

Katy Independent School District
Taylor High School
2024-2025 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 latest accountability report, Taylor High School earned a 79 scale score for academic growth and did not earn a distinction designation for comparative academic growth. **Root Cause:** Taylor High School boasts a diverse student population and continued focus on growth across all sub-populations is a challenge.

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 has 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 and Taylor High School is identifying ways to continue to improve those targets.

Problem Statement 2 (Prioritized): Taylor High School EB/ESL and at-risk students had higher rates of not meeting standard on the Algebra I and ELA I/II end-of-course exams 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.

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. Since the 2023-2024 school year, campus staff shifted focus to 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 Collaborative Team (CT) meetings occur frequently. These 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.
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 57 % 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 has grown rapidly over the past four years. Based on projected enrollment, Taylor High School should identify safer and more efficient drop-off procedures in order to accommodate a growing population.

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. The survey results 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. The campus, through MTSS-b training, has chosen to focus on student tardiness as the greatest area of concern when related to student discipline. The campus committee was formed to identify ways to mitigate that issue moving forward.

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. The Campus Advisory Team, consisting of both parents and teachers, meets regularly to discuss campus goals. The Parent Teacher Association also meets regularly to discuss how to support Taylor High School.

Perceptions Strengths

- 1.) Our active PTA continues to look for ways to support Taylor High School and is always open to collaboration.
- 2.) The Campus Advisory Team meets regularly to inform campus decisions and check in regarding campus improvement goals.
- 3.) Teachers, staff, parents, and students regularly respond positively to their experiences at Taylor High School in various survey data, campus feedback meetings, etc.

Priority Problem Statements

Problem Statement 1: Taylor High School achieved federal CCMR targets for all subpopulations. However, TEA revised requirements to meet CCMR and Taylor High School is identifying ways to continue to improve those targets.

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 and ELA I/II end-of-course exams 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 latest accountability report, Taylor High School earned a 79 scale score for academic growth and did not earn a distinction designation for comparative academic growth.

Root Cause 4: Taylor High School boasts a diverse student population and continued focus on growth across all sub-populations is a challenge.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Taylor High School student discipline data indicates tardiness and truancy accounted for 57 % of overall campus discipline incidents last year.

Root Cause 5: A variety of factors contribute to this issue including lack of engagement.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Taylor High School has grown rapidly over the past four years. Based on projected enrollment, Taylor High School should identify safer and more efficient drop-off procedures in order to accommodate a growing population.

Root Cause 6:

Problem Statement 6 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: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: By June of 2025, Taylor High School will increase the Domain II Academic Growth score from a component score of 75 to an 80 by the next accountability report.

High Priority

Evaluation Data Sources: State Accountability Report 2024

Strategy 1 Details	Reviews			
Strategy 1: Taylor High School instructional staff will continue Professional Learning Community Academy implementation by focusing on constructing common formative assessments, analyzing data, and adjusting instruction by differentiating response prior to the summative assessment. Strategy's Expected Result/Impact: Students will receive quality first time instruction leading to academic gains across the board. Staff Responsible for Monitoring: Taylor HS Administration Taylor HS Instructional Coaches Problem Statements: Demographics 1 - Student Learning 2	Formative			Summative
	Oct	Jan	Apr	June

0%

No Progress

100%

AccomplishedContinue/ModifyDiscontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: According to the latest accountability report, Taylor High School earned a 79 scale score for academic growth and did not earn a distinction designation for comparative academic growth. Root Cause: Taylor High School boasts a diverse student population and continued focus on growth across all sub-populations is a challenge.
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 and ELA I/II end-of-course exams 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 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: The percent of Taylor High School students who achieve the CCMR target will increase 82% by July 2025.

HB3 Goal
Evaluation Data Sources: State Accountability Report 2024

Strategy 1 Details	Reviews			
Strategy 1: Taylor High School will increase the overall number of students meeting post-secondary readiness by 5% by customizing pathways for students to earn the readiness indicator. Strategy's Expected Result/Impact: More Taylor High School students will be prepared for post-secondary pathways. Staff Responsible for Monitoring: Campus administration College & Career Facilitator Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: By increasing participating in these courses, students will have additional opportunities to meet college, career, or military readiness standards. Staff Responsible for Monitoring: Campus administration Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Taylor High School achieved federal CCMR targets for all subpopulations. However, TEA revised requirements to meet CCMR and Taylor High School is identifying ways to continue to improve those targets.

Goal 2: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: By June 2025, Taylor High School will increase awareness and utilization of mental health resources and support services available on campus as evidenced by achieving a 25% increase in student knowledge of available mental health resources as measured by a pre and post campaign survey.

Evaluation Data Sources: Pre/Post Mental Health Service Awareness Survey

Strategy 1 Details	Reviews			
Strategy 1: Taylor High School counselors will provide small group counseling as needed throughout the year designed to target specific trends in mental health. 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. Staff Responsible for Monitoring: Campus administration Campus counselors Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 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. 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. Staff Responsible for Monitoring: Campus counselors Campus administration Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Taylor High School counselors will create and implement a Pre/Post Mental Health Service Awareness Survey to survey students regarding mental health services available at Taylor High School. The counselors will devise and implement an awareness campaign and then survey students at the end of the year to measure increased awareness of available options. Strategy's Expected Result/Impact: More students at Taylor High School will report knowledge of available mental health services. Staff Responsible for Monitoring: THS Counslors THS Administration Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
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.

