

Katy Independent School District
Taylor High School
2023-2024 Campus Improvement Plan



Mission Statement

It is the mission of James E. Taylor High School to ensure all students are engaged in high-levels of learning in a nurturing environment to prepare them for post-secondary success.

Vision

We will create a community where curiosity is a norm, and judgment is replaced with understanding. It is a world where every child is embraced as our own, fostering an environment of compassion, empathy, and boundless potential.

Core Beliefs

In order to fulfill our fundamental purpose and achieve the shared vision of our school, Taylor High School, staff have made the following collective commitments:

- We will be a positive, contributing, transparent, and accountable member of my collaborative team and the campus.
- We will teach the essential learnings of our agreed-upon curriculum, unit by unit.
- We will monitor each student's learning continuously through classroom and team-developed formative assessments.
- We will use evidence of student learning to inform and improve my practice and to better meet the needs of individual students.
- We will work with my colleagues to achieve our SMART goals.
- We will seek out evidence-based practice to support student learning.
- We will keep parents informed of the progress of their children.
- We will provide students the necessary time and support for learning in a timely, directive and systematic way until the student is successful.
- We will engage in meaningful staff development to improve my professional practices.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Taylor High School is an established high school of more than 40 years and serves a population of over 3,000 students 9-12. We have a diverse population at Taylor High School. Our school is made up of 41% White, 29% Hispanic, 15% Asian, and 10% African American. Taylor High School has seen an increase in At-Risk and Economically Disadvantaged students within the last decade. We currently stand at 36% At-Risk and 44% Eco. Disadvantaged. Taylor High School boasts one of the most diverse second language populations in the Katy ISD. In addition, Taylor High School manages several specialized programs for students with disabilities. Currently, our special programs consist of 11% ESL, 11% special education, and 11% gifted and talented.

Demographics Strengths

1. Taylor High School is fortunate to have a rich history of academic and extra-curricular achievement. Students work hard to excel in all that they do. Our high attendance rate is direct evidence of the quality engagement our programs provide for our students.
2. Because of the history of the school, Taylor High School is supported by a vast network of alumni, parents, and community members who are genuinely invested in the outcomes of our students. Taylor is home to multiple parent extra-curricular booster clubs, as well as an active and supportive PTSA.
3. Many of the faculty and staff members at Taylor High School have spent the majority of their career teaching at Taylor. In fact, Taylor is home to some of the most tenured teachers in Katy ISD. Their dedication and expertise is unparalleled. 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 (Prioritized): According to the 2022 accountability report, Taylor High School did not meet graduation growth targets for Special Education students or English Language Learners.

Student Learning

Student Learning Summary

Student achievement continues to be strong at Taylor High School. Taylor High School consistently outscores the rest of the State of Texas on end-of-course assessments. These past years have presented once in a generation challenges that were reflected in assessment scores. The effects of a global pandemic led to atypical transience within our student population and learning disruptions which could not be foreseen. Although a high number of students approached grade level across all end-of-course exams, Taylor High School would benefit from additional focus regarding improving meets nad masters scores for all end-of-course assessments. In addition, Taylor High School will continue to design professional development each year regarding improving student achievement outcomes for several student populations including the African-American, Special Education, and English Learner sub-populations. In advanced academics, AP scores at Taylor High School continue to surpass state and national scores.

Taylor High School's boasts an extremely competent staff. Many staff members have multiple certifications and continue to obtain new certifications, which is crucial given the ever-changing circumstances in public education. In addition, the teacher retention rate at Taylor High School is very high.

Student Learning Strengths

1. Taylor High School continues to show a strong committment to ensuring all students are successful. Despite setbacks associated with the pandemic, Taylor High School still posted strong scores for state assessments.
2. In the area of AP testing Taylor is significantly above the state and the Nation when it comes to students scoring 3+ on thier AP tests.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Taylor High School achieved federal CCMR targets for all subpopulations. However, TEA revised requirements to meet CCMR, especially in the area of CTE completeion of programs of study.

