

Taylor Independent School District

District Improvement Plan

2025-2026



Mission Statement

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

Vision

Intentionally Empowering the Whole Child

Value Statement

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.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	6
Student Achievement	7
District Culture and Climate	11
Staff Quality, Recruitment, and Retention	12
Curriculum, Instruction, and Assessment	13
Family and Community Engagement	15
District Organization	16
Technology	17
Priority Problem Statements	18
Comprehensive Needs Assessment Data Documentation	21
Goals	24
Goal 1: Excellence in Student Outcomes	24
Goal 2: Exceptional Workplace Climate	31
Goal 3: Strong Partnerships	36
Goal 4: Efficient Financial Stewardship	39
State Compensatory	42
Budget for District Improvement Plan	42
Personnel for District Improvement Plan	42
Title I Personnel	43
Assurances	44
Statutorily Required Assurances	44

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

The root causes identified for the areas of concern were:

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

During the Spring of 2024, the Senior Leadership Team met with each campus and department. These meetings were an opportunity for the staff to complete a survey and give feedback for improvement. In summary, our school district, the foundation of a thriving educational environment is built upon strong community traditions that foster a sense of belonging and pride among students, families, and staff alike. Our facilities provide a safe and nurturing space where learning can flourish, reflecting our commitment to the well-being of both students and staff. The unwavering dedication of our educators ensures that every child receives personalized attention, aligning with our strong mission and vision to empower each student to reach their full potential. Prioritizing safety, we create an environment where everyone feels secure and supported. Additionally, our robust Career and Technical Education programs open new avenues for students, equipping them with the skills needed for future success in a dynamic job market. While our school district has many strengths, there are several areas that require improvement. A noticeable lack of communication among staff, students, and families can lead to misunderstandings and hinder collaborative efforts to support student success. Increased compensation for our dedicated educators is also essential, as it recognizes their hard work and helps retain top talent in our district. Furthermore, there is a growing concern regarding the rising academic and behavioral expectations placed on students, which, without adequate support, can lead to feelings of overwhelm and disengagement. Addressing these challenges is crucial for creating a more cohesive and effective educational environment for everyone involved.

After the feedback was analyzed, the Strategic Goals and Priorities were reviewed and refined to reflect the current needs of the district. The Priorities, Goals and Strategies were updated by the Senior Level Leadership, Directors and Campus Administration. The updated plan was presented to the Board of Trustees on August 19th, 2024



After reviewing our data, we will have four areas of heightened focus:

- **2025-2026 Heightened Goals**
 - Heightened Goal 1.1: Increase academic achievement
 - Heightened Goal 1.2: Ensure safety and well being
 - Heightened Goal 2.1: Increase morale, recruitment and retention
 - Heightened Goal 4.3: Ensure strategic long-term asset and facility planning

Demographics

Demographics Summary

Taylor ISD has 2916 students located on 6 campuses. The students' demographics are 64.94% Hispanic, 23.30% White, 7.97% African American, 2.69 % Two or More Races, .72% Asian, .17% Pacific Island, and .20% American Indian. The District is 60.63% Economically Disadvantaged, 19.68% LEP, 15.57% Special Education, and 6.38% Gifted and Talented. The district has a traditional High School as well as Early College High School. There is one middle school and three elementary schools.

Demographics Strengths

Problem Statements Identifying Demographics Needs

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

Root Cause: Lack of explicit instruction and vocabulary development.

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

Root Cause: Lack of explicit instruction and vocabulary development.

Problem Statement 3 (Prioritized): TISD needs to increase focus on bilingual and ESL teacher recruitment.

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

Student Achievement

Student Achievement Summary

Secondary Data: The student achievement data reflects varying performance levels across different subjects and campuses within the district. While some areas, such as LECHS in English I and Biology, demonstrate exceptional achievement, there are notable gaps, particularly at THS, where English I scores are significantly lower. Additionally, middle school grades show concerning declines, especially in Math and Reading, particularly in 7th grade. These disparities highlight the need for targeted interventions and resource allocation to improve overall student performance across the district. Addressing these gaps will be essential to ensure that all students have the support they need to succeed.

Spring 2024				
Campus	Test	Apps%	Meets %	Masters%
State	ENG2	75	60	9
	ENG I	67	54	17
	BIO	91	58	19
	ALG I	79	45	25
	USH	95	69	37
District	ENG2	64	47	6
	ENG I	52	37	12
	BIO	88	46	15
	ALG I	75	22	18
	USH	94	63	31
LECHS	ENG2	97	87	19
LECHS	ENG I	100	89	70
LECHS	BIO	96	81	48
LECHS	USH	100	92	56
LECHS	ALG I	93	64	35
THS	ENG 2	60	43	4
THS	ENG I	47	32	6
THS	BIO	87	42	11
THS	ALG I	70	30	10
THS	USH	94	60	28
TMS	ALG I	100	91	58

Spring 2024				
State	8Math	70	40	15
	8Rdng	78	54	28
	8Scie	68	42	16
	8SS	58	31	16
	7Math	53	32	10
	7Rdng	72	52	28
	6Math	69	37	13
	6Rdng	75	55	25
TMS	8Math	67	33	5
TMS	8Rdng	73	37	15
TMS	8Scie	60	31	6
TMS	8SS	35	8	1
TMS	7Math	27	10	0
TMS	7Rdng	54	34	13
TMS	6Math	46	16	4
TMS	6Rdng	64	35	8

Elementary Data: The analysis of student achievement in elementary grades reveals significant performance variability across subjects within the district. While there are areas of improvement, such as 4th grade Reading at the state level, many subjects, particularly 5th grade Science, show concerning declines. The district's overall performance is notably lower than state averages, especially in 5th grade Math and Science. Growth trends in subjects like 4th and 5th grade Reading suggest potential for improvement. However, the data underscores the need for targeted interventions and resource allocation to enhance student performance across elementary grades, ensuring that all students have the support they need to succeed.

Campus	Test	Apps%	Meets %	Masters%
State	5Math	76	49	19
	5Rdg	78	54	29
	5Scie	57	26	11
	4Math	68	45	21
	4Rdg	82	51	23
	3Math	69	41	15
	3Rdg	75	49	21

Campus	Test	Apps%	Meets %	Masters%
District	5Math	52	29	10
	5Rdg	59	40	18
	5Scie	40	20	7
	4Math	54	28	9
	4Rdg	73	38	12
	3Math	53	27	9
	3Rdg	59	37	16
MSE	5Math	58	34	13
MSE	5Rdg	58	40	18
MSE	5Scie	40	21	8
MSE	4Math	48	26	7
MSE	4Rdg	71	34	13
MSE	3Math	47	19	6
MSE	3Rdg	47	27	8
NPE	5Math	47	26	8
NPE	5Rdg	61	40	18
NPE	5Scie	41	20	7
NPE	4Math	59	29	10
NPE	4Rdg	76	43	11
NPE	3Math	57	32	11
NPE	3Rdg	69	45	22

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Formative Assessments are not accurately identifying students who are struggling and/or students who need to be challenged to achieve a higher level.

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

Problem Statement 2 (Prioritized): Students that meet or exceed progress growth measures in reading and math are not consistently improving.

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

Problem Statement 3 (Prioritized): The "Meets Expectations" percentage of students ELA and Math scores need improvement.

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

Problem Statement 4 (Prioritized): Implementation of Reading and Math interventions need to be improved at our elementary schools.

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

Problem Statement 5 (Prioritized): Although Special Education Performance has shown small improvements, the results are not significant.

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

Problem Statement 6 (Prioritized): Increase the numbers of students that are college, career, and/or military ready.

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

Problem Statement 7: TISD needs to increase student access to the technology needed to be successful in online assessment.

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

Problem Statement 8: TISD needs to provide additional support to help minimize the lost instructional time due COVID-19 school closures.

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

Problem Statement 9 (Prioritized): Lack of use of Highly Qualified Instructional Materials in the classroom.

Root Cause: Campuses didn't have aligned curriculum documents and we not implementing the HQIM recourses that were available to them.

Problem Statement 10 (Prioritized): Low student engagement that is leading to increased chronic absences and decreased academic performance.

Root Cause: Lack of opportunities for students to feel connected to their campus

District Culture and Climate

District Culture and Climate Summary

A safe and caring school climate produces a positive impact on student achievement, staff commitment, and community engagement. Taylor ISD strives to create and maintain a positive culture for all stakeholders both at the district and campus level. Believing that student learning is enhanced by positive steps, to manage student behavior and increase inclusivity, our district has worked to implement structures including restorative practices, staff advisory committees, and a strong relationship with law enforcement.

