

Taylor Independent School District
District Improvement Plan
2023-2024



Mission Statement

Inspire, Equip, and Empower Every Student to Achieve Their Unique Potential.

Vision

Intentionally Empowering the Whole Child

Core Beliefs

IN TAYLOR ISD WE BELIEVE...

- ... EVERY student has unique potential and shall engage in opportunities to grow in a safe environment through multiple approaches to learning.
- ... families are partners who will be informed and supported in the educational process to help students discover their unique potential.
- ... our empowered faculty and staff utilize their respected skills to serve as student advocates for the whole child.
- ... our accessible campus leaders foster community relationships and demonstrate effective communication, servant leadership, and instructional leadership to guide faculty and staff towards our vision.
- ... the Superintendent and district leaders are forward thinking, strategic, and accessible partners to our community that empower staff to help students achieve their unique potential.
- ... the Board of Trustees is a collaborative team, anchored in tradition, with a vision towards the future and a connection to the community, inspiring exceptional workplaces and excellence in student outcomes.

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Comprehensive Needs Assessment

Revised/Approved: August 21, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

In the Spring of 2021, the district leadership along with our staff and community stakeholders engaged in a Strategic Planning Process. This process resulted in the creation of the district's Vision, Mission and Core Beliefs. Taylor ISD has adopted 4 Strategic Goals: Excellence in Student Outcomes, Exceptional Workplace Climate, Quality Customer Service and Efficient Financial Stewardship. Each goal has multiple Critical Success Factors that guide the work of the district. Each quarter the Critical Success Factors are analyzed for progress.

At the end of the 2022-2023 school year, a review was done on the Balanced Score Card. Each goal and strategic priority were analyzed.

The top concerns were as follows:

1. Performance in Math on state assessment in grades 3-8 and Algebra I
2. Performance on English Language Arts in grades 3-8 and English I and II
3. Teacher Turnover rates in Taylor ISD was 28%

The root causes identified for the areas of concern were:

1. Teachers need explicit training and implementation support in instructional strategies.
2. Curriculum resources that were not aligned from grade level to grade level and were not easily accessible.
3. The high percentage of teachers that were new to the profession
4. Lack of competitive compensation, combined with scarce affordable housing, combines to make retention of teachers challenging.

Demographics

Demographics Summary

Taylor ISD has 3103 students located on 6 campuses. The students' demographics are 64.36% Hispanic, 23.91% White, 7.51% African American, 3.16 % Two or More Races, .71% Asian, .16% Pacific Island, and .16% American Indian. The District is 57% Economically Disadvantaged, 13.51% LEP, 10.34% Special Education, and 6.4% Gifted and Talented. The district has a traditional High School as well as Early College High School. There is one middle school and three elementary schools.

Demographics Strengths

Taylor ISD has a diverse student population

Taylor ISD is focusing on college and career opportunities and readiness for all students

Taylor ISD has expanded CTE certification programs to better support local industry

Taylor ISD has strong partnerships with community and local businesses

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a performance gap between our Economically Disadvantaged Students and the non-Economically Disadvantaged Students. **Root Cause:** Lack of explicit instruction and vocabulary development.

Problem Statement 2 (Prioritized): There is a performance gap between our ESL Students and our the all student group. **Root Cause:** Lack of explicit instruction and vocabulary development.

Problem Statement 3 (Prioritized): TISD needs to increase focus on bilingual and ESL teacher recruitment. **Root Cause:** Statewide there is a limited applicant pool for for bilingual and ESL certified teachers.

Problem Statement 4 (Prioritized): TISD needs to increase student access to the technology needed to be successful in online assessment. **Root Cause:** Lack of technology and connectivity to our students.

Problem Statement 5 (Prioritized): TISD needs to provide additional support to help minimize the lost instructional time due COVID-19 school closures. **Root Cause:** TISD was closed from March 2020 until the end of 2020 school year.

Student Achievement

Student Achievement Summary

Each of our critical success factors is reviewed at the end of the year to indicate we are either behind expected progress, on track, or meeting expectations.

Critical Success Factor 1.1: Prioritize the ongoing refinement of curriculum, instruction, and professional development.

Taylor ISD has continued to adjust the aligned curriculum to the needs of student accountability. As well, the percentage of students failing one or more courses decreased at the middle school and high school because of increased interventions and teacher communication to parents. Out of necessity, the curriculum of the 2nd semester was drastically adjusted to meet the needs of learners and improve student performance on end of year assessments.

Direct professional development support improved through teacher planning time. Enhancing the learning experience through routines/procedures and relationships remains a priority. This CSF is marked as **on track.**

Spring 2023				
Campus	Test	Approaches%	Meets %	Masters%
District	ENG2	20%	35%	5%
	ENG I	18%	30%	8%
	BIO	38%	31%	10%
	ALG I	39%	16%	9%
	USH	33%	33%	24%
STATE	ENG2	18%	47%	9%
	ENG I	16%	40%	14%
	BIO	31%	37%	22%
	ALG I	33%	21%	24%
	USH	24%	32%	39%
Legacy	ENG2	97%	97%	22%
Legacy	ENG I	3%	54%	22%
Legacy	BIO	22%	40%	25%
Legacy	ALG I	44%	9%	4%
Legacy	USH	3%	37%	57%

Spring 2023				
THS	ENG2	22%	31%	3%
THS	ENG I	19%	27%	6%
THS	BIO	41%	30%	8%
THS	ALG I	42%	14%	4%
THS	USH	37%	32%	19%
TMS	ALG I	23%	28%	35%
NPE	3rd RLA	29%	21%	8%
NPE	4th RLA	31%	20%	15%
MSI	5th RLA	33%	20%	9%
TMS	6th RLA	32%	23%	9%
TMS	7th RLA	29%	25%	10%
TMS	8th RLA	36%	22%	17%
NPE	3rd Math	29%	18%	9%
NPE	4th Math	24%	17%	9%
MSI	5th Math	32%	18%	7%
TMS	6th Math	43%	13%	3%
TMS	7th Math	33%	20%	2%
TMS	8th Math	31%	23%	3%
MSI	5th Sci	22%	16%	8%
TMS	8th Sci	29%	27%	6%
TMS	8th SS	20%	13%	7%
Summer 2023	Test	Approaches%	Meets %	Masters%
District	ENG2	9%	9%	0%
	ENG I	20%	1%	0%
	BIO	43%	3%	0%
	ALG I	21%	0%	0%
	USH	44%	0%	11%

Spring 2023				
STATE	ENG2	16%	5%	0%
	ENG I	17%	4%	0%
	BIO	51%	5%	1%
	ALG I	21%	1%	0%
	USH	45%	11%	8%
Legacy	ENG2	100%	10%	0%
THS	ENG2	9%	7%	0%
Legacy	ENG I	40%	0%	0%
THS	ENG I	19%	1%	0%
TELPAS	Beinging	Intermidate	Advanced	Advanced High
1st	0%	0%	100%	0%
2nd	13%	71%	13%	3%
3rd	15%	55%	30%	0%
4th	19%	40%	36%	6%
5th	8%	37%	48%	8%
6th	7%	44%	47%	2%
7th	14%	54%	30%	3%
8th	5%	49%	38%	8%
9th	7%	45%	41%	7%
10th	2%	54%	41%	2%
11th	0	56%	39%	6%
12th	6%	50%	39%	6%

Critical Success Factor 1.2: Annually increase the percentage of students engaged in school.

In addition to athletics, fine arts, and academic UIL organizations, both the high school and the middle school significantly increased opportunities for students to be involved in school beyond the classroom. We approximate that 65% of middle school students and 55% of high school students were engaged in a school activity

beyond the classroom. We are marking this CSF “on track.”

Critical Success Factor 1.3: Annually increase the percentage of students meeting College and Career Readiness Standards.

Taylor ISD significantly improved the metrics associated with this CSF and it is important to note TEA will not recognize our work in campus grading until 2024. The percent of students meeting CCMR standards will exceed the goal of 76% this year. The number of students taking an AP test increased from 98 students to 171 to represent 20%. 25% of students in Taylor ISD took an AP or Dual Credit course in the 2022-23 school year. 364 students earned industry based certifications in the 2022-23 school year. This CSF is “meeting expectations” because our strategies have increased every metric in this CSF.

Critical Success Factor 1.4: Annually increase the percentage of students demonstrating growth on state assessments: ELAR, Math, Social Studies, Science.

Based upon Renaissance universal screener and TEA Interim Assessments, students showed growth by an average of 0.7 years of growth in Reading and 1.3 years in Math. During this second year of the balanced scorecard, the district significantly increased the ability of teacher teams to respond to data and highly monitored instruction that was tied to accountability. Campus leaders created and modeled high leverage lesson formats to equip teachers for success. Evidence of progress monitoring and walkthrough processes increased in the 2nd semester through tools and an increase in district leader engagement. This was most evident in math, where 4th graders grew by 2.6 years in two school years. While those same 4th graders grew by 2.2 years in Reading during that time span, more work is needed to build literacy throughout the district. Due to a combination of student academic growth and implementation of curriculum, we designate this CSF as “on track.”

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Formative Assessments are not accurately identifying students who are struggling and/or students who need to be challenged to achieve a higher level. **Root Cause:** TISD lack a uniform system of common assessments aligned to the rigor of STAAR that are implemented with fidelity.

Problem Statement 2 (Prioritized): Students that meet or exceed progress growth measures in reading and math are not consistently improving. **Root Cause:** Lack of use of prior year assessment data to make instructional decisions.

Problem Statement 3 (Prioritized): The " Meets Expectations" percentage of students ELA and Math scores need improvement. **Root Cause:** Lack of understanding of the level of rigor attached to "meeting expectations" on the STAAR/EOC assessments.

Problem Statement 4 (Prioritized): Implementation of Reading and Math interventions need to be improved at our elementary schools. **Root Cause:** TISD lack a uniform system of common assessments aligned to the rigor of STAAR that are implemented with fidelity.

Problem Statement 5 (Prioritized): Although Special Education Performance has shown small improvements, the results are not significant. **Root Cause:** Staff lacks strategies to increase learning acquisition in special needs students.

Problem Statement 6 (Prioritized): Increase the numbers of students that are college, career, and/or military ready. **Root Cause:** Low numbers of students taking college entrance exams and lack of awareness of career opportunities

Problem Statement 7 (Prioritized): TISD needs to increase student access to the technology needed to be successful in online assessment. **Root Cause:** Lack of technology and connectivity to our students.

Problem Statement 8 (Prioritized): TISD needs to provide additional support to help minimize the lost instructional time due COVID-19 school closures. **Root Cause:** TISD was closed from March 2020 until the end of 2020 school year.

District Culture and Climate

District Culture and Climate Summary

Each of our critical success factors is reviewed at the end of the year to indicate we are either behind expected progress, on track, or meeting expectations.

Critical Success Factor 2.1: Annually increase the percentage of teachers/staff who indicate a positive morale in annual staff surveys.

Campus by campus staff surveys indicated a growth in staff members reporting positive morale from an average of 3.28 (2021) to 3.66 (2022) to 3.97 (2023) on a 1-5 scale. All campuses showed growth in morale except for Naomi Pasemann Elementary which showed a slight decrease. Overall themes that kept morale from being higher related to the demands of the profession and a lack of communication from leadership.

As well, 74% of employees stated they are proud to work for Taylor ISD which is a 1% decrease from last year. When discussing the source of pride, teachers/staff indicated that a sense of cohesiveness (small town feel) and focus on students led to their affirmative responses. In comparison to our baseline year, we are marking this CSF as “on track.”

Critical Success Factor 2.2: Annually increase the percentage of teacher and staff engagement.

Staff responding to feeling involved in decision making based upon 2022 and 2023 campus surveys indicated steady progress by improving slightly from a 4.0 to 4.1 on a scale of 1-5. While staff commented that there was positive opportunities for feedback, a theme for improvement was the timeliness of communication on decisions. Additionally, the district seeks to improve teacher engagement in district initiatives to improve student achievement.

We are marking this CSF as “on track.”

Critical Success Factor 2.3: Annually increase the percentage of teachers remaining part of the Taylor ISD team.

Taylor ISD MET expectations when it came to providing year long new teacher support and mentoring opportunities. Morale and staff engagement improved, and while turnover remains above 20%, the district has reduced employee feedback that reflects “push factors.” While there are many national

and societal factors contributing to this item, the leadership of Taylor ISD continues to hold themselves accountable to the success of goals and success factors established by the Board of Trustees. More importantly, 70% of teachers stated they would recommend Taylor ISD as a place to work which is an increase over last year's 52%. This puts this CSF at "on track."

Critical Success Factor 2.4: Annually increase the operational effectiveness of the district (safety).

Taylor ISD successfully completed all Texas State Safety Audits. The district continues to ensure students and staff know to keep doors closed. We continue to remind students not to open doors for visitors and alert the campus of safety needs. We designate this CSF as "meeting expectations."

District Culture and Climate Strengths

Taylor ISD is a safe nurturing district that provides a wide range of extra-curricular activities as well as providing an aligned viable curriculum. On the TISD staff survey, felt their campus environment was positive or very positive. All campuses have a Campus Emergency Response Team in place and all staff participate in monthly safety drills. A comprehensive safety audit of the district is conducted every three years.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): Student behavior is responsible for the break down of the campus culture causing a loss of instructional time for all students. **Root Cause:** Lack of consistent of RtI procedures across the district.

Problem Statement 2 (Prioritized): Consistent expectations district wide for Positive Behavior, Classroom management, Social and Emotional Learning and Restorative Practices. **Root Cause:** Each campus has different behavior expectations and communication practices to parents.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The district participates in selected association meetings, conferences, and job fairs that target administrators, math, science, ESL, and bilingual certified teachers. Current education research indicates new teachers entering the profession are at an all time low (nea Today, 2016). Salaries are a significant factor in teacher recruitment as well as retention, especially as new teachers, as they realize the highly demanding commitments required beyond the actual school day and week for planning, professional development, and classroom preparation.

Each of our critical success factors is reviewed at the end of the year to indicate we are either behind expected progress, on track, or meeting expectations.

Critical Success Factor 3.1: Annually increase the percentage of parent engagement. The district and campus noticeably increased outreach efforts to families, improved campus events at campuses, improved campus to home communication, and improved communication efforts. A parent survey indicated the district improved from a 3.5 to a 3.8 on a survey that scaled between 1-5. We are marking this CSF as “on track.”

Critical Success Factor 3.2: Annually increase the percentage of student satisfaction with school experiences. Professional development opportunities were provided and routine campus visits took place and the district implemented stronger systems for walkthroughs. This system will include even more accountability on the campus administrative team through form monitoring which was implemented in the Spring of 2023. However, the campuses did not quantify the data with a student survey. This will be done in the 2023-24 school year. We are marking this CSF as “on track.”

Critical Success Factor 3.3: Annually increase the percentage of staff satisfaction. Campus by campus staff surveys indicated a growth in staff members reporting positive morale from an average of 3.28 (2021) to 3.66 (2022) to 3.97 (2023) on a 1-5 scale. All campuses showed growth in morale except for Naomi Pasemann Elementary which reported a .5 decline each at mid-year. An end of year employee engagement survey indicated that 52% of staff surveyed indicated that they “believe in the strategic direction of the superintendent,” last year and 66% answered yes to that prompt this year. Last year, only 62% indicated that they “felt valued at work” and this year 66% stated they “agreed or strongly agreed.”

As well, exactly 76% of employees stated they are proud to work for Taylor ISD for the second year in a row. While we implemented all strategies outlined, we do not have a baseline year to compare to, we are marking this CSF as “on track.”

Staff Quality, Recruitment, and Retention Strengths

The district has an established partnership with the Taylor Educational Enrichment Foundation which offers grants for innovative practices. The district attends multiple job fairs at Tier 1 universities, and has increased the social media recruiting efforts through Facebook, and Twitter. Taylor ISD has implemented a district-wide mentoring program for new teachers. Taylor ISD is a District of Innovation (DOI) which allows flexibility with hiring high demand and/or hard to fill areas as well as out-of-state applicants. TISD paid all staff a retention bonus for returning for the 2022-2023 school year. Taylor ISD as entered into a partnership with Teachworthy to assist our instructional assistants in earning a college degree.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): TISD continues to have to train new teachers every school year to acclimate to the profession **Root Cause:** TISD has a higher turnover rate as compared to the state rate.

Problem Statement 2 (Prioritized): TISD has a gap in 6-10 years teachers of experienced teachers as compared to the state **Root Cause:** Increased mentoring and support program needed for all teachers.

Problem Statement 3 (Prioritized): TISD needs to increase focus on bilingual and ESL teacher recruitment. **Root Cause:** Statewide there is a limited applicant pool for for bilingual and ESL certified teachers.

Problem Statement 4 (Prioritized): Although Special Education Performance has shown small improvements, the results are not significant. **Root Cause:** Staff lacks strategies to increase learning acquisition in special needs students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TISD provides a guaranteed viable curriculum with a scope and sequence in place through the use of TEKS resource system. Class sizes are lower than the state average. Accelerated instruction is provided on all campuses daily. The district is a data-driven district that supports the use of backwards design, formative assessments, and universal screeners to drive instructional decisions and close learning gaps. These targeted instructional decisions are developed through the analysis of assessment data through calendared data meetings. District administrators meet regularly with campus administrators to monitor progress on campus improvement plans, district initiatives and instructional goals.

Curriculum, Instruction, and Assessment Strengths

Instructional specialists provide support through the coaching model, such as professional development opportunities for teachers who need support based on data and/or classroom management. The district is committed to adding additional Curriculum support in the ESL/Dual Language Areas and the development of RtI procedures.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Formative Assessments are not accurately identifying students who are struggling and/or students who need to be challenged to achieve a higher level. **Root Cause:** TISD lack a uniform system of common assessments aligned to the rigor of STAAR that are implemented with fidelity.

Problem Statement 2 (Prioritized): Inconsistent Lesson Planning tools used across the district. **Root Cause:** Each campus has different planning expectations.

Problem Statement 3 (Prioritized): Lack of consistent Academic RtI procedures among different campuses. **Root Cause:** Different procedures at each campus.

Problem Statement 4 (Prioritized): Implementation of Reading and Math interventions need to be improved at our elementary schools. **Root Cause:** TISD lack a uniform system of common assessments aligned to the rigor of STAAR that are implemented with fidelity.

Problem Statement 5 (Prioritized): Although Special Education Performance has shown small improvements, the results are not significant. **Root Cause:** Staff lacks strategies to increase learning acquisition in special needs students.

Problem Statement 6 (Prioritized): TISD needs to increase focus on bilingual and ESL teacher recruitment. **Root Cause:** Statewide there is a limited applicant pool for for bilingual and ESL certified teachers.

Problem Statement 7 (Prioritized): TISD needs to increase student access to the technology needed to be successful in online assessment. **Root Cause:** Lack of technology and connectivity to our students.

Problem Statement 8 (Prioritized): TISD needs to provide additional support to help minimize the lost instructional time due COVID-19 school closures. **Root Cause:** TISD was closed from March 2020 until the end of 2020 school year.

Parent and Community Engagement

Parent and Community Engagement Summary

The district seeks input from parents and community members through a variety of venues to help increase communication and involvement to ensure student success. District and campus level parent involvement guidelines are created with stakeholder input and included in campus handbooks. In addition to seeking input through Campus parent meetings and the District Educational Improvement Committee, parent surveys are used to help the district ensure an inviting environment that encourages a strong partnership between the parents and the school district. The district reaches out to parents through home visits, Parent Educational Summits, mentoring, and after-school activities.

Parent and Community Engagement Strengths

TISD campuses offer opportunities for parent and family engagement to strengthen academic achievement. In order to build a dynamic home-school partnership, campuses offer events such as: monthly family nights, Open house, Literacy night, Fall Festivals, and Spring Carnivals.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Low parent attendance at district academic events. **Root Cause:** Lack of communication to parents about the event

Problem Statement 2 (Prioritized): TISD needs to increase student access to the technology needed to be successful in online assessment. **Root Cause:** Lack of technology and connectivity to our students.

Problem Statement 3 (Prioritized): TISD needs to provide additional support to help minimize the lost instructional time due COVID-19 school closures. **Root Cause:** TISD was closed from March 2020 until the end of 2020 school year.

District Context and Organization

District Context and Organization Summary

We have revised the district wide organization chart to delineate clear lines of authority and implementation. Each campus has reviewed their master schedule and changes were made to maximize instructional time. Each campus offers an opportunity for students to receive individualized instruction.

The District CNA committee saw a consistent trend across the district and developed a goal for the Federal funding application under Commissioner Morath's Priority I - Recruiting, Supporting, and Retaining teachers and principals. Specific programs/activities aligning with this priority include quality mentoring for new teachers, instructional support in best practices, support in building relationships and behavior management, and leadership coaching for principals. All activities are aligned in Campus and/or District CIP's, supported with local/state and/or federal funding. Federal funding compliance monitored by Federal Programs Office.

Each of our critical success factors is reviewed at the end of the year to indicate we are either behind expected progress, on track, or meeting expectations.

Critical Success Factor 4.1: Coherent Budget Development, Adoption, and Management Processes

The 2022-23 budget was created based on projected revenue and instructional needs that align to Board Adopted Goals. The finalized budget was adopted in June of 2022. For the 3rd consecutive year, the district will carry a balanced budget and an increase in fund balance. Budgets were reviewed every month for the Board of Trustees to assure maintaining a balanced budget. While the majority of budget managers spent more than their allocated budgets, each function of the district budget remained in line with expenditures and revenue.

Due to our preliminary FIRST rating, we designate this CSF as “meeting expectations.”

Critical Success Factor 4.2: Utilize staffing efficiencies to create competitive teacher and staff compensation.

End-of-the-year vacancies caused the district to ask non-classroom certified teachers to go back into the classroom. This enabled some positions to be collapsed thereby releasing the previously dedicated position funding for 2022-2023 compensation consideration.

While we continue to work on teacher retention, only 38% of all resignations involve moving to another district and only 18% of all resignations are moving to a local district. Due to this, we designate this CSF as “on track.”

Critical Success Factor 4.3: Improve operational effectiveness and efficiency.

The district has improved customer service of work orders through the support operations staff. Additionally, vacancies continue to be filled during the 22-23 school year at a pace that leaves no vacancies at the classroom level.

Due to management of vacancies and work order completion, we designate this CSF as “meeting expectations.”

Critical Success Factor 4.4: Communication of Financial Critical Success Factors

Communication of Financial Critical Success Factors were touched on in day-to-day correspondence that include listening to the needs of a campus from their perspective and what changes can be made for improvement while assuring purchasing and procurement standards are followed.

Due to a consistently clean audit, we designate this CSF as “meeting expectations.”

District Context and Organization Strengths

Taylor ISD through community support has developed a strategic plan with purposeful goals. The district has a designated belief system with a strong mission and vision.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1 (Prioritized): Safeguards need to be in place to ensure that organized time to address the needs of all learners is focused and targeted for maximum benefit to instruction. **Root Cause:** Need for strong campus staff to focus on district and campus goals.

Problem Statement 2 (Prioritized): There is a need to continue revisiting and improving efforts with safety and security for the district. **Root Cause:** Alignment with new state requirements and possible areas identified as needs by district leadership and security personnel.

Problem Statement 3: There is a need to review, analyze, and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported by bond funds. **Root Cause:** Lack of increased funding from the state.

Technology

Technology Summary

The Technology Department at Taylor ISD strives to provide innovative solutions to promote student achievement. Taylor ISD provides personalized and blended learning opportunities through district-supported screener assessments and tiered online intervention programs that are personalized to the individual student's needs. Many of our online programs utilize single sign on options, offering ease of access for both students and staff, while also providing valuable usage data to help us as we evaluate programs. Our infrastructure is bolstered with wireless network and bandwidth upgrades, and we continue to update, refresh, and increase our device to user ratio to allow for more access during and outside of the school day. These efforts provide a strong foundation as we move forward with a focus on digital learning and preparing our students with the knowledge and skills needed to be future ready.

Technology Strengths

TISD is aggressively working to incorporate technology in the hands of all students. The district is continuing to support the maintenance and renewal of technology.

1. Digitizing paper processes;
2. 1:1 student device ratio at all campuses
3. Promote innovation through collaborative learning environment;
4. Full wireless internet coverage on all district campuses.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): TISD needs to increase student access to the technology needed to be successful in online assessment. **Root Cause:** Lack of technology and connectivity to our students.

Priority Problem Statements

Problem Statement 1: There is a performance gap between our Economically Disadvantaged Students and the non-Economically Disadvantaged Students.

Root Cause 1: Lack of explicit instruction and vocabulary development.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a performance gap between our ESL Students and our the all student group.

Root Cause 2: Lack of explicit instruction and vocabulary development.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students that meet or exceed progress growth measures in reading and math are not consistently improving.

Root Cause 3: Lack of use of prior year assessment data to make instructional decisions.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: The " Meets Expectations" percentage of students ELA and Math scores need improvement.

Root Cause 4: Lack of understanding of the level of rigor attached to "meeting expectations" on the STAAR/EOC assessments.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Implementation of Reading and Math interventions need to be improved at our elementary schools.

Root Cause 5: TISD lack a uniform system of common assessments aligned to the rigor of STAAR that are implemented with fidelity.

Problem Statement 5 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 6: Student behavior is responsible for the break down of the campus culture causing a loss of instructional time for all students.

Root Cause 6: Lack of consistent of RtI procedures across the district.

Problem Statement 6 Areas: District Culture and Climate

Problem Statement 7: Consistent expectations district wide for Positive Behavior, Classroom management, Social and Emotional Learning and Restorative Practices.

Root Cause 7: Each campus has different behavior expectations and communication practices to parents.

Problem Statement 7 Areas: District Culture and Climate

Problem Statement 8: TISD continues to have to train new teachers every school year to acclimate to the profession

Root Cause 8: TISD has a higher turnover rate as compared to the state rate.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: TISD has a gap in 6-10 years teachers of experienced teachers as compared to the state

Root Cause 9: Increased mentoring and support program needed for all teachers.

Problem Statement 9 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 10: TISD needs to increase focus on bilingual and ESL teacher recruitment.

Root Cause 10: Statewide there is a limited applicant pool for for bilingual and ESL certified teachers.

Problem Statement 10 Areas: Demographics - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Problem Statement 11: Inconsistent Lesson Planning tools used across the district.

Root Cause 11: Each campus has different planning expectations.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 12: Low parent attendance at district academic events.

Root Cause 12: Lack of communication to parents about the event

Problem Statement 12 Areas: Parent and Community Engagement

Problem Statement 13: Formative Assessments are not accurately identifying students who are struggling and/or students who need to be challenged to achieve a higher level.

Root Cause 13: TISD lack a uniform system of common assessments aligned to the rigor of STAAR that are implemented with fidelity.

Problem Statement 13 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 14: Although Special Education Performance has shown small improvements, the results are not significant.

Root Cause 14: Staff lacks strategies to increase learning acquisition in special needs students.

Problem Statement 14 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Problem Statement 15: Lack of consistent Academic RtI procedures among different campuses.

Root Cause 15: Different procedures at each campus.

Problem Statement 15 Areas: Curriculum, Instruction, and Assessment

Problem Statement 16: Increase the numbers of students that are college, career, and/or military ready.

Root Cause 16: Low numbers of students taking college entrance exams and lack of awareness of career opportunities

Problem Statement 16 Areas: Student Achievement

Problem Statement 17: TISD needs to increase student access to the technology needed to be successful in online assessment.

Root Cause 17: Lack of technology and connectivity to our students.

Problem Statement 17 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Technology

Problem Statement 18: TISD needs to provide additional support to help minimize the lost instructional time due COVID-19 school closures.

Root Cause 18: TISD was closed from March 2020 until the end of 2020 school year.

Problem Statement 18 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Parent and Community Engagement

Problem Statement 19: Safeguards need to be in place to ensure that organized time to address the needs of all learners is focused and targeted for maximum benefit to instruction.

Root Cause 19: Need for strong campus staff to focus on district and campus goals.

Problem Statement 19 Areas: District Context and Organization

Problem Statement 20: There is a need to continue revisiting and improving efforts with safety and security for the district.

Root Cause 20: Alignment with new state requirements and possible areas identified as needs by district leadership and security personnel.

Problem Statement 20 Areas: District Context and Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data

- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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
- Equity data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: September 18, 2023

Goal 1: Excellence in Student Outcomes





Performance Objective 1: Prioritize the ongoing refinement of curriculum, instruction and professional development to result in a completed curriculum for all core content areas by 2025. Progress will be measured showing a decrease in students failing one or more courses.

High Priority

Evaluation Data Sources: Attendance Rates
Interim Progress and Report Card Failures
Curriculum Documents
Student and Staff Survey Results.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a vertically aligned curriculum with high quality instructional materials. Strategy's Expected Result/Impact: Increase Student Outcomes and Create an Exceptional Workplace Climate. Staff Responsible for Monitoring: Campus Principals Funding Sources: - 282 ESSER III-American Rescue Plan, - 211 Title 1 Part A</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement professional development focused a data driven instruction and ensure the instructional specialists are available to assist with data-driven instructional planning, in-class instructional support, and professional development for teachers. Strategy's Expected Result/Impact: Increase Student Outcomes and Create an Exceptional Workplace Climate. Staff Responsible for Monitoring: Teaching and Learning Director Instructional Specialists Funding Sources: - 211 Title 1 Part A</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Enhance the learning experience through innovative and engaging instructional strategies such blended learning and 1-1 technology.</p> <p>Strategy's Expected Result/Impact: Increase Student Outcomes and Create an Exceptional Workplace Climate.</p> <p>Staff Responsible for Monitoring: District Teaching and Learning Campus Administrator Instructional Specialist</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Enhance implementation of Elementary Literacy Framework to deepen teacher understanding of the Science of Teaching Reading so that teachers can provide effective literacy instruction.</p> <p>Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Student Experience</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Workplace Climate and Federal Programs- Elementary Teaching and Learning Director Campus Administrators Instructional Specialists</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Ensure 100% of K-3 Teachers and Principals complete the Reading Academies, as outlined in HB 3 by 86th Legislature.</p> <p>Strategy's Expected Result/Impact: Teachers and principals will have increased knowledge and skills in the science of teaching and reading instruction.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Workplace Climate and Federal Programs- Elementary</p> <p>Funding Sources: Region 13 - 282 ESSER III-American Rescue Plan</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Implementation of Mathematics Framework to deepen teacher understanding of the research-based instructional strategies so that teachers can provide effective mathematics instruction.</p> <p>Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Student Experience</p> <p>Staff Responsible for Monitoring: Teaching and Learning Director Campus Administrators Instructional Specialist</p> <p>Funding Sources: - 282 ESSER III-American Rescue Plan, - 211 Title 1 Part A</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide instructional resources and professional development aligned to the district's instructional resources.</p> <p>Strategy's Expected Result/Impact: Teachers have the needed resources and training to effectively implement the districts curriculum.</p> <p>Staff Responsible for Monitoring: Teaching and Learning Director Coordinator of Campus Academic Support Instructional Specialists</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Excellence in Student Outcomes

Performance Objective 2: Annually increase the percentage of students engaged in school.





- Increase secondary engagement in organizations, activities, and clubs from 30% to 75% by 2025.
- Increase the number of academic recognition opportunities at the elementary and middle school level.

Evaluation Data Sources: Attendance rates.

Percent of Taylor ISD students engaged in organizations, activities, clubs.

Walkthrough feedback.

Strategy 1 Details	Reviews			
Strategy 1: Execute a recruitment strategy for clubs, organizations, and activities. Strategy's Expected Result/Impact: Increase in secondary engagement Increase Student Outcomes Staff Responsible for Monitoring: Secondary Administrators	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create opportunities for all students to enroll in UIL, academic, or student-interest clubs, organizations, activities. Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Educational Experience Staff Responsible for Monitoring: Teaching and Learning Director Campus Administrators UIL Campus Coordinators	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Establish CTSO's for CTE Programs of Study on campus. Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Educational Experience Staff Responsible for Monitoring: Director of Behavioral Health & Student Services Secondary Campus Administrators	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Develop a CSF 1.2 team to develop a measurement strategy. Strategy's Expected Result/Impact: Increase Student Outcomes and Create an Exceptional Workplace Climate. Staff Responsible for Monitoring: District Administrators	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Develop a review and needs assessment related to clubs and organizations. Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Educational Experience Staff Responsible for Monitoring: District Administrators	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Establish expectations for community service throughout each club, organization, activity. Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Educational Experience Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Excellence in Student Outcomes

Performance Objective 3: Annually increase the percentage of students meeting College and Career Readiness Standards.

- Increase the percent of students completing CTE coherent course sequence from 32% to 50% by 2025.
- Increase the percent of students enrolled in dual credit and advanced placement from 33% to 50% by 2025.
- Increase the percent of students taking an AP exam from 14% to 25% by 2025.
- Improve the percentage of graduates that meet CCMR criteria from 58% to 76% by 2025.
- Improve the number of PSAT/NMSQT merit scholars and recognitions from 0 to 10 by 2025.





High Priority

HB3 Goal

Evaluation Data Sources: Percent of students engaged in dual credit and advanced placement courses.
 Percent of students completing CTE coherent course sequence.
 Percent of students gaining industry certifications.
 Percent of students participating in SAT/ACT/TSIA2.
 Mean score of SAT/ACT/TSIA2.

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing high - quality professional development for counseling staff on effective advising practices. Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Student Experience Staff Responsible for Monitoring: Director of Behavioral Health & Student Services Secondary Administrators Secondary Counselors	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create and sustain an AP Ambassador program. Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Student Experience Staff Responsible for Monitoring: District Leadership Secondary Administrators	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Create progress monitoring processes for each grade level to help guide intervention and enrichment processes. Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Student Experience Staff Responsible for Monitoring: District Teaching and Learning Campus Administrators	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Integrate SAT style materials in math and English courses at the high school level.</p> <p>Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Student Experience</p> <p>Staff Responsible for Monitoring: District Teaching and Learning Campus Administrators</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement Effective Advising Framework on all campuses to establish K - 12 CCMR experiences for all students.</p> <p>Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Student Experience</p> <p>Staff Responsible for Monitoring: Director of Behavioral Health & Student Services Campus Administrators</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Identify strategies to ensure that students are completing a sequence of courses within the program of study and achieving workforce certification.</p> <p>Strategy's Expected Result/Impact: Increase in number of certifications achieved in a programs of study. Increase CCMR for all students Increase in number of completer and concentrator students within cohorts.</p> <p>Staff Responsible for Monitoring: Teaching and Learning Department Director of Behavioral Health & Student Services</p> <p>Funding Sources: - 244 Carl Perkins Grant</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Collaborate with Temple College, Texas State Technical College, and Durcon to implement P-TECH programs for Industrial Systems, Precision Machining, and Education and training.</p> <p>Strategy's Expected Result/Impact: Implement a PTECH Program for students at Taylor High School.</p> <p>Staff Responsible for Monitoring: Director of Behavioral Health & Student Services Campus Administrators</p> <p>Funding Sources: - 282 ESSER III-American Rescue Plan</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Utilize EAF to develop a comprehensive plan for transitional milestones.</p> <p>Strategy's Expected Result/Impact: Minimize effects of a school transition as well as address issues related to students growth and drop-out prevention.</p> <p>Staff Responsible for Monitoring: Director of Behavioral Health & Student Services District Administrators Campus Principals</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Excellence in Student Outcomes

Performance Objective 4: Annually increase the percentage of students demonstrating growth on state assessments; ELAR, Math, Social Studies, Science.

- Increase the percentage of students reading at or above grade level from 26% to 60% by 2025.
- Increase the percentage of students performing at or above grade level on Math state assessments at each level from 17% to 60% by 2025.
- Increase the percentage of students at or above grade level on science state assessments from 24% to 60% by 2025.
- Increase the percentage of students performing at or above grade level on social studies state assessments from 14% to 60% by 2025.
- Increase the percentage of students performing at or above grade level on TELPAS from 20% to 60% by 2025.