Problem Statement 2 (Prioritized): Taylor High School EB/ESL and at-risk students had higher rates of not meeting standard on the Algebra I end-of-course exam as compared to their counterparts. **Root Cause:** Taylor High School could support the growth of these subpopulations by focusing instruction in flexible grouping and poviding frequent, targeted, intervention through small-group tutorials.

Problem Statement 3 (Prioritized): According to the 2023 accountability report, Taylor High School students did not either attempt or do well on the extended constructed response (ECR) on the English End of Course exam across grade levels. **Root Cause:** Despite teachers instructing students on how to respond to ECRs, students were confused by the new testing format.

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 are high functioning and teachers are committed to looking at data and making the necessary adjustments to instruction to benefit students.

Taylor High School historically has focused on implementation of the Fundamental Five professional development, Capturing Kids Hearts, and Character Strong. For the 2023-2024 school year, campus staff will focus on strengthening professional learning communities and utilization of well-designed assessments to inform instruction.

Teachers have substantially expanded their use of Canvas, our online learning platform, due to the recent need for remote instruction. Last year, the campus focused on ensuring students have access to instruction via Canvas throughout the year and we will continue to build on that foundation by leveraging technology to differentiate for all learners.

School Processes & Programs Strengths

1. The teacher work week is structured so that formal Professional Learning Community (PLC) meetings occur frequently. These meetings are may be 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.
2. We utilize our enrichment period five days 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. This facet of our school day will be extremely important this year to ensure we are meeting HB 1416 requirements for remediation and accelerated instruction.
3. We have a very strong PTA 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 (Prioritized): Taylor High School students have reported higher need for social-emotional support. Last year, the campus completed 148 critical incident reports for students possibly experiencing a mental health crisis. **Root Cause:** A variety of factors brought on by a global pandemic have led to a rise in mental health concerns.

Problem Statement 2 (Prioritized): Taylor High School student discipline data indicates tardiness and truancy accounted for 56% of overall campus discipline incidents last year. **Root Cause:** A variety of factors contribute to this issue including lack of engagement.

Problem Statement 3 (Prioritized): Taylor High School attendance data indicates an increase in un-excused absences on days when the campus does not follow a traditional bell

schedule due to disruptions for testing or class activities. **Root Cause:** When students are not directly involved in the disruptive activity they would rather not report to campus.

Perceptions

Perceptions Summary

In the past, all Taylor High School staff were invited to participate in a school culture and climate survey. 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 PTA, 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

1. Most Recent Staff Survey (Engage)

- 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.

Priority Problem Statements

Problem Statement 1: Taylor High School achieved federal CCMR targets for all subpopulations. However, TEA revised requirements to meet CCMR, especially in the area of CTE completion of programs of study.

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Taylor High School EB/ESL and at-risk students had higher rates of not meeting standard on the Algebra I end-of-course exam as compared to their counterparts.

Root Cause 2: Taylor High School could support the growth of these subpopulations by focusing instruction in flexible grouping and providing frequent, targeted, intervention through small-group tutorials.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Taylor High School students have reported higher need for social-emotional support. Last year, the campus completed 148 critical incident reports for students possibly experiencing a mental health crisis.

Root Cause 3: A variety of factors brought on by a global pandemic have led to a rise in mental health concerns.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: According to the 2023 accountability report, Taylor High School students did not either attempt or do well on the extended constructed response (ECR) on the English End of Course exam across grade levels.

Root Cause 4: Despite teachers instructing students on how to respond to ECRs, students were confused by the new testing format.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: According to the 2022 accountability report, Taylor High School did not meet graduation growth targets for Special Education students or English Language Learners.

Root Cause 5:

Problem Statement 5 Areas: Demographics

Problem Statement 6: Taylor High School student discipline data indicates tardiness and truancy accounted for 56% of overall campus discipline incidents last year.

Root Cause 6: A variety of factors contribute to this issue including lack of engagement.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Taylor High School attendance data indicates an increase in un-excused absences on days when the campus does not follow a traditional bell schedule due to disruptions for testing or class activities.