Goal 2: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 2: By June of 2025, Taylor High School will increase the number of students participating in the campus Coordinated Health Program

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

Strategy 1 Details	Reviews			
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. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Administration, Counselors, Health Teachers Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Administration/Physical Education Teachers Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
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.

Goal 3: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Performance Objective 1: By June of 2025, 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			
Strategy 1: Taylor High School has utilized tardy carts for the past three school years and the eHall pass system this past school year to help monitor students and provide appropriate intervention based on real-time data. This school year, Taylor High School will target support towards individual students not meeting the standard of attendance to ensure they are successful in improving their attendance. Strategy's Expected Result/Impact: Instances of student tardiness and truancy will decrease. Staff Responsible for Monitoring: Campus Administration Problem Statements: School Processes & Programs 2		Formative			Summative
		Oct	Jan	Apr	June
<div><div><div><div></div></div><div>0%</div></div><div>No Progress</div><div><div><div></div></div><div>100%</div></div><div>Accomplished</div><div><div><div></div></div><div></div></div><div>Continue/Modify</div><div><div><div></div></div><div></div></div><div>Discontinue</div></div>					

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Taylor High School student discipline data indicates tardiness and truancy accounted for 57 % of overall campus discipline incidents last year. Root Cause: A variety of factors contribute to this issue including lack of engagement.

Goal 3: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Performance Objective 2:

By June of 2025, Taylor High School will create, implement, and revise, if necessary, a plan to improve student drop-off and pick-up on the campus.

Evaluation Data Sources: Traffic flow study, Parent/Student/Staff Feedback

Strategy 1 Details	Reviews			
Strategy 1: Campus administration will reconfigure the student/staff parking lot to provide for a drop-off/pick-up loop on the campus and relocate bus drop-off/pick-up to the front of the school to improve traffic patterns. Strategy's Expected Result/Impact: Students will be safely dropped off and picked up from Taylor HS. Staff Responsible for Monitoring: Campus Administration/Security Problem Statements: School Processes & Programs 3	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Campus administration will collect feedback from staff, parents, and students regarding new drop-off/pick-up procedures and adjust the procedures, if necessary. Strategy's Expected Result/Impact: Students will be safely dropped off and picked up from Taylor HS and adjustments will be made to improve the flow of traffic throughout the year. Staff Responsible for Monitoring: Campus Administration/Security Problem Statements: School Processes & Programs 3	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div></div><div>0%</div>No Progress</div><div><div><div></div></div><div>100%</div>Accomplished</div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Taylor High School has grown rapidly over the past four years. Based on projected enrollment, Taylor High School should identify safer and more efficient drop-off procedures in order to accommodate a growing population.

2024-2025 Campus Advisory Council

Committee Role	Name	Position
District Representative	Jeremy Frazier	District Representative
Non-classroom Professional	Emily Elliott	Instructional Coordinator
Classroom Teacher	Whitney Copeland	Classroom Teacher
Classroom Teacher	Rachel Tate	Classroom Teacher
Classroom Teacher	Erin Bell	Classroom Teacher
Non-classroom Professional	Jean Borzik	Counselor
Parent	Sherri Maddox	Parent
Business Representative	Pat Sparks	Business Representative
Parent	Tracy Hart	Parent
District-level Professional	Jeremy Frazier	District-level Professional
Classroom Teacher	Jennifer Slater	Classroom Teacher
Classroom Teacher	Eric Warren	Classroom Teacher
Classroom Teacher	Katherine Smith	Classroom Teacher
Classroom Teacher	Brooke Plemons	Classroom Teacher
Classroom Teacher	Casey Carruth	Classroom Teacher
Classroom Teacher	Karin Negron	Classroom Teacher
Classroom Teacher	Juliet Dever	Classroom Teacher
Classroom Teacher	Theresa Gray	Classroom Teacher
Classroom Teacher	Jennifer Moote	Classroom Teacher
Classroom Teacher	Tara Williams	Classroom Teacher
Classroom Teacher	Sara Burke	Classroom Teacher
Non-classroom Professional	Emily Uwe	Diagnostician
Classroom Teacher	Cedric French	Classroom Teacher
Classroom Teacher	Sarah Smith	Classroom Teacher
Administrator	Melinda Stone	Principal

Addendums



The percent of **Taylor High School** students who achieve
the CCMR target will increase from **82%** to **84%** by July 2029.

Taylor HS Goals	CCMR		2024	2025	2026	2027	2028	2029
		Actual Scaled	84					
		Actual Component	82%					
		State Component	76%					
		Met State Component Rate	Y					
		Goal Component	-	82%	83%	83%	84%	84%
		Met Component Goal	-					

Taylor HS Targets	CCMR		# 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	# EB/EL	% EB/EL
		Federal Targets		47%		60%		71%		58%		84%		51%		63%		64%		56%		51%
		2024 Actual	71	69%	196	71%	280	85%	1	100%	114	89%			21	81%	64	72%	265	67%	138	73%
		2025 Target										95%						82%				