District Culture and Climate Strengths

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): Student behavior is responsible for the break down of the campus culture causing a loss of instructional time for all students.

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

Problem Statement 2 (Prioritized): Consistent expectations district wide for Positive Behavior, Classroom management, Social and Emotional Learning and Restorative Practices.

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Staff Quality, Recruitment, and Retention Strengths

The district has an established partnership with the Taylor Educational Enrichment Foundation which offers grants for innovative practices. The district attends multiple job fairs at Tier 1 universities, and has increased the social media recruiting efforts through Facebook, and Twitter. Taylor ISD has implemented a district-wide mentoring program for new teachers. Taylor ISD is a District of Innovation (DOI) which allows flexibility with hiring high demand and/or hard to fill areas as well as out-of-state applicants.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): TISD continues to have to train new teachers every school year to acclimate to the profession

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

Problem Statement 2 (Prioritized): TISD has a gap in 6-10 years teachers of experienced teachers as compared to the state

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

Problem Statement 3 (Prioritized): TISD needs to increase focus on bilingual and ESL teacher recruitment.

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

Problem Statement 4 (Prioritized): Although Special Education Performance has shown small improvements, the results are not significant.

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

A curriculum audit took place in the Spring of 2024. The purpose of the Curriculum Audit was to provide a unique, independent review of policy framework, scope and quality of curriculum, consistency and equity in schools and program implementation, effectiveness of programs and process monitoring, and use and allocation of budget and resources for improved productivity. To accomplish this review, the auditor observed in classrooms, obtained feedback from campus leaders, and reviewed data to determine whether each school is meeting specific goals and objectives and where there are gaps in building management or procedures hindering the attainment of building goals. The campus visits focused on the implementation of high-quality instructional resources audit included an in-depth look at the Taylor ISD Curriculum and Instruction Department, each person's role in the department, instructional support to campuses, training and roll out of high-quality instructional resources and reviewing goals set by programs, grants, and the district. Part of the review included the collaboration and communication between the department and the campuses. Instructional walkthroughs were conducted at T.H. Johnson Elementary, Naomi Pasemann Elementary, Main Street Elementary, Taylor Middle School, and Taylor High School. The majority of time was spent analyzing the elementary campuses.

Effective Schools Framework Diagnostic: In the spring of 2023 and Fall of 2023, an Effective Schools Framework Diagnostic was conducted at 5 campuses. The diagnostic identified the same prioritized focus areas for improvement for all campuses. These focus areas identified were the same across all campuses. Campus visits reflected these identified goals as still being areas of need. There needs to be more improvement in the following critical areas:

Essential Action 4:1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Essential Action 5.1 Effective classroom routines and instructional strategies.

Areas of Growth:

- Inconsistent use of high-quality instructional materials.
- Lessons do not include the use of high-quality instructional materials and lack rigor.
- Lack of instructional strategies. Low cognitive lessons. Students are working below grade level in Tier 1.
- Lack of a consistent writing plan. The writing process wasn't observed during classroom observations.
- Lack of accountability in monitoring district initiatives.
- Lack of intervention provided to students using HQIM resources.

Curriculum, Instruction, and Assessment Strengths

- Campus culture and organization have been established.
- School expectations are in place. The middle school uses the YODR system to control student cell phone use during the school day.
- Overall, students are well-behaved.
- Campuses are warm and welcoming. The district has excellent curb appeal. The front office staff are service-oriented.
- The district has recently purchased high-quality instructional materials for core and intervention classes.
- Learning objectives and student success criteria were posted in most classes.

- The University of Florida Institute Phonics Program is being consistently implemented.
- Campuses have implemented an intervention block. Main Street Elementary is restructuring at semester to provide a standard intervention block for all students.
- The Multi-Tiered Support System (MTSS) is being revamped. The Frontline System is being used to help with student documentation. Assistant Principals are now being trained on an effective MTSS structure.
- Teachers have been working on grammar skills with students.
- The Curriculum and Instruction Department has more staff members than most districts of similar size.
- The district has purchased High-Quality Instructional Materials.
- TheCurriculum documents have been created for teachers. (Taylor ISD Literacy Framework, Taylor ISD Writing Plan, STAAR grades, and Curriculum TEKSbased scope and sequences for STAAR grades.)
- • MTSS is being refined to have information placed in the Frontline System.
- Teachers are provided with relevant professional development.
- Teachers have participated in summer curriculum work.
- The district has a designated District Testing Coordinator, who also can address accountability needs.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Formative Assessments are not accurately identifying students who are struggling and/or students who need to be challenged to achieve a higher level.