Root Cause 7: When students are not directly involved in the disruptive activity they would rather not report to campus.

Problem Statement 7 Areas: School Processes & Programs

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 Emergent Bilingual (EB) progress measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records

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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data







Goals

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

Performance Objective 1: By June of 2024, Taylor High School will increase the Domain II score (Student Progress) from a scale score of 75 in academic growth to an 80 by the next accountability report.

High Priority

Evaluation Data Sources: State Accountability Report 2023

Strategy 1 Details	Reviews			
<p>Strategy 1: The Taylor High School English Department will participate in learning walks and PLC team lead lunch and learns to allow for discussion, observation, and opportunities to share and collaborate regarding best practices.</p> <p>Strategy's Expected Result/Impact: By promoting best practices, individual teachers will grow in their capacity to differentiate and thereby increase individual student growth percentages.</p> <p>Staff Responsible for Monitoring: ELA IC Campus administration</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The Taylor High School English department will participate in additional training on data disaggregation and writing instruction in order to identify individual students' current performance level and differentiate instruction with timely writing feedback.</p> <p>Strategy's Expected Result/Impact: By promoting best practices, individual teachers will grow in their capacity to differentiate and thereby increase individual student growth percentages.</p> <p>Staff Responsible for Monitoring: ELA IC Campus administration</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Apr	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>				

Performance Objective 1 Problem Statements:

Student Learning



Problem Statement 3: According to the 2023 accountability report, Taylor High School students did not either attempt or do well on the extended constructed response (ECR) on the English End of Course exam across grade levels. **Root Cause:** Despite teachers instructing students on how to respond to ECRs, students were confused by the new testing format.







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

Performance Objective 2: By June of 2024, the percent of Taylor High School students who achieve the CCMR target will increase to 89% by the July 2024.

HB3 Goal

Evaluation Data Sources: State Accountability Report 2024

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus administration will lead informational sessions to educate all stakeholders in the various ways students can meet CCMR standards and the positive implications of increased post-secondary readiness.</p> <p>Strategy's Expected Result/Impact: By educating stakeholders regarding CCMR targets and implications of post-secondary readiness, parents and staff members will be better able to advise students regarding electives, industry-based certifications, and requirements for college admittance.</p> <p>Staff Responsible for Monitoring: Campus administration Instructional Coaches Counselors College & Career Facilitator</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Taylor High School counselors will create a system to identify students early in their high school career who are at-risk for falling short of college, career, and military readiness and design a plan to provide personalized opportunities for students to meet CCMR targets. In addition, Special Education and ELL case managers will identify personalized opportunities for their students to participate in the appropriate CCMR pathway.</p> <p>Strategy's Expected Result/Impact: By identifying at-risk students early on on their high school career, counselors can design a more personalized plan for each student thereby ensuring more students meet CCMR.</p> <p>Staff Responsible for Monitoring: Counselors College & Career Facilitator</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: The College and Career Facilitator will identify ways to increase the number of students taking Dual Credit or Advanced Placement courses utilizing relevant student achievement data.</p> <p>Strategy's Expected Result/Impact: By increasing participating in these courses, students will have additional opportunities to meet college, career, or military readiness standards.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Taylor High School counselors and case managers will receive training on IBC pathways in order to target subpopulations identified for intervention and provide personalized pathways to achieve CCMR.</p> <p>Strategy's Expected Result/Impact: By educating these staff members, we can better prepare for course selection to ensure students are in the best possible avenues in order to obtain the skills necessary to be college, career, or military ready after high school.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	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>				







Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Taylor High School achieved federal CCMR targets for all subpopulations. However, TEA revised requirements to meet CCMR, especially in the area of CTE completion of programs of study.</p>

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

Performance Objective 3: By June of 2024, Taylor High School will increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health

Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will provide share information with students to address topics such as social emotional health, Red Ribbon Week (Drug and alcohol prevention), Character Awareness, anti-bullying, diversity and conflict resolution.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrators Counselors/ Health Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Taylor High School students have reported higher need for social-emotional support. Last year, the campus completed 148 critical incident reports for students possibly experiencing a mental health crisis. Root Cause: A variety of factors brought on by a global pandemic have led to a rise in mental health concerns.</p>

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

Performance Objective 4: By June of 2024, Taylor High School will decrease the overall percentage of tardiness and truancy concerns by 5% as a whole campus approach to student discipline.

Evaluation Data Sources: Campus discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: Taylor High School has utilized tardy carts for the past two school years and will be adding the eHall pass system this school year to help monitor students and provide appropriate intervention based on real-time data.</p> <p>Strategy's Expected Result/Impact: Instances of student tardiness and truancy will decrease.</p> <p>Staff Responsible for Monitoring: Campus administration eHall Pass Committee</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				




Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Taylor High School student discipline data indicates tardiness and truancy accounted for 56% of overall campus discipline incidents last year. Root Cause: A variety of factors contribute to this issue including lack of engagement.</p>

Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: By June 2024, Taylor High School end of course Algebra I approaches level scores will increase by at least 5% for targeted subpopulations.

Evaluation Data Sources: 2023-2024 EOC scores

Strategy 1 Details	Reviews			
<p>Strategy 1: The Algebra I team will participate in data digs throughout the year in order to brainstorm for and design differentiated instruction for students.</p> <p>Strategy's Expected Result/Impact: Algebra I teachers will better understand individual students' strengths and weaknesses so they can design and deliver differentiated instruction.</p> <p>Staff Responsible for Monitoring: Math IC Campus administration</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The Algebra I team will create pre and post-assessments for each unit in order to differentiate unit instruction. The team will explore ways they can flexibly group students in the classroom and across classrooms in order to better personalize instruction.</p> <p>Strategy's Expected Result/Impact: Algebra I teachers will better understand individual students' strengths and weaknesses so they can design and deliver differentiated instruction.</p> <p>Staff Responsible for Monitoring: Math IC Campus administration</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Algebra I teachers will identify which students have not retained 8th grade math concepts and devise plans to spiral remedial instruction into their lessons to help address learning gaps.</p> <p>Strategy's Expected Result/Impact: Algebra I teachers will better understand individual students' strengths and weaknesses so they can design and deliver differentiated instruction.</p> <p>Staff Responsible for Monitoring: Math IC Campus administration</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:




Student Learning






Problem Statement 2: Taylor High School EB/ESL and at-risk students had higher rates of not meeting standard on the Algebra I end-of-course exam as compared to their counterparts. **Root Cause:** Taylor High School could support the growth of these subpopulations by focusing instruction in flexible grouping and providing frequent, targeted, intervention through small-group tutorials.

Goal 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: By June 2024, Taylor High School will see improvement in student mental health evidenced by fewer students requiring crisis intervention due to an increase in implementation of proactive mental health supports.

Evaluation Data Sources: Critical Incident Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Taylor High School will utilize Character Strong during counseling sessions, small counseling groups, and during in-school suspension.</p> <p>Strategy's Expected Result/Impact: By utilizing Character Strong, campus staff will ensure students receive targeted intervention related to individual behaviors. Individualizing Character Strong will lead to the greatest impact on student behavior.</p> <p>Staff Responsible for Monitoring: Campus counselors Campus administration</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Taylor High School counselors will provide small group counseling as needed throughout the year designed to target specific trends in mental health.</p> <p>Strategy's Expected Result/Impact: By providing small-groups throughout the year, campus counselors can proactively mitigate campus mental health concerns before they lead to critical incidents.</p> <p>Staff Responsible for Monitoring: Campus administration Campus counselors</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Taylor High School will utilize a full-time social worker and a full-time drop-out facilitator in order to provide additional support for at-risk students.</p> <p>Strategy's Expected Result/Impact: By providing additional campus support for at-risk students, Taylor High School can proactively funnel resources to students and decrease the amount of critical incidents throughout the year.</p> <p>Staff Responsible for Monitoring: Campus counselors Campus administration</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
Strategy 4: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers. Strategy's Expected Result/Impact: Decrease instances of bullying and violence on campus and in the community. Staff Responsible for Monitoring: Campus counselors Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Taylor High School students have reported higher need for social-emotional support. Last year, the campus completed 148 critical incident reports for students possibly experiencing a mental health crisis. Root Cause: A variety of factors brought on by a global pandemic have led to a rise in mental health concerns.</p>

Goal 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: By June of 2024, Taylor High School will see improvement in the percentage of unexcused absences on non-traditional schedule days.

Evaluation Data Sources: Campus attendance data

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus administration will research models from other campuses who have successfully improved participation on non-traditional school days for unaffected students.</p> <p>Strategy's Expected Result/Impact: We will increase the number of students who take off on days that they feel do not affect them.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: School Processes & Programs 2, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administration will utilize eHall pass and Raptor data to decrease instances of truancy by addressing with individual students.</p> <p>Strategy's Expected Result/Impact: The number of un-excused absences will decrease.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: School Processes & Programs 2, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Taylor High School student discipline data indicates tardiness and truancy accounted for 56% of overall campus discipline incidents last year. Root Cause: A variety of factors contribute to this issue including lack of engagement.</p> <p>Problem Statement 3: Taylor High School attendance data indicates an increase in un-excused absences on days when the campus does not follow a traditional bell schedule due to disruptions for testing or class activities. Root Cause: When students are not directly involved in the disruptive activity they would rather not report to campus.</p>

2023-2024 Campus Advisory Council

Committee Role	Name	Position
Administrator	Melinda Stone	
Classroom Teacher	Sarah Smith	
Classroom Teacher	Cedric French	
Classroom Teacher	Karmen Mundt	
Non-classroom Professional	Emily Uwe	
Classroom Teacher	Sara Burke	
Classroom Teacher	Tara Williams	
Classroom Teacher	Jennifer Moote	
Classroom Teacher	Theresa Gray	
Classroom Teacher	Juliet Dever	
Classroom Teacher	Karin Negron	
Classroom Teacher	Casey Carruth	
Classroom Teacher	Brooke Plemons	
Classroom Teacher	Katherine Smith	
Parent	Allason James	
Classroom Teacher	Melvin Rutherford	
Classroom Teacher	Louise Crite	
Classroom Teacher	Eric Warren	
Classroom Teacher	Mike Ary	
Non-classroom Professional	Claire Faichney	
Classroom Teacher	Jennifer Slater	
District-level Professional	Jeremy Frazier	
Parent	Tracy Hart	
Business Representative	Pat Sparks	
Parent	Sherrri Maddox	
Parent	Nam Nguyen	

Addendums

The percent of **Taylor** High School students who achieve the CCMR target will increase from **82%** to **89%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		83%	85%	87%	89%
Goal Scaled		96	96	97	97
Actual Component	82%	72%	77%	78%	
Actual Scaled	96	93	94	95	
Met Goal		N	N	N	

* Data source Domain 1

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Taylor	Federal Targets		31%		41%		58%		42%		76%		39%		53%		27%		39%		30%	
	CCMR	2019 Actual	48	68%	170	69%	367	83%	6	33%	117	92%	2	100%	23	76%	38	29%	145	67%	59	53%
		2021 Actual	65	57%	195	63%	297	71%	2	0%	119	90%	3	67%	24	75%	53	62%	193	59%	83	51%
		2022 Actual	76	47%	196	69%	334	79%	1	100%	127	89%	2	100%	27	81%	64	61%	206	58%	80	61%
		2023 Target		57%		69%		83%		33%		92%		100%		76%		44%		68%		68%
		2023 Actual	63	43%	216	71%	300	82%	2	100%	134	84%	1	100%	35	74%	61	69%	237	66%	88	68%
		Met Target		N		Y		N		Y		N		Y		N		Y		N		Y
		2024 Target		53%		69%		83%		33%		94%		100%		76%		44%		68%		68%

* Data source Domain 3