

**Katy Independent School District**  
**Taylor High School**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

In partnership with parents and community, James E. Taylor High School is committed to providing a balanced program of academic study and extra/co-curricular programs in a safe and caring environment. Our intent is to prepare our students to excel in the areas of lifelong learning and citizenship, and achieve both personal and professional success.

## Vision

We believe that in order to earn personal and professional success...

- Students must learn to THINK critically and solve real world problems with information that can be difficult or ambiguous.
- Students must learn that success is more often born of WORK, persistence, and grit, than of talent and natural ability.
- Students will GROW their intellectual and physical skills through hard work, practice, and belief in themselves.

We believe that we are responsible for ensuring that students think, work, and grow.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Taylor High School is an established High School of almost 40 years and serves a population of almost 3,000 students 9-12. We have a moderately diverse population at Taylor High School. Our school is made up of 47% White, 25% Hispanic, 16% Asian and 8% African American. In the past several years our At Risk and Economically Disadvantaged populations have been increasing slowly. We currently stand at 28% At-Risk and 28% Eco. Disadvantaged.

The ESL population has increased as well over the past few years. Currently our special programs consist of 5% ESL, 7% special education, 10% gifted and talented, and 49% CATE.

### Demographics Strengths

The students at THS aspire to excellence. They are highly engaged and really try hard to do their best both academically and socially. It is evident that the students want to come to school by the high attendance rate.

2. The support from parents and community is unwavering. They are always looking for ways to support students and faculty. All you have to do is ask and you will have multiple people step up to assist in whatever is needed. Great boosters clubs and TPA.
3. The staff is committed to student success. A lot of the staff have been here for years and have established a culture of excellence. The new staff that have come to Taylor have said that this is one of the best schools they have seen. The level of dedication staff members demonstrate towards their jobs and the way they approach students is what makes Taylor successful.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our data shows we are still struggling in the area of student achievement with our Special Education and ELL students. Scores dropped as follows: English I scores for ESL went from 36% to 24% approaches grade level. English II scores for special ed went from 50% to 29% approaches grade level. **Root Cause:** The root cause for the gap between the performance of our ESL students and our general population is in part due to a lack of professional development in the area of ESL strategies, and the lack of ESL certified staff in core areas. While our Algebra I scores continue to increase from 68% approaches grade level in 13-14 to 86% in 17-18, our English I scores have dropped from 48% to 24%.

**Problem Statement 2:** Our special education population continues to increase, from 5.3% in 13-14 to 6.9% in 17-18. Scores for EOC for both Algebra I and

English I continue to drop for our special ed population with 89% approaching grade level in Algebra in 13-14 and only 51% in 17-18. English I scores have also decreased from 56% to 41%. **Root Cause:** Special Education staff has not had the proper professional learning to prepare our students to be successful on a consistent basis. We also need to adjust the Master Schedule to allow SPED staff and General Ed. staff to have time during the day to meet and plan specifically for the needs of our special education students.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

Student achievement continues to be strong at Taylor High School. The 2018 Texas Accountability Summary reports that we have earned distinctions in all 7 designations: Academic achievement in ELA, Math, Science, Social Studies, Student Progress, Closing Performance Gaps, and Post-Secondary Readiness. Our students made some moderate gains with our advanced scores. However, there are still areas to address, specifically with the performance of our Special Education and English Language Learner students. In the area of AP testing Taylor is significantly above the state and the Nation when it comes to students scoring 3+ on their AP tests. We also made some gains in Postsecondary Readiness (Index 4).

Although we have a high percentage of students approaching grade level on all EOC's we still have work to do on students meeting grade level and masters grade level. We also have to work on closing the gaps for Hispanic, African American, economically disadvantaged, At Risk, ESL and Sped Populations on certain EOC's.

Our staff quality is very strong (100% highly qualified.) Many staff members have multiple certifications and continue to increase their certifications, which is crucial as our number of courses offered increases. Staff turnover was on par from previous years, as we hired 30 professionals and paraprofessionals. The number of staff who have been at THS for more than 5 years is high. This is a key factor in the success of our school and demonstrates that people want to stay at THS.

### **Student Academic Achievement Strengths**

THS earned TEA distinction designations in 7 out of 7 possible areas. This is a huge accomplishment considering there were just a little over 400 high schools statewide meeting all distinctions.

In the area of student progress the percentage of students who met or exceeded progress increased slightly in some areas. The percentage of ESL students who met or exceeded progress increased as well.

We have added some very strong staff members in areas of high need.

Having IC's and DC's in the interview process has helped with recruiting quality staff.

We added strong staff in key areas such as ELL and some AP level courses as well.

## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Our data shows we are still struggling in the area of student achievement with our Special Education and ELL students. **Root Cause:** The need for stronger Tier I instruction and targeted strategies, as well as differentiated for the specific needs of the learner. ADD DATA

## School Processes & Programs

### School Processes & Programs Summary

Taylor High School has extremely high quality programs of instruction which are supported by district-developed curricula and ongoing strategic assessment. Additionally, our instruction is supported by 4 full time instructional coaches and 1 full time testing facilitator. Our PLC's, for the most part, are high functioning and teachers are committed to looking at data and making the necessary adjustments to instruction to benefit students.

**Instructional:** Implementation of Fundamental 5 with concentration on: writing across the content areas, the We will and I will statements(HOOK), and closure. Collaborative planning. Utilization of data to drive instructional decisions. Utilization of a variety of strategies to meet the needs of all students.

**Support and Training:** Provide staff with multiple levels and varieties of professional development. Utilizing IC's to provide just in time trainings to staff. Continuing to with teachers to find valuable PD that aligns with their T-TESS goals.

**Leadership development:** Allow staff to have input, listen to staff, encourage risk taking and new ideas about instruction, and provide staff leadership opportunities in a variety of areas.

Teachers are starting to expand their use of canvas, but this is still a work in progress. Training on canvas and **setting campus wide expectations** is going to be the key to the deeper implementation of this tool.

### School Processes & Programs Strengths

The teacher work week is structured so that formal Professional Learning Community (PLC) meetings occur once per week. These meetings are usually attended by an instructional coach (for core content areas) and sometimes by a campus administrator. These PLC meetings provide the time needed for planning for instruction and assessment of students as teachers analyze classroom and district assessment data and plan their instruction accordingly. Content department meetings occur monthly to discuss school operations as well as provide instructional professional development.

We utilize our Enrichment time twice a week to allow for extra time for intervention, retesting, tutorials, and enrichment activities during the school day. This provides our students multiple opportunities to be successful.

We have a very strong TPA which supports our whole school community.

Our CAT meetings are structured to attain valuable input from community and staff.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Parents report some inconsistency with communication. **Root Cause:** Although we provide multiple communication tools, I believe that some parents don't really know how to access some of the communication tools and honestly it can be overwhelming for parents, especially if they have multiple students on different campuses.

**Problem Statement 2:** Academic concerns are often thought to be our students' primary need, but when digging deeper, you can find that it is often social and emotional needs that are causing the issues. **Root Cause:** Sometimes the pressure from peers, family, school and community are the root cause.



## Perceptions

### Perceptions Summary

All staff were invited to participate in a school culture and climate survey for the second year in a row. The survey indicated that the majority of teachers continue to be satisfied with their jobs and THS. They say the climate is very much one of a family atmosphere. They asked that administration be more visible and be more consistent with discipline issues and student and staff dress code. They also expressed concern with recognizing teachers individually more frequently than globally. They felt like everyone needs to hear specific feedback when they are doing a good job. They also spoke about wanting THS to get back to holding students more accountable for learning, having high expectations for both academics and behavior. The survey results also indicated that school leadership has promoted a clear vision and direction for Taylor High School. Additionally, the survey indicated positive results in the areas of leadership opportunities, opportunities to provide feedback, and a collegial and congenial environment. Concerns regarding support of student discipline and the efficacy of our tardy policy were also noted.

The staff continues to want the Principal to be open minded, listen, communicate well, be visible and have an open door policy.

Taylor has a high level of community engagement. Parents are always willing to step up and help out the faculty when there is a need. We have a strong TPA, which is always looking to assist with the culture of the campus as well as monetary needs. We have strong booster clubs in Athletics and Fine Arts. The families want to be communicated with and want to be a part of the school environment.

### Perceptions Strengths

#### The Questionnaire

- Majority of respondents agreed or strongly agreed that the principal has established a clear vision or direction for the school.
- A little over half of respondents agreed or strongly agreed that administrators provide effective instructional leadership.
- Most of respondents agreed or strongly agreed that there were many opportunities to grow as a leader.
- Majority of respondents agreed or strongly agreed that THS has a friendly and collegial atmosphere.
- Most of respondents agreed or strongly agreed that they have opportunities to provide useful feedback to school leaders.

Other activities or indicators:

#### Strong Instructional Coaches

## Strong Department Chairs

Staff memo focusing on current events, C&I practices, and campus news.

Communication Tools: Canvas, Teacher Web, Library Newsletter, Taylor High School web site, Twitter, Remind 101.

Principal Twitter account used for professional learning ideas and communications.

## 2018 Strengths

- School Environment (people want to come to work)
- Capturing Kids Hearts (about 70% of staff are trained)
- Implementation of Character Strong.
- High Expectations

## Other activities or indicators:

Principal-led book study with staff members.

Staff memo focusing on current events, C&I practices, and campus news.

Communication Tools: Canvas, Teacher Web, Library Newsletter, Taylor High School web site, Twitter, Remind 101.

Principal Twitter account used for professional learning ideas and communications.

## Community Strengths

TPA

Booster Clubs

Community Involvement

Partnerships between staff and parents.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** The learning community easily places such emphasis on the highest performing students that the average student can get overlooked and even under served. There is a need for a campus wide character development program that will build community and help make every student and staff member feel included, accepted, and supported. Character Strong will be used to meet this need. **Root Cause:** Lack of emphasis on the individual as an important entity aside from looking at their academic performance level alone.

# 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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

## 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,
- Special education population, including performance, discipline, progress, and participation data

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

#### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership 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**

- Organizational structure data
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: July 24, 2017


**Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.**

**Performance Objective 1:** Increase the Domain II score (Student Progress) from 86 to 90 in both academic growth and relative performance.

**Evaluation Data Source(s) 1:** State Accountability Report 2019

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Continue the use of The Fundamental Five Strategies: Increase the use and fidelity of: Framing the lesson, Frequent Small Group Purposeful; Critical Writing across all subject areas	Instructional Leadership Team Administrative Team	In class discussion with intentional questioning and critical writing in all subject areas will be used to increase engagement and rigor.				
Funding Sources: 199 - General Fund: High School Allotment - 0.00						
2) Utilize Aware that shows student progress/growth from 2018 STAAR data to identify students that we can target for interventions/small group instruction in the classroom. Specifically targeting areas of need for those students to ensure growth.	Teachers Instructional Coaches Admin	To increase growth/progress which will in turn improve the closing of gaps with our sub-pops.				



100% = Accomplished
 → = Continue/Modify
 0% = No Progress
 ✗ = Discontinue


**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.


**Performance Objective 2:** Increase the percentage of students scoring Masters on all EOC assessments by 5%.


**Evaluation Data Source(s) 2:** 2019 State Assessments


**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) PLC's will utilize KISD curriculum/Aware Data to plan for rigorous/challenging/engaging instruction.	IC's, Administrators and Department Chairs	Raising the level of rigor and engaging in all classrooms will ensure more students meet the advanced level on the EOC exams.				
2) Monthly meetings led by IC's with PLC Team Leaders. The intent of our PLC Team Leader Meetings is to ensure that teams are utilizing the Legacy Learning Framework to improve our PLC work and student performance.	IC's Admin	This will increase level of rigor in classroom, utilization of data, and improve the work that our PLC's are engaging in their collaboration time.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


**Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.**

**Performance Objective 1:** Increase percentage of English Language Learners who meet the academic growth measure from 68% to 73% on English I and English II EOC.

**Evaluation Data Source(s) 1:** 2019 State Assessment

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Increase number of newcomer and sheltered classes as ELL population increases. This will allow for lower classes sizes and an ESL certified teacher support in core subject areas. Utilize more ESL targeted strategies with our students.	Principal Associate Principal Assistant Principal over ESL ESL lead teacher Classroom Teacher	Increased student progress measure with ESL students. Student achievement will increase with our ELL Population.				
2) Provide increased opportunities for ELL instructional strategies for all staff. Utilize more ESL targeted strategies with our students.	Principal Associate Principal ESL lead teacher	Increased student progress measure with ESL students. Student achievement will increase with our ELL Population.				
3) Increase the number of core subject teachers receiving ESL certification and follow up training. Goal will be 100% by the end of 2018-2019 school year.	District Level ESL Dept ESL Lead Principal Dept. Chairs	Providing more targeted training and having more staff ESL trained will help with our increasing number of ELL's and increase the student achievement level in all areas.				



100% = Accomplished    → = Continue/Modify    0% = No Progress    X = Discontinue



**Goal 2:** Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

**Performance Objective 2:** Increase percentage of Special Education students who meet the academic growth measure in Domain III on the Algebra I EOC, from 56% to 62% and on the English I and English II EOC, from 59% to 62%.

**Evaluation Data Source(s) 2:** 2019 State Assessment

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Provide increased opportunities for special education staff and general education staff to meet in PLC's to discuss strategies and student needs, as well as having job embedded and just in time training with Instructional Coaches.	Principal District Level Personnel Instructional Coaches	Providing the needed training for general ed staff to meet the needs of our special education will increase student achievement. Also Providing instructional strategy training for our special education staff will ensure effective instruction and strategies are being utilized to increase student achievement				


**Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.**

**Performance Objective 1:** By May 2018, all campus and department leaders will utilize data in various formats.


**Evaluation Data Source(s) 1:** Portals and data sets available, trainings offered/number of attendees, user surveys and user reports.

**Summative Evaluation 1:**

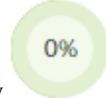
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) PLC Team Leader on-going training to improve the effectiveness of teams and the leadership of the team leads. Monthly meetings designed around the PLC process and the Legacy Learning Framework.	Administrators IC's	To build high performing teams that focus on improvement of student achievement and teacher growth. Follow the Legacy Learning Framework set forth by the district.				
2) Weekly Meetings with Instructional Coaches and Administrators to discuss walk through data, PD opportunities for teachers, data analysis.	Instructional Coaches Administrators	Improve level of instruction and organizational effectiveness with curriculum.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


**Goal 4: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.**


**Performance Objective 1:** Engage community in dialogue about culture, community, events, and opportunities for improvement at THS.


**Evaluation Data Source(s) 1:** Agendas from various Meetings throughout the year  
End of the year parent engagement Survey


**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Campus Advisory Team (CAT) will work collaboratively on creating goals for THS to be a premier campus in the nation.	Principal Campus Advisory Team	In collaboration with CAT we will work on providing strong goals that will ensure that our students are successful and that we are providing a positive and inclusive environment at THS.				
2) Coffee with the Principal (town hall format) held twice each semester.	Principal	To gather feedback and suggestions from parents on ways to expand and improve our programs and students success at Taylor HS.				
3) Start the Principal Leadership Council which is comprised of student leaders 9-12 grade that will meet twice a semester to identify and brainstorm solutions to schoolwide issues and ways to improve the school culture/climate and spirit.	Principal/Stuco Sponsor	Give students more voice in school related matters. Improve school culture and spirit.				
4) Men on Campus (Watch Dogs) Implementation	Administrators	To increase male parental involvement in the school.				

 = Accomplished

 = Continue/Modify

 = No Progress


 = Discontinue

**Goal 5: Katy ISD will actively support the emotional well-being of all learners.**

**Performance Objective 1:** Decrease the number of PEIMS reportable discipline offenses by 5%.

**Evaluation Data Source(s) 1:** Discipline Data Report  
Staff Survey about Safety and Discipline

**Summative Evaluation 1:**

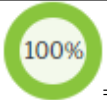



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Campus will continue Implementation of Safe and Civil Schools program (Foundations). Utilize a common school wide language/approach to all common areas.	Principal, S&CS committee, APs	Visibility and a common language will assist students in making positive choices.				
2) Campus will attain 75% level of staff trained in Capturing Kids' Hearts.	Principal	The more staff that is trained in Capturing Kids' Hearts strategies will increase positive relationships and better outcomes socially and emotionally for students. This will also help strengthen the campus culture at THS				
Funding Sources: 865 - Principal Activity - 30000.00						
3) Campus will continue to implement Restorative Practices for all grade levels.	APs Principal Restorative Practices staff member	Use of restorative practices will increase student ability to resolve conflicts in a more rational and mature way.				
						

**Goal 5:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 2:** Students will report feeling more connected and supported at THS as indicated by a survey at the middle of the year and the end of the year as we implement the Character Strong Curriculum.

**Evaluation Data Source(s) 2:** Student surveys  
Staff surveys

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Staff will be trained in the implementation of Character Strong lessons.  Staff and students will participate in Character Strong lessons campus wide to build community.	Administrators Counselors Teachers	Tolerance, acceptance, and inclusiveness will be enhanced as a result of the dialogues that will take place during Character Strong lessons as reported by student and staff surveys at the middle and end of the year.				
<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>						

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Increase number of newcomer and sheltered classes as ELL population increases. This will allow for lower classes sizes and an ESL certified teacher support in core subject areas. Utilize more ESL targeted strategies with our students.
2	1	2	Provide increased opportunities for ELL instructional strategies for all staff. Utilize more ESL targeted strategies with our students.
2	1	3	Increase the number of core subject teachers receiving ESL certification and follow up training. Goal will be 100% by the end of 2018-2019 school year.
2	2	1	Provide increased opportunities for special education staff and general education staff to meet in PLC's to discuss strategies and student needs, as well as having job embedded and just in time training with Instructional Coaches.

# State Compensatory

## Personnel for Taylor High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	Teacher	Academic Support	2

# Campus Funding Summary

<b>199 - General Fund: High School Allotment</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional development led by Instructional coaches		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>865 - Principal Activity</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	Flippen Group training sessions		\$30,000.00
<b>Sub-Total</b>					<b>\$30,000.00</b>
<b>Grand Total</b>					<b>\$30,000.00</b>