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

Problem Statement 2 (Prioritized): Inconsistent Lesson internalization used across the district.

Root Cause: Each campus has different planning expectations.

Problem Statement 3 (Prioritized): Lack of consistent Academic MTSS procedures among different campuses.

Root Cause: Different procedures at each campus.

Problem Statement 4 (Prioritized): Implementation of Reading and Math interventions need to be improved at our elementary schools.

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

Problem Statement 5 (Prioritized): Although Special Education Performance has shown small improvements, the results are not significant.

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

Problem Statement 6 (Prioritized): TISD needs to increase focus on bilingual and ESL teacher recruitment.

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

Problem Statement 7: TISD needs to increase student access to the technology needed to be successful in online assessment.

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

Problem Statement 8: TISD needs to provide additional support to help minimize the lost instructional time due COVID-19 school closures.

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

Problem Statement 9 (Prioritized): Lack of use of Highly Qualified Instructional Materials in the classroom.

Root Cause: Campuses didn't have aligned curriculum documents and we not implementing the HQIM recourses that were available to them.

Family and Community Engagement

Family and Community Engagement Summary

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

Family and Community Engagement Strengths

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

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): Low parent attendance at district academic events.

Root Cause: Lack of communication to parents about the event

Problem Statement 2: TISD needs to increase student access to the technology needed to be successful in online assessment.

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

Problem Statement 3: TISD needs to provide additional support to help minimize the lost instructional time due COVID-19 school closures.

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

District Organization

District Organization Summary

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

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

District Organization Strengths

1. Instructional Specialist at all campuses.
2. Interventionist at Elementary Schools and Middle School.
3. Defined Safety Plan that is communicated to all stakeholders.

Problem Statements Identifying District Organization Needs

Problem Statement 1 (Prioritized): Safeguards need to be in place to ensure that organized time to address the needs of all learners is focused and targeted for maximum benefit to instruction.

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

Problem Statement 2 (Prioritized): There is a need to continue revisiting and improving efforts with safety and security for the district.

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

Problem Statement 3: There is a need to review, analyze, and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported by bond funds.

Root Cause: Lack of increased funding from the state.

Problem Statement 4: TISD does not have an update to date replacement cycle.

Root Cause: Lack of funds to update older technology

Technology

Technology Summary

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

Technology Strengths

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

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

Problem Statements Identifying Technology Needs

Problem Statement 1: TISD needs to increase student access to the technology needed to be successful in online assessment.

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

Problem Statement 2: TISD does not have an update to date replacement cycle.

Root Cause: Lack of funds to update older technology

Problem Statement 3 (Prioritized): Lack of use of Highly Qualified Instructional Materials in the classroom.

Root Cause: Campuses didn't have aligned curriculum documents and we not implementing the HQIM recourses that were available to them.

Priority Problem Statements

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

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

Problem Statement 1 Areas: Demographics

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

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

Problem Statement 2 Areas: Demographics

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

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

Problem Statement 3 Areas: Student Achievement

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

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

Problem Statement 4 Areas: Student Achievement

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

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

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

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

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

Problem Statement 6 Areas: District Culture and Climate

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

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

Problem Statement 7 Areas: District Culture and Climate

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

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

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

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

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

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

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

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

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

Problem Statement 11: Inconsistent Lesson internalization used across the district.

Root Cause 11: Each campus has different planning expectations.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

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

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

Problem Statement 12 Areas: Family and Community Engagement

Problem Statement 13: Although Special Education Performance has shown small improvements, the results are not significant.

Root Cause 13: Staff lacks strategies to increase learning acquisition in special needs students.

Problem Statement 13 Areas: Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Problem Statement 14: Lack of consistent Academic MTSS procedures among different campuses.

Root Cause 14: Different procedures at each campus.

Problem Statement 14 Areas: Curriculum, Instruction, and Assessment

Problem Statement 15: Increase the numbers of students that are college, career, and/or military ready.

Root Cause 15: Low numbers of students taking college entrance exams and lack of awareness of career opportunities

Problem Statement 15 Areas: Student Achievement

Problem Statement 16: Safeguards need to be in place to ensure that organized time to address the needs of all learners is focused and targeted for maximum benefit to instruction.

Root Cause 16: Need for strong campus staff to focus on district and campus goals.

Problem Statement 16 Areas: District Organization

Problem Statement 17: There is a need to continue revisiting and improving efforts with safety and security for the district.

Root Cause 17: Alignment with new state requirements and possible areas identified as needs by district leadership and security personnel.

Problem Statement 17 Areas: District Organization

Problem Statement 18: Lack of use of Highly Qualified Instructional Materials in the classroom.

Root Cause 18: Campuses didn't have aligned curriculum documents and we not implementing the HQIM recourses that were available to them.

Problem Statement 18 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Technology

Problem Statement 19: Low student engagement that is leading to increased chronic absences and decreased academic performance.

Root Cause 19: Lack of opportunities for students to feel connected to their campus

Problem Statement 19 Areas: Student Achievement

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)
- 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
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- 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
- 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
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- T-PSS data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: October 20, 2025

Goal 1: Excellence in Student Outcomes

Performance Objective 1: Increase Academic achievement:

- 3-EOC Growth -
Increase Reading from 41 to 44 by 2026
Increase Math from 34 to 39 by 2026
- 3-EOC Meets -
Increase Reading from 42 to 47 by 2026
Increase Math from 26 to 31 by 2026

High Priority

HB3 Goal

Evaluation Data Sources: PK-2: BOY, MOY, EOY Screeners
3-EOC: CBA's, Benchmarks/Interims
PK-12: Walkthrough data

Strategy 1 Details	Reviews			
Strategy 1: Systematically sustain a guaranteed, viable curriculum using high quality instructional materials (HQIM) Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Chief Academic Officer Director of Teaching and Learning Funding Sources: Highly Qualified Instructional Materials Professional Development - 211 Title 1 Part A, - 211-ESF-Effective School Framework, - 255 Title II Supporting Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Systematically monitor alignment between written, taught and assessed curriculum. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Chief Academic Officer Director of Teaching and Learning Funding Sources: - 199 General Funds, - 211 Title 1 Part A, - 255 Title II Supporting Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Develop and systematically sustain PLC protocols. Strategy's Expected Result/Impact: Through the PLC processes in place, we expect to analyze student data, identify student learning centered problem, problem of practice, and our target action step to increase student mastery. Staff Responsible for Monitoring: Chief Academic Officer Director Of School Improvement Funding Sources: Salary and Supplies - 211-ESF-Effective School Framework	Formative			Summative
	Oct	Jan	Mar	June
	 Moderate Progress			
Strategy 4 Details	Reviews			
Strategy 4: Develop and systematically sustain a Multi-Tiered System of Support (MTSS). Strategy's Expected Result/Impact: Student academic needs are being met by implementing a master schedule that prioritizes all tiers of learning along with the support of campus interventionists Staff Responsible for Monitoring: Coordinator of Academic Supports Funding Sources: - 199 State Compensatory Education, - 211 Title 1 Part A	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: Systematically monitor and assess the implementation of district approved security processes and policy. Strategy's Expected Result/Impact: 100% of required drills completed. 100% Required Actions of Emergency Operations Plan (EOP) completed Staff Responsible for Monitoring: Chief of HR and School Supports Director of Student Services Funding Sources: Safety Resources and Security Guards - 429-SD-School Safety and Security	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop, implement and systemically sustain a student well being tiered support system. Strategy's Expected Result/Impact: Student social and emotional needs are being met by implementing a system of supports for the students and families through Community Schools, Impact Counseling, and additional counseling supports. Staff Responsible for Monitoring: Director of Student Supports Campus Counselors Funding Sources: - 289-04 Stronger Connections Grant	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Develop and implement a student and staff survey to measure safety and well being . Strategy's Expected Result/Impact: The survey will determine a baseline of students' needs in order to provide the support they need. Staff Responsible for Monitoring: Chief of HR and School Supports Funding Sources: - 289-04 Stronger Connections Grant	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Conduct a comprehensive audit of current safety and security measures across all district schools to identify areas of improvement. This audit should include a review of physical security features, emergency response protocols, and communication systems. Use the findings to align with new state requirements and address identified needs. Staff Responsible for Monitoring: Director of Student Services Problem Statements: District Organization 2 Funding Sources: - 199 General Funds	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Offer ongoing, job embedded professional development for all staff on updated safety protocols and emergency response procedures. This training should include scenario-based drills, workshops on crisis management, and sessions on the latest safety technologies. Staff Responsible for Monitoring: Director of Student Services Problem Statements: District Organization 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Foster partnerships with local law enforcement and emergency services to enhance the district's safety and security efforts. This could include joint training exercises, regular meetings to discuss safety concerns, and collaboration on developing emergency response plans. Staff Responsible for Monitoring: Director of Student Services Problem Statements: District Organization 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Implement a district-wide communication system that ensures timely and effective dissemination of safety information to all stakeholders. This system should include multiple channels such as text alerts, emails, and a dedicated safety app to ensure accessibility and reliability. Staff Responsible for Monitoring: Director of Communications Director of Technology Executive Director of Maintenance and Operations Problem Statements: District Organization 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Create a district safety committee composed of school leaders, security personnel, teachers, parents, and students to regularly review and update safety policies. This committee should meet quarterly to discuss new state requirements, assess the effectiveness of current measures, and propose improvements. Staff Responsible for Monitoring: Director of Student Services Problem Statements: District Organization 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Install and maintain advanced security technologies such as surveillance cameras, access control systems, and emergency notification systems in all district facilities. Ensure these technologies are regularly tested and updated to meet new state requirements and address identified security needs. Staff Responsible for Monitoring: Director of Technology Problem Statements: District Organization 2	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

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

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: Develop and implement a student survey to measure student satisfaction and engagement with their school experiences. Strategy's Expected Result/Impact: The survey will determine a baseline of students' needs in order to provide the support they need. Staff Responsible for Monitoring: Chief of HR and Director School Supports Funding Sources: - 289-04 Stronger Connections Grant	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: (PK-5)(6-12) Develop a system to track and increase student access to high quality experiences in school such as extracurriculars, clubs, and/or leadership opportunities. Strategy's Expected Result/Impact: Increase the number of students in engaged in one or more Taylor ISD experiences outside the classroom. Staff Responsible for Monitoring: Chief of HR & School Supports Campus Administrators	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement a Superintendent Coin of Excellence program that recognizes students not only for academic achievements but also for demonstrating positive behaviors and contributions to the school community. Highlight these students in school newsletters and assemblies to promote a culture of recognition and appreciation. Strategy's Expected Result/Impact: Increase Engagement Staff Responsible for Monitoring: Superintendent Problem Statements: Student Achievement 10	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Develop a 'Student Interest Survey' to gather data on students' hobbies, interests, and preferred learning styles. Strategy's Expected Result/Impact: Use this information to tailor classroom activities and projects that align with student interests, thereby increasing engagement and connection to the curriculum. Staff Responsible for Monitoring: Director of Student Services Campus Counselors Problem Statements: Student Achievement 10	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Organize regular 'Family Engagement Nights' where students and their families are invited to participate in fun, educational activities at the school. These events could include science fairs, cultural nights, or talent shows, and should aim to strengthen the school community by involving families in the educational process. Staff Responsible for Monitoring: Director of Communications Campus Principals Problem Statements: Student Achievement 10 Funding Sources: - 199 General Funds, - 211 Title 1 Part A	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 10: Low student engagement that is leading to increased chronic absences and decreased academic performance. Root Cause: Lack of opportunities for students to feel connected to their campus

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: Develop and systemically sustain Staff Rounding protocol. Strategy's Expected Result/Impact: Better understand staff needs, enhance relationship building, improve staff morale, and a culture of continuous improvement, Staff Responsible for Monitoring: Chief of Human Resources and Student Supports Campus Principals.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop a recruiting program that increases visibility, grows internal talent, and provides ongoing support. (Job fairs, Teacher Prep Programs, and internal training) Strategy's Expected Result/Impact: Taylor ISD will increase our visibility and presence in areas outside of our area to showcase our school system as the school of choice. Staff Responsible for Monitoring: Chief of Human Resources and Student Supports Director Human Resources Campus Principals Funding Sources: - 199 General Funds	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Offer a comprehensive onboarding program for new teachers that includes mentorship from experienced teachers, regular check-ins with administration, and access to resources that support classroom management and instructional strategies. This program should be designed to help new teachers acclimate to the profession and feel supported in their roles. Strategy's Expected Result/Impact: Increase Teacher Retention Staff Responsible for Monitoring: Director of Teaching and Learning Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: - 199 General Funds, - 255 Title II Supporting Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Develop a teacher recognition program that acknowledges and rewards outstanding performance and dedication. This could include monthly awards, public recognition at staff meetings, and opportunities for professional growth such as attending conferences or workshops. Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Conduct regular surveys to gather feedback from teachers about their job satisfaction and areas where they feel support is needed. Use this feedback to make informed decisions about changes or improvements in the workplace environment. Strategy's Expected Result/Impact: To enhance communication, inform decision making, increase engagement, create a culture of continuous improvement, and improve the workplace climate. Staff Responsible for Monitoring: Chief of Human Resources and Support Staff Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: - 199 General Funds, - 199 State Compensatory Education	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: TISD continues to have to train new teachers every school year to acclimate to the profession Root Cause: TISD has a higher turnover rate as compared to the state rate.

Goal 2: Exceptional Workplace Climate

Performance Objective 2: Ensure Strategic Compensation and Benefits

High Priority

Evaluation Data Sources: TASB Annual Survey Data

Percentage of Teachers Designated in through the Teacher Incentive Allotment

Feedback for Teacher Committees

Strategy 1 Details	Reviews			
Strategy 1: Routinely complete internal and external compensation and stipend analysis in order to remain regionally competitive with pay structures. Strategy's Expected Result/Impact: Assess salaries and benefits across similar roles within the organization to ensure equitable compensation. Evaluate existing pay scales to determine if they align with job responsibilities and performance levels. Staff Responsible for Monitoring: Chief of Human Resources and Student Supports Director of Human Resources Funding Sources: - 199 General Funds	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize teacher committees to provide ideas/feedback on innovative compensation initiatives. Strategy's Expected Result/Impact: Teachers have firsthand knowledge of what motivates them and their peers. By gathering input directly from those affected, schools can design compensation packages that are more closely aligned with teachers' preferences and priorities, increasing overall job satisfaction. Staff Responsible for Monitoring: Chief of Human Resources and Student Supports Director Human Resources	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Expand the Teacher Incentive Allotment Plan to include more staff. Strategy's Expected Result/Impact: To attract and retain quality educators, enhance teacher morale, and improve student growth opportunities. Staff Responsible for Monitoring: Chief of Human Resources and Student Supports Director Human Resources Funding Sources: - 199 General Funds	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Exceptional Workplace Climate

Performance Objective 3: Continuous Development and Training for Faculty and Staff as evident in maintaining a Professional Development survey score of 4.5 or higher as a yearly average.

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: Ongoing Staff Development and Training professional learning system focused on growth for all staff members. Strategy's Expected Result/Impact: Increased student achievement and staff morale. Through purposeful leadership training, principals will increase their impact as instructional leaders. Staff Responsible for Monitoring: Director of Teaching and Learning Funding Sources: - 211 Title 1 Part A, - 255 Title II Supporting Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop a new teacher mentor induction program to support 1st and 2nd year teachers. Strategy's Expected Result/Impact: Increase student achievement, staff morale, and the retention of 1st and 2nd year teachers. Staff Responsible for Monitoring: Director of Teaching and Learning	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Strong Partnerships

Performance Objective 1: Increase Family Engagement and Family Satisfaction

Strategy 1 Details	Reviews			
Strategy 1: Develop a comprehensive communication plan to ensure parents are informed about district academic events. This plan should include multiple channels such as emails, text messages, social media posts, and flyers sent home with students. Ensure that all communications are available in multiple languages to accommodate non-English speaking families. Strategy's Expected Result/Impact: Increase Parent Engagement Staff Responsible for Monitoring: Director of Communications Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create a district-wide calendar of academic events that is easily accessible on the district's website and regularly updated. Include features such as event reminders and the ability for parents to RSVP online to increase engagement and attendance. Strategy's Expected Result/Impact: Increase Parent and Community Engagement Staff Responsible for Monitoring: Director of Communications Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement a feedback system for parents to provide input on the types of academic events they find most valuable and the barriers they face in attending. Use this feedback to tailor future events to better meet the needs and preferences of families. Strategy's Expected Result/Impact: Increase attendance at events Staff Responsible for Monitoring: Director of Communications Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Family and Community Engagement

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

Goal 3: Strong Partnerships

Performance Objective 2: Ensure community engagement and satisfaction.

