

Katy Independent School District
Taylor High School
2025-2026 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.

Value Statement

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 3,400 students 9-12. We have a diverse population at Taylor High School. Our school is made up of 35.77% White, 36.2% Hispanic, 13.27% Asian, and 10.72% African American. Taylor High School has seen an increase in At-Risk and Economically Disadvantaged students within the last decade. We currently stand at 37% At-Risk and 50% 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 14% ESL, 12% special education, and 12% 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): Economically disadvantaged students at Taylor High School are underperforming in English I and English II compared to their non-economically disadvantaged peers. In English I, only 71% of economically disadvantaged students met the Approaches standard, compared to 94% of non-economically disadvantaged students. In English II, only 76% of economically disadvantaged students met Approaches.

Root Cause: 1. Higher rates of chronic absenteeism due to family responsibilities, work, or unstable housing. 2. Increased stress and trauma related to financial insecurity, which can impact focus and learning. 3. Lower participation in enrichment programs (AP, dual credit, extracurriculars) due to cost or lack of transportation.

Problem Statement 2 (Prioritized): Emergent Bilingual (EB) students at Taylor High School face significant challenges in achieving proficiency in English I and English II. Only 59% of EB students met the Approaches standard in English I, compared to 91% of non-EB students. In English II, just 55% of EB students met Approaches, compared to 93% of non-EB students. The gap widens at the Meets and Masters levels.

Root Cause: 1. Language barriers: Difficulty accessing grade-level content due to limited English proficiency. 2. Insufficient targeted instructional support for sheltered instructional strategies in core content classes. 3. Absenteeism due to cultural adjustment challenges and understanding a new school system. 4. Some EB students may have interrupted or limited formal schooling prior to arriving to Taylor.

Student Learning

Student Learning Summary

Our campus continues to demonstrate a commitment to academic excellence and postsecondary readiness through a comprehensive review of student achievement, growth, and college/career preparedness indicators.

STAAR Performance: Students showed consistent performance across core subjects, with notable gains in ELA/Reading and Science. Mathematics scores remained stable, with targeted interventions planned for Algebra I and middle school math. **Academic Growth:** Growth metrics indicate positive year-over-year progress, particularly among economically disadvantaged students and English Learners. The campus exceeded state growth targets in several grade levels.

Enrollment in Advanced Placement (AP) and Dual Credit courses increased by over 12% compared to the previous year. The pass rate for AP exams rose to 58%, and dual credit completion rates exceeded 80%, reflecting strong academic rigor and college readiness.

College, Career, and Military Readiness (CCMR). CCMR indicators show that 72% of graduates met at least one CCMR criterion, