

Taylor Independent School District
Main Street Elementary
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

Intentionally Empowering the Whole Child

Core Beliefs

IN TAYLOR ISD WE BELIEVE...

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

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Comprehensive Needs Assessment

Revised/Approved: October 8, 2024

Demographics

Demographics Summary

Student Demographics		
	Count	Percent
Gender		
Female	226	50.56%
Male	221	49.44%
Ethnicity		
Hispanic-Latino	291	65.10%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	2	0.45%
Black - African American	12	2.68%
Native Hawaiian - Pacific Islander	0	0.00%
White	38	8.50%
Two-or-More	5	1.12%
Student Indicators		
	Count	Percent
At-Risk	187	41.83%
Foster Care	2	0.45%
IEP Continuer	0	0.00%
Immigrant	6	1.34%
Intervention Indicator	0	0.00%
Migrant	0	0.00%
Military Connected	0	0.00%
Transfer In Students	0	0%
Unschool'd Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	319	71.36%
Free Meals	279	62.42%
Reduced-Price Meals	40	8.95%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	7	1.57%

Shelter	0	0.00%
Doubled Up	7	1.57%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	7	1.57%
Is Unaccompanied Youth	0	0.00%

Demographics Strengths

MSE has a diverse student body that enhances cultural understanding and promotes inclusivity. This diversity can be leveraged to create programs that celebrate different cultures, fostering a sense of belonging.

Student Achievement

Student Achievement Summary

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects													
Percent of Tests													
At Approaches GL Standard or Above	55%	48%	74%	66%	66%	41%	80%	52%	66%	61%	100%	56%	-
At Meets GL Standard or Above	31%	24%	49%	36%	36%	23%	27%	28%	39%	17%	0%	19%	-
At Masters GL Standard	11%	6%	23%	14%	14%	7%	7%	10%	14%	0%	0%	0%	-
Number of Tests													
At Approaches GL Standard or Above	351	221	130	78	78	58	12	254	97	11	2	9	-
At Meets GL Standard or Above	195	109	86	43	43	32	4	138	57	3	0	3	-
At Masters GL Standard	69	29	40	17	17	10	1	48	21	0	0	0	-
Total Tests	633	458	175	118	118	142	15	486	147	18	2	16	-
Reading/Language Arts (RLA)													
Percent of Tests													
At Approaches GL Standard or Above	61%	54%	82%	69%	69%	46%	86%	59%	70%	63%	100%	57%	-
At Meets GL Standard or Above	35%	28%	55%	39%	39%	23%	29%	33%	44%	13%	0%	14%	-
At Masters GL Standard	13%	8%	26%	18%	18%	10%	14%	12%	17%	0%	0%	0%	-
Number of Tests													
At Approaches GL Standard or Above	168	106	62	35	35	28	6	123	45	5	1	4	-
At Meets GL Standard or Above	97	55	42	20	20	14	2	69	28	1	0	1	-
At Masters GL Standard	36	16	20	9	9	6	1	25	11	0	0	0	-
Total Tests	274	198	76	51	51	61	7	210	64	8	1	7	-
Mathematics													
Percent of Tests													
At Approaches GL Standard or Above	54%	47%	70%	75%	75%	41%	67%	51%	62%	67%	100%	63%	-
At Meets GL Standard or Above	29%	23%	44%	43%	43%	23%	33%	28%	32%	22%	0%	25%	-
At Masters GL Standard	9%	6%	18%	16%	16%	5%	0%	9%	11%	0%	0%	0%	-
Number of Tests													
At Approaches GL Standard or Above	147	93	54	38	38	25	4	107	40	6	1	5	-
At Meets GL Standard or Above	79	45	34	22	22	14	2	58	21	2	0	2	-
At Masters GL Standard	26	12	14	8	8	3	0	19	7	0	0	0	-
Total Tests	274	197	77	51	51	61	6	209	65	9	1	8	-

Student Achievement Strengths

Students meeting their expected growth target is a strength.

School Culture and Climate

School Culture and Climate Summary

MSE has a positive culture and climate because of:

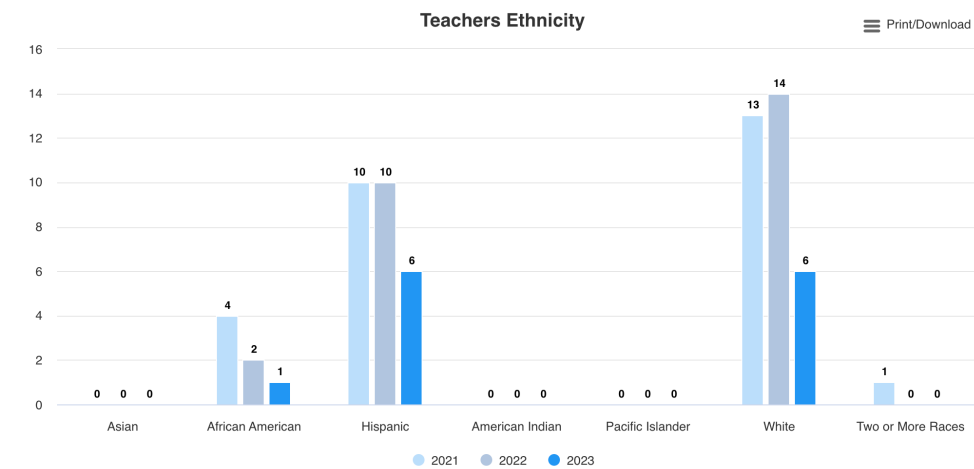
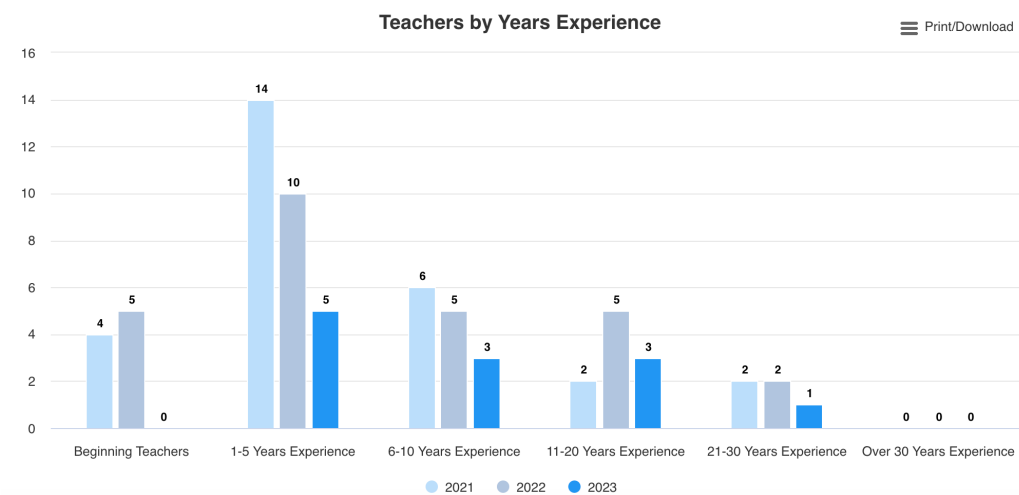
- **Welcoming Atmosphere:** The school community is inclusive, with staff and students greeting each other warmly, creating a sense of belonging for everyone.
- **Strong Relationships:** Positive relationships between students, teachers, and families are prioritized, promoting open communication and collaboration.
- **Supportive Learning Environment:** Teachers provide individualized support, encouraging students to take academic risks and fostering a growth mindset.
- **Social-Emotional Learning:** Programs focus on developing emotional intelligence, conflict resolution skills, and empathy, helping students navigate social interactions effectively.
- **Student Engagement:** Students are actively involved in their learning, with opportunities for choice and input in classroom activities, enhancing motivation and ownership.
- **Celebration of Diversity:** The school embraces cultural diversity, celebrating different backgrounds through events, curriculum, and partnerships, which enriches the educational experience.
- **Positive Behavior Support:** A framework for recognizing and reinforcing positive behaviors is in place, helping to create a respectful and responsible school culture.
- **Family and Community Involvement:** The school actively engages families and the community in school events and initiatives, fostering a collaborative approach to education.
- **Focus on Well-Being:** Attention is given to students' physical and mental health, with resources available to support wellness initiatives.
- **Continuous Improvement:** The school regularly assesses its climate and culture, using feedback to make adjustments and promote ongoing growth and positivity.

School Culture and Climate Strengths

See above.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary



Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

MSE teachers are implementing the Taylor ISD Curriculum. There is a focus on increasing engagement and ensuring use of high quality instructional materials.

Curriculum, Instruction, and Assessment Strengths

Teachers have the necessary resources they need to teach their content.

Parent and Community Engagement

Parent and Community Engagement Summary

MSE creates opportunities for the parents and community to participate on campus through events, communication, and involvement.

Parent and Community Engagement Strengths

MSE is experiencing an increase in the number of parents attending events on campus.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: October 8, 2024

Goal 1: Excellence in Student Outcomes

Performance Objective 1: Increase Academic achievement:

- Meets Grade Level
- Increase Reading from 35 to 38 by 2025
- Increase Math from 29 to 34 by 2025





- Increase Growth:
- Increase Reading from 67 to 69 by 2025
 - Increase Math from 58 to 62 by 2025

High Priority

HB3 Goal

Evaluation Data Sources: BOY, MOY, EOY Screeners
CBA's, Benchmarks/Interims
Walkthrough data

Strategy 1 Details	Reviews			
Strategy 1: Facilitate the PLC protocol. Strategy's Expected Result/Impact: Increase in the effectiveness of Tier 1 instruction. Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Administrators will conduct calibrated walkthroughs including the feedback loop. Strategy's Expected Result/Impact: Teachers are provided with concrete action steps to improve tier 1 instruction. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Administrators will train and implement faculty on the MTSS process. Strategy's Expected Result/Impact: Ensure that every students receives the supports they need to be successful. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: Excellence in Student Outcomes

Performance Objective 2: Ensure Safety and Well Being:

High Priority

Evaluation Data Sources: Annual audit of safety drills

Annual intruder detection audits

Attendance, discipline, and failure reports





Raptor Safe- threat assessment results

District safety & Student Health Advisory meetings and feedback

Survey data results and analysis (specific questions).

Sentinel -TEA safety platform

Daily Campus Door Audits

Strategy 1 Details	Reviews			
Strategy 1: Administrators will conduct required drills, complete security checks, and coordinate with security guard staff and maintain proper documentation. Strategy's Expected Result/Impact: Maintain a secure environment for students and staff. Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Counselors will provide the scope and sequence for Leader in Me lessons, monitor the implementation, and provide SEL lessons to students. Strategy's Expected Result/Impact: Students receive the social and emotional support and instruction they need. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Communities in Schools and Impact Counselors will provide services to students to address emotional needs. Strategy's Expected Result/Impact: Students will get the support they need that will lead to academic achievement. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: Excellence in Student Outcomes

Performance Objective 3: Increase Student Engagement through high quality experiences,

HB3 Goal

Evaluation Data Sources: Tracking student participation (BOY, MOY, EOY)
Survey data results and analysis (specific questions).

Strategy 1 Details	Reviews			
Strategy 1: Administrators will create a tracker to indicate student name, schoolwide job, extracurricular, and clubs to measure involvement. Strategy's Expected Result/Impact: Provide data so that we can set goals on how to get more students connected to the campus. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div>→</div></div> Continue/Modify <div><div><div></div></div><div>✗</div></div> Discontinue				

Goal 1: Excellence in Student Outcomes

Performance Objective 4: Increase College and/or Career Readiness by Graduation for all Students from 78% to 85% by 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Advanced Academics, ASFAB, AP , TSI, Dual Credit, Certification

Strategy 1 Details	Reviews			
Strategy 1: Administrative staff ensures that each grade level has access to enrichment activities and experiences. Strategy's Expected Result/Impact: Provide students with experiences that broaden their understanding of options when they graduate from high school.	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<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>				

Goal 2: Exceptional Workplace Climate

Performance Objective 1: Increase Morale, Recruitment, and Retention

High Priority

Evaluation Data Sources: Survey Data Results and analysis
Retention Data
Staff Rounding of Key Customers

Strategy 1 Details	Reviews			
Strategy 1: Administrators will conduct rounding with all staff members. Strategy's Expected Result/Impact: Feedback from staff members will be used to improve the campus. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Administrators will continue to screen applicants who are highly qualified. Strategy's Expected Result/Impact: Have a staff that is 100% highly qualified. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<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>				

Goal 2: Exceptional Workplace Climate

Performance Objective 2: Continuous Development and Training for Faculty and Staff

High Priority

HB3 Goal

Evaluation Data Sources: T-TESS Walk-Throughs
Surveys at the Conclusion each Professional Development Opportunity.

Strategy 1 Details	Reviews			
Strategy 1: Administrators will provide ongoing bite-sized PD and campus and district PD. Strategy's Expected Result/Impact: Staff are trained. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Administrators will ensure that every new teacher is assigned a mentor. Strategy's Expected Result/Impact: New teachers will feel supported and successful. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<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>				

Goal 3: Strong Partnerships

Performance Objective 1: Increase Family Engagement and Family Satisfaction

Strategy 1 Details	Reviews			
Strategy 1: Administrators will create a parent and family engagement schedule and communicate regularly. Strategy's Expected Result/Impact: Parent engagement increases.	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				

Goal 4: Efficient Financial Stewardship

Performance Objective 1: Ensure fiscal responsibility and financial management

High Priority

Evaluation Data Sources: Timelines and guidelines for budgets are followed

Campus/Department budgets are balanced and aligned to District Priorities.

Quarterly training and professional development in school finance to campus and district leaders.

Strategy 1 Details	Reviews			
Strategy 1: Administrators will review the budget monthly. Strategy's Expected Result/Impact: Stay on budget. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<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>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Facilitate the PLC protocol.