Strategy 1 Details	Reviews			
Strategy 1: Develop a systematic tracking of partnerships/sponsorships Staff Responsible for Monitoring: Director of Communications	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Foster partnerships with local community organizations and businesses to help promote district academic events. These partners can assist in spreading the word through their networks and provide additional incentives for attendance, such as discounts or giveaways. Strategy's Expected Result/Impact: Increase Community Interaction Staff Responsible for Monitoring: Director of Communications Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Family and Community Engagement
Problem Statement 1: Low parent attendance at district academic events. Root Cause: Lack of communication to parents about the event

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: Adhere to purchasing processes outlined in the finance handbook. Strategy's Expected Result/Impact: Increased performance and accuracy. Staff Responsible for Monitoring: Department Heads / Budget Owners	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide board updates on the budget development process to demonstrate transparency to all stakeholders. Strategy's Expected Result/Impact: Stakeholders will have a better understanding of the District's processes and financial position. Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement quarterly budget reviews of campus and department budgets. Strategy's Expected Result/Impact: This creates an opportunity to review balances to better project needs through the end of the year. Staff Responsible for Monitoring: Budget Owners Chief Financial Officer	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Efficient Financial Stewardship

Performance Objective 2: Increase Operational Effectiveness and Efficiency.

High Priority

Evaluation Data Sources: Maximining Grant opportunities and energy savings audit/plan results.

Results from Department overtime reports. Results of Annual Master Schedule analysis.

Monitoring work orders.

Increase Student Attendance. PEIMS professional development

Strategy 1 Details	Reviews			
Strategy 1: Actively monitor student and staff attendance. Strategy's Expected Result/Impact: Monitoring student and staff attendance brings awareness to absenteeism and the impact on accountability. Staff Responsible for Monitoring: Principals Director of Student Services	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop a clear and systemic protocol for effective PEIMS management. Strategy's Expected Result/Impact: This will increase accuracy in PEIMs submissions and promote increased funding. Staff Responsible for Monitoring: PEIMS Coordinator	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Efficient Financial Stewardship

Performance Objective 3: Ensure strategic long-term asset and facility planning.

High Priority

Evaluation Data Sources: Annual budget reflects facilities and long-range plans.

Schedule of Committee Meetings

Demographers report ongoing analysis.

Strategy 1 Details	Reviews			
Strategy 1: Create Long Range Facility Plan for current and new construction. Strategy's Expected Result/Impact: This process will help to illustrate the District's future needs and the timeline associated with that growth. Staff Responsible for Monitoring: Chief Operations Officer Chief Financial Officer	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop and sustain a Community Action and Bond Oversight Committee. Strategy's Expected Result/Impact: The Community Action and Bond Oversight Committee will review detailed information provided by the District to make informative decisions/suggestions. Staff Responsible for Monitoring: Chief Operations Officer	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Create a district-wide ten-year financial asset plan. Strategy's Expected Result/Impact: This plan will strategically set upcoming needs/purchases in an attainable timeline. There will be less of a reactive approach to these needs with the benefit of this asset plan. Staff Responsible for Monitoring: Chief Financial Officer Chief Operations Officer Directors Principals	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ashley Loeve	Instructional Coach	1
Cindy Terrazas	Instructional Coach	1
Megan Wendler	Instructional Coach	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Terrazas	Interventionist	Title I	1
Chelsea Eason	Interventionist	Title I	1
Christy Hortenstine	CCMR Specialist	Title I	1
John Matthews	Family/Parent Services Coordinator	Title I	1
Maci Wirth	Interventionist	Title I	1
Taylor Middle School	Intervention	Title I	1
Vanessa Minton	Interventionist	Title I	1
Yolanda Watson	McKinney Vento Specialist	Title I	.5

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance