	Teacher teams Administration	We will see a decrease in the number of discipline referrals and an increase in school climate.				
	Problem Statements: Student Academic Achievement 1 - Perceptions 1						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Increase the number 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 1: During the 2017 assessments, 7th grade students did not perform well: 54% approaches and 19% meets and 54% scored a 4 or higher on the writing composition.
Perceptions
Problem Statement 1: Increase the number of parents and community members getting involved with the campus and offering feedback system where more can participate. Root Cause 1: During 2017, the campus only had approximately 30 parents offer input on the parent survey out of a campus with 700 students.

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 student enrollment and performance in Honors classes

Evaluation Data Source(s) 1: Enrollment numbers
STAAR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Improve the rubric and communication process to target students for honors classes.	2.4, 2.5	Teachers Instructional coach Administrators	Increase the number of students enrolled in Honors and increase in the number of students Meeting and Mastering STAAR.				
Problem Statements: Demographics 1 - Student Academic Achievement 1							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Increase the number of students to be prepared for the Algebra 1 EOC in 8th grade by increasing the number of students Mastering Math STAAR in 6th and 7th grades. Root Cause 1: Math STAAR data in the 2017 shows students performing poorly for Master's: 6th 8% and 7th 13%.
Student Academic Achievement
Problem Statement 1: Increase the number 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 1: During the 2017 assessments, 7th grade students did not perform well: 54% approaches and 19% meets and 54% scored a 4 or higher on the writing composition.

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 at-risk students enrolling at Legacy Early College High School.

Evaluation Data Source(s) 2: Enrollment numbers

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 1) Target at risk students beginning in 7th grade for potentially enrollment and increase the visibility of LECHS as an option.	2.4, 2.5, 2.6	Administrators Counselors Teachers	Increase the number of at risk students enrolling at LECHS.				
Problem Statements: Student Academic Achievement 1 - Perceptions 1							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Increase the number 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 1: During the 2017 assessments, 7th grade students did not perform well: 54% approaches and 19% meets and 54% scored a 4 or higher on the writing composition.
Perceptions
Problem Statement 1: Increase the number of parents and community members getting involved with the campus and offering feedback system where more can participate. Root Cause 1: During 2017, the campus only had approximately 30 parents offer input on the parent survey out of a campus with 700 students.

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 3: Increase the number of CTE and high school credit courses offered at TMS

Evaluation Data Source(s) 3: Master schedule

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 1) Align THS and TMS career path courses to ensure CTE and HS credits are available at TMS.	2.5, 2.6	Administrators Counselors	Increase the number of HS credit and CTE courses at TMS.				
Problem Statements: Demographics 1 - Student Academic Achievement 1							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Increase the number of students to be prepared for the Algebra 1 EOC in 8th grade by increasing the number of students Mastering Math STAAR in 6th and 7th grades. Root Cause 1: Math STAAR data in the 2017 shows students performing poorly for Master's: 6th 8% and 7th 13%.
Student Academic Achievement
Problem Statement 1: Increase the number 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 1: During the 2017 assessments, 7th grade students did not perform well: 54% approaches and 19% meets and 54% scored a 4 or higher on the writing composition.

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: CSF 5- Increase family and community engagement through PRIDE day and out reach.

Evaluation Data Source(s) 1: Sign in sheets
Agendas

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 4 CSF 5 CSF 6 1) Set up PRIDE day at the end of each grading period to celebrate student success and increase parent and community involvement.	2.6, 3.1, 3.2	Teachers Administrators Counselors	We will see a decrease in the number of discipline referrals and an increase in the number of parent and community members involved with the school.				
Problem Statements: Perceptions 1							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Increase the number of parents and community members getting involved with the campus and offering feedback system where more can participate. Root Cause 1: During 2017, the campus only had approximately 30 parents offer input on the parent survey out of a campus with 700 students.

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: CSF 6- Improve school climate through student incentives, student goals and celebrations and staff goals and celebrations

Evaluation Data Source(s) 2: Goals set

Staff retention

Discipline referrals

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 CSF 7 1) Set up staff incentive and celebration goals and communicate them from the beginning of the year.	2.5, 2.6	Teachers Instructional coach Administrators	Increase in staff climate on staff surveys.				
Problem Statements: School Processes & Programs 1 - Perceptions 1							

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Increase the structure and process for the campus RtI system. Root Cause 1: STAAR testing data for 2017 has indicated a decrease in most academic areas. The campus teams have not been aligned to ensure there is a systematic way to monitor and discuss students of concern.
Perceptions
Problem Statement 1: Increase the number of parents and community members getting involved with the campus and offering feedback system where more can participate. Root Cause 1: During 2017, the campus only had approximately 30 parents offer input on the parent survey out of a campus with 700 students.

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
1. Bullying <ul style="list-style-type: none"> ● Prevention, identification, response to and reporting of bullying or-bully-like behavior 	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Campus Principals Campus Counselors	Student Handbook District Website
2. Coordinated Health Program <ul style="list-style-type: none"> ● Student fitness assessment data ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Campus Principals Athletic Director Campus Counselors SHAC Committee	SHAC Resource Binder Committee Notes Fitness Gram Data
3. DAEP Requirements <ul style="list-style-type: none"> ● Student groups served – monitoring over-representation ● Attendance rates ● Pre- and post- assessment results ● Dropout rates ● Graduation rates 	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"> Recidivism rates 			
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> Evaluation – every two years 	TEC 11.252(d)	Superintendent	Local Board Policy
5. Dropout Prevention	TEC 11.252	Taylor Opportunity Center Secondary Principals Secondary Counselors Parent Liaison	Campus Plans Dropout Data from the State Student Input Graduation Rate
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Chief Academic Officer 504 Special Programs Director Special Education Director	Dyslexia Handbook Student Data
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> An identification and recruitment plan New Generation System (NGS) Early Childhood Education Parental Involvement Graduation Enhancement Secondary Credit Exchange and Accrual Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	Region 13 Director of Federal Programs Parent Liaison	Shared Service Agreement with Region 13 ESSA Compliance Document
8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		504 Special Programs Director	504 Handbook

<p>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</p> <ul style="list-style-type: none"> ● Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	<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>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	<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>11. Sexual Abuse and Maltreatment of Children</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>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: 	<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"> o Early mental health intervention o Mental health promotion and positive youth development o Substance abuse prevention o Substance abuse intervention o Suicide prevention and suicide prevention parent/guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. 	<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>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> o Suicide prevention including parent/guardian notification procedure o Conflict resolution programs o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence 	<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>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2)</p> <p>Board Policy DMA(Legal)</p>	<p>Special Education Director</p>	<p>Special Education Handbook</p>
<p>15. Technology Integration in Instructional and Administrative Programs</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>