High Priority





HB3 Goal

Evaluation Data Sources: STAAR/EOC performance

- DRA
- Renaissance 360 reports
- System 44 TELPAS diagnostics
- Read 180
- Summit K-12
- Campus Common Assessments
- BOY STAAR
- STAAR Interim

Strategy 1 Details	Reviews			
<p>Strategy 1: Create progress monitoring processes for each grade level to help guide intervention and enrichment processes.</p> <p>Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Student Experience</p> <p>Staff Responsible for Monitoring: Teaching and Learning Director Coordinator of Student Services Campus Administrators</p> <p>Funding Sources: - 282 ESSER III-American Rescue Plan, - 211 Title 1 Part A</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Reinforce and measure the alignment of objectives and success criteria in classroom walkthroughs to state standards (TEKS).</p> <p>Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Student Experience</p> <p>Staff Responsible for Monitoring: Coordinator of Campus Academic Success Campus Administrators</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide training to teachers on data desegregation that allows targeted instruction for students in Tier 1 and 2 instruction.</p> <p>Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Student Experience</p> <p>Staff Responsible for Monitoring: Teaching and Learning Director Campus Administrators Instructional Specialists</p> <p>Funding Sources: - 211 Title 1 Part A</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop walkthrough feedback form that aligns with the Effective School Framework and evaluate written versus implemented practices.</p> <p>Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Student Experience</p> <p>Staff Responsible for Monitoring: Teaching and Learning Director Coordinator of Campus Academic Success Campus Administrators</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to use the Renaissance as the district's universal screener for grades 1-12 and implement protocols for data analysis and actions plans with fidelity.</p> <p>Strategy's Expected Result/Impact: Establish a baseline of student achievement data to determine student progress and growth toward STAAR and measure growth over time.</p> <p>Staff Responsible for Monitoring: Teaching and Learning Coordinator of Accountability Campus Principals</p> <p>Funding Sources: Renaissance - 211 Title 1 Part A</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Using Federal Funds, ESSER III and Title 1, to expand staffing and instructional resources to support Tier II and Tier III interventions.</p> <p>Strategy's Expected Result/Impact: Increased support for students in need of interventions.</p> <p>Staff Responsible for Monitoring: Teaching and Learning Department Coordinator of Student Services Campus Principals</p> <p>Funding Sources: Salary - 282 ESSER III-American Rescue Plan, Resources - 211 Title 1 Part A</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Implement interventions for students who are at risk of failing or losing academic credit due to failing grades or truancy. In addition, attend professional development opportunities that are based on research-based interventions for classrooms and the MTSS process.</p> <p>Strategy's Expected Result/Impact: Recovery of student learning loss as well as credits for secondary students.</p> <p>Staff Responsible for Monitoring: Teaching and Learning Department Director of Behavioral Health & Student Services Coordinator of Student Services Campus Principals</p> <p>Funding Sources: Salary and Training - 282 ESSER III-American Rescue Plan</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Excellence in Student Outcomes

Performance Objective 5: Close gaps in student STAAR performance between all students and accountability student groups to meet the required rate.

High Priority

Evaluation Data Sources: STAAR 2021 Data
 STAAR 2022 Data
 STAAR 2023 Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus PLC's will disaggregate data to identify gaps among demographic groups using benchmarks and curriculum based assessments in all core content areas.</p> <p>Strategy's Expected Result/Impact: Disaggregated reports that will help to guide instruction.</p> <p>Staff Responsible for Monitoring: Teaching and Learning Department Campus Administration</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus LPAC's will review results of STAAR, local screeners and assessments, and TELPAS to make recommendations classroom interventions.</p> <p>Strategy's Expected Result/Impact: Increased Achievement of ELL students.</p> <p>Staff Responsible for Monitoring: Teaching and Learning Department Campus Administrators Campus LPAC Representative</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Work collaboratively with Region XII Migrant Education Program to track progress of students in Migrant Education Program.</p> <p>Strategy's Expected Result/Impact: Increased achievement of migrant students</p> <p>Staff Responsible for Monitoring: Director of Behavioral Health & Student Services ESC Region XIII Migrant Recruiter Campus Administrators Campus Counselors</p> <p>Funding Sources: ESC Region 13 SSA Funds - 212 Title 1 Part C-Migrant</p>	Formative			Summative
	Oct	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Work collaboratively with Region XII staff to review the Priority of Service list of monthly migrant students and develop an action plan for each student identified with the specific academic area.</p> <p>Strategy's Expected Result/Impact: Migrant student will receive the SSA support needed.</p> <p>Staff Responsible for Monitoring: ESC XIII MEP Team Director of Behavioral Health & Student Services Campus Counselors Campus Administrators</p> <p>Funding Sources: - 212 Title 1 Part C-Migrant</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Excellence in Student Outcomes

Performance Objective 6: Meet TEA requirements for schools labeled as Comprehensive School Improvement

High Priority





Evaluation Data Sources: A-F Ratings, Federal Accountability Indicators, Targeted Improvement Plans submitted to TEA, Record of School Improvement Grant Activities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Attend Targeted Improvement Plan/Effective Schools Framework training with Region 13 prior to developing intervention plans for the 2023-2024 school year.</p> <p>Strategy's Expected Result/Impact: Quality Targeted Improvement Plans submitted to TEA.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Workplace Climate and Federal Programs- Elementary Assistant Superintendent of Student Outcomes - Secondary</p> <p>Funding Sources: - 199 General Funds</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Participate in all required activities and site visits with Region 13 and TEA to document work as prioritized in the Targeted Improvement Plans.</p> <p>Strategy's Expected Result/Impact: Plans implemented with fidelity, documentation in place to support Effective Schools Framework</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Workplace Climate and Federal Programs- Elementary Assistant Superintendent of Student Outcomes - Secondary</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Partner with Texas Instructional Leadership to support the prioritized levers in Targeted Improvement Plans.</p> <p>Strategy's Expected Result/Impact: Aligned instructional leadership within campus leaders and district leaders to support teacher and student clarity.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Workplace Climate and Federal Programs- Elementary Assistant Superintendent of Student Outcomes - Secondary Coordinator of Campus Academic Support</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Excellence in Student Outcomes

Performance Objective 7: Use Technology to support teaching and learning initiatives.

Evaluation Data Sources: Student Achievement Data, Surveys, Federal Budgets,

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to provide high quality, on demand training for teachers to support digital learning and effective instructional strategies for 1:1 learning environments.</p> <p>Strategy's Expected Result/Impact: Increased teacher knowledge and skills of effective, digital, online instruction.</p> <p>Staff Responsible for Monitoring: Teaching and Learning Department</p> <p>Funding Sources: - 281 ESSER II, - 282 ESSER III-American Rescue Plan</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use stimulus fund to improve the district's technology capacity in order to improve student learning and ensuring preparation for online state testing.</p> <p>Strategy's Expected Result/Impact: Increase and improve district technology</p> <p>Staff Responsible for Monitoring: Director of Technology</p> <p>Funding Sources: - 281 ESSER II, - 282 ESSER III-American Rescue Plan</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement the use of promethean boards in elementary classrooms across the district.</p> <p>Strategy's Expected Result/Impact: Increase technology integration towards the 21st century classroom</p> <p>Staff Responsible for Monitoring: Director of Technology</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Exceptional Workplace Climate





Performance Objective 1: Annually increase the percentage of teachers/staff who indicate a positive morale in annual staff surveys.

High Priority

Evaluation Data Sources: Staff survey results.

Campus visits/rounding.

Mid-year Survey of District Educational Improvement Committee.

Strategy 1 Details	Reviews			
Strategy 1: Create teacher teams for workplace climate measurement. Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Student Experience Staff Responsible for Monitoring: District Leadership Campus Principals	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Exceptional Workplace Climate

Performance Objective 2: Annually increase the percentage of teachers and staff engagement.

- Increase the percentage of teachers and staff that feel involved in decision-making.





High Priority

Evaluation Data Sources: Staff survey results

Campus visits/rounding

Mid-year Survey of District Educational Improvement Committee

Campus Committee rosters

Strategy 1 Details	Reviews			
Strategy 1: Empower principals to develop systems and opportunities for teachers to guide campus decision-making. Strategy's Expected Result/Impact: Increase Student Outcomes and Create an Exceptional Workplace Climate. Staff Responsible for Monitoring: District Leadership Team	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Review staff survey results through focus groups. Strategy's Expected Result/Impact: Increase Student Outcomes and Create an Exceptional Workplace Climate. Staff Responsible for Monitoring: District Leadership Team Principals	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Exceptional Workplace Climate

Performance Objective 3: Analyze human resources systems and processes to support teacher recruitment, induction and retention.
Annually increase teacher retention by 5% each year

High Priority

Evaluation Data Sources: Staff survey results
Turnover rate
Attendance rates
Staff enrolled in New to Profession Experiences

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to implement recommendations from the 2021 Staffing Study. Compensation will be adjusted accordingly.</p> <p>Strategy's Expected Result/Impact: Ensure consistent and stable staffing Increase Student Outcomes and Create a Quality Student Experience</p> <p>Staff Responsible for Monitoring: Chief Financial Officer Assistant Superintendent of Operations</p> <p>Funding Sources: - 199 General Funds</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use ESSER and Title II funding to offer retention bonuses and additional stipends to staff and hard to fill positions.</p> <p>Strategy's Expected Result/Impact: Ensure consistent and stable staffing Increase Student Outcomes and Create a Quality Student Experience</p> <p>Staff Responsible for Monitoring: District Leadership</p> <p>Funding Sources: - 282 ESSER III-American Rescue Plan, - 255 Title II Supporting Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop a teacher induction program.</p> <p>Strategy's Expected Result/Impact: Increase Student Outcomes and Create an Exceptional Workplace Climate.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Operations</p>	Formative			Summative
	Oct	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Provide adequate support and mentoring opportunities. Strategy's Expected Result/Impact: Increase Student Outcomes and Create an Exceptional Workplace Climate. Staff Responsible for Monitoring: District Leadership Principals	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Create and report out on 1st and 2nd year teacher workplace satisfaction at mid-year. Strategy's Expected Result/Impact: Increase Student Outcomes and Create an Exceptional Workplace Climate. Staff Responsible for Monitoring: District Leadership Principals	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Administer Exit interviews and utilize the data to determine next steps for improvement with district and school leaders. Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Student Experience Staff retention Staff Responsible for Monitoring: Assistant Superintendent of Operations	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Exceptional Workplace Climate

Performance Objective 4: Annually increase operational excellence of the district by measuring the percentage of staff who feel safe at work.

High Priority





Evaluation Data Sources: Staff Survey Results
 Safety Drill Results
 Supervision Checks by District.

Strategy 1 Details	Reviews			
Strategy 1: Create and execute a teacher induction program. Strategy's Expected Result/Impact: Increase Student Outcomes and Create an Exceptional Workplace Climate. Staff Responsible for Monitoring: District Leadership Team	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create and execute an aspiring leadership program. Strategy's Expected Result/Impact: Increase Student Outcomes and Create an Exceptional Workplace Climate. Staff Responsible for Monitoring: District Leadership Team	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Quality Customer Service

Performance Objective 1: Engage families and the community to support student achievement and enhance district strategic goals.

Evaluation Data Sources: Survey results
 Campus Calendar of Events and percent of parents attending
 Campus-to-Home communications

Strategy 1 Details	Reviews			
<p>Strategy 1: Use ESSER III and Title I funding to support family engagement activities. Each campus will receive an allocation to facilitate campus based activities.</p> <p>Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Educational Experience Increase Family Engagement Opportunities at each campus</p> <p>Staff Responsible for Monitoring: District Leadership Campus Leadership Parent Engagement Specialist</p> <p>Funding Sources: - 282 ESSER III-American Rescue Plan</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Host district-wide family engagement activities to cultivate authentic relationships and produce positive academic, social and emotional results for students.</p> <p>Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Educational Experience Increased connections between family and supporting services provided</p> <p>Staff Responsible for Monitoring: District Leadership Campus Leadership Parent Engagement Specialist Director of Behavioral Health & Student Services</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 3: Quality Customer Service

Performance Objective 2: Annually increase the percentage of student satisfaction with school experiences.

- Increase the percentage of students reporting feeling engaged to their education to tap into their unique potential.

High Priority

Evaluation Data Sources: Survey results
Campus visit/rounding

Strategy 1 Details	Reviews			
Strategy 1: Develop professional development opportunities to empower students to own their learning. Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Educational Experience Staff Responsible for Monitoring: District Teaching and Learning Campus Administrators Campus Instructional Coaches	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop walkthrough feedback processes to measure, reinforce, and highlight student empowerment. Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Educational Experience Staff Responsible for Monitoring: District Teaching and Learning Campus Administrators	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Quality Customer Service

Performance Objective 3: Annually increase the percentage of staff satisfaction.

- Increase the percentage of staff reporting feeling engaged and informed about their school and district.

High Priority

Evaluation Data Sources: Survey results
Campus visits/rounding





Strategy 1 Details	Reviews			
Strategy 1: Develop processes to encourage teacher voice and address needs that improve the workplace climate. Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Workplace Environment Staff Responsible for Monitoring: District Leadership Campus Administrators	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Efficient Financial Stewardship

Performance Objective 1: Coherent Budget Development, Adoption, and Management processes.

- Clearly communicate revenue and expenditure projection processes with guidelines and monthly reviews.

Evaluation Data Sources: Achieve Perfect FIRST Rating
 Campus/Department budgets balanced
 Timelines for budgets are followed

Strategy 1 Details	Reviews			
Strategy 1: Monthly board updates.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Quarterly bookkeeper reviews.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Adhere to purchasing processes outlined in finance handbook.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Routinely complete internal and external compensation analysis.	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




Goal 4: Efficient Financial Stewardship

Performance Objective 2: Utilize staffing efficiencies to create competitive teacher and staff compensation.

- Teachers remaining part of Taylor ISD will increase from 78% to 85% by 2025.
- Increase the percentage of students reporting feeling engaged in their education to tap into their unique potential.

High Priority

Evaluation Data Sources: Student/Staff ratio
Pay structure comparisons to surrounding Districts





Strategy 1 Details	Reviews			
Strategy 1: Create and execute a teacher induction program. Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Workplace Environment Staff Responsible for Monitoring: District Administrators	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create and execute an aspiring leadership program. Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Workplace Environment Staff Responsible for Monitoring: District Administrators	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Exit survey feedback indicating positive workplace experiences. Strategy's Expected Result/Impact: Increase Student Outcomes and Create a Quality Workplace Environment Staff Responsible for Monitoring: District Administrators	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Efficient Financial Stewardship

Performance Objective 3: Improve operational effectiveness and efficiency.

- Overtime expenses will be reduced by 50% by 2025 based upon 2020-21 expenses.

Evaluation Data Sources: Work order turnaround
 Energy Audit savings
 Assessment of operational effectiveness

Strategy 1 Details	Reviews			
Strategy 1: Quarterly bookkeeper reviews.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Vacancies managed effectively.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Work orders managed and closed effectively.	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Efficient Financial Stewardship

Performance Objective 4: Communication of Financial Critical Success Factors


- Projected budgets will be balanced through 2025.

High Priority

Evaluation Data Sources: Clean Audit

Monthly Board Report

Legislative Updates

Strategy 1 Details	Reviews			
Strategy 1: Reduced bookkeeper journal entries.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Formula based budgets built upon campus goals and strategies.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Strategic spending based upon student needs.	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Safety in Schools-





Provide all students a safe environment in which values input from a variety of stakeholders so that students can reach their full potential.

Performance Objective 1: 100% of our students if needed will have access to a mental health care provider during the 2023-2024 school year.

High Priority

Evaluation Data Sources: Impact Counseling
 Bluebonnet Trails Community Services
 Director of Behavioral Health & Student Services
 Campus Counselors

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will implement a vertically aligned character education program K-8 - Second Step.</p> <p>Strategy's Expected Result/Impact: Address Student emotional needs so that students can be more successful in the classroom.</p> <p>Staff Responsible for Monitoring: Campus Principals Director of Behavioral Health & Student Services</p> <p>Funding Sources: Salaries</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All campuses will be staffed with a social worker on-site to see students in need of social-emotional interventions.</p> <p>Strategy's Expected Result/Impact: Address Student emotional needs.</p> <p>Staff Responsible for Monitoring: Director of Behavioral Health & Student Services</p> <p>Funding Sources: Consulting Fees - 282 ESSER III-American Rescue Plan</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All campuses within Taylor ISD will conduct monthly drills for fire evacuation, lockdown, lockout, and weather drills.</p> <p>Strategy's Expected Result/Impact: Increase preparedness of the event of a crisis situation.</p> <p>Staff Responsible for Monitoring: Director of Behavioral Health & Student Services Campus Administrators</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Implement and train an anonymous reporting system for students, staff, and/or community members to report incidents of bullying or unsafe behavior.</p> <p>Strategy's Expected Result/Impact: An anonymous reporting system used to support school safety.</p> <p>Staff Responsible for Monitoring: Director of Behavioral Health & Student Services</p> <p>Funding Sources: - 199 General Funds</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Develop and implement processes for the use of campus-based behavioral threat assessment teams in accordance with SB11.</p> <p>Strategy's Expected Result/Impact: Threat assessment teams implemented with fidelity at all campuses.</p> <p>Staff Responsible for Monitoring: Director of Behavioral Health & Student Services</p> <p>Funding Sources: - 282 ESSER III-American Rescue Plan</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Identify, implement, and/or refine strategies to address mental health, substance abuse, coping mechanisms, grief-informed care, trauma-informed practices and suicide prevention with students in compliance with SB 11.</p> <p>Strategy's Expected Result/Impact: Improved student well being.</p> <p>Staff Responsible for Monitoring: Director of Behavioral Health & Student Services</p> <p>Funding Sources: - 282 ESSER III-American Rescue Plan</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 5: Safety in Schools-

Provide all students a safe environment in which values input from a variety of stakeholders so that students can reach their full potential.

Performance Objective 2: The district will increase opportunities to engage parents, families, communities, and businesses as partners in schools to promote academic success for all by providing at least 3 Family and Engagement Activities during the 2022--2023 school year.

High Priority

Evaluation Data Sources: Agendas
Sign-in Sheets





Strategy 1 Details	Reviews			
<p>Strategy 1: Involve parents and community in goal setting for improvement plans, parent involvement policies, safety, facilities, health and other issues and continue with online surveys and in person meetings.</p> <p>Strategy's Expected Result/Impact: Increase Communication to all stakeholders and gather community input.</p> <p>Staff Responsible for Monitoring: District Staff Campus Principal Federal Programs</p> <p>Funding Sources: Parent Events</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: In conjunction with Opportunities for Williamson County, the district will ensure that our Pre-K to K school-wide campus is providing strategies to families for assisting preschool children in the transition from early childhood programs to elementary school.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Elementary Campus Principals</p> <p>Funding Sources: - 211 Title 1 Part A</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Safety in Schools-

Provide all students a safe environment in which values input from a variety of stakeholders so that students can reach their full potential.

Performance Objective 3: In accordance with SB 1707, the District will coordinate with District Campus Behavior Coordinators and other district employees to ensure security officers are only tasked with duties related to law enforcement intervention and not with behavioral issues that are better addressed by district employees.

Evaluation Data Sources: Student Discipline Data
Campus Processes and Procedures

Strategy 1 Details	Reviews			
<p>Strategy 1: Refine and implement the district emergency operations plan.</p> <p>Strategy's Expected Result/Impact: Improve district and campus reporting protocols for emergencies.</p> <p>Staff Responsible for Monitoring: Director of Behavioral Health & Student Services Assistant Superintendent of Student Outcomes Campus Administrators</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide ongoing professional development for campus administrators and school safety personnel.</p> <p>Strategy's Expected Result/Impact: Provide alignment of policies and procedures</p> <p>Staff Responsible for Monitoring: Director of Behavioral Health & Student Services Assistant Superintendent of Student Outcomes</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cindy Terrazas	Early Childhood Literacy	Title 1	1
Daphnie Knappek	Coordinator of Student Supports	Effective Schools Framework Grant	1
Dianoly Cancel	Bilingual Instructional Specialist	Title 1	1
Janine DeLuna	Math Framework Specialist	Title 1	1
John Matthews	Parent Engagement Specialist	Title 1	1
Kelly Bachmayer	TMS Interventionist	Title 1	1
Kimberly Jordan	Secondary Instructional Coach	Title 1	1
Megan Wendler	Secondary Academic Dean	Title 1	1
Sara Shurtz	Literacy Specialist	Title 1	1
Yolana Watson	Homeless Liaison	Mc Kinney Vento Grant-Region 13	.5

District Funding Summary

199 General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$0.00
2	3	1			\$0.00
5	1	4			\$0.00
Sub-Total					\$0.00
211 Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	6			\$0.00
1	4	1			\$0.00
1	4	3			\$0.00
1	4	5	Renaissance		\$0.00
1	4	6	Resources		\$0.00
5	2	2			\$0.00
Sub-Total					\$0.00
212 Title 1 Part C-Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3	ESC Region 13 SSA Funds		\$0.00
1	5	4			\$0.00
Sub-Total					\$0.00
244 Carl Perkins Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6			\$0.00
Sub-Total					\$0.00
255 Title II Supporting Effective Instruction					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2			\$0.00

255 Title II Supporting Effective Instruction					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
281 ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1			\$0.00
1	7	2			\$0.00
Sub-Total					\$0.00
282 ESSER III-American Rescue Plan					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	5	Region 13		\$0.00
1	1	6			\$0.00
1	3	7			\$0.00
1	4	1			\$0.00
1	4	6	Salary		\$0.00
1	4	7	Salary and Training		\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
2	3	2			\$0.00
3	1	1			\$0.00
5	1	2	Consulting Fees		\$0.00
5	1	5			\$0.00
5	1	6			\$0.00
Sub-Total					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Child Abuse and Neglect	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Coordinated Health Program	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023
Job Description for Peace Officers, Resource Officers & Security Personnel	Rachelle Finck	9/18/2023	Jennifer Patschke	9/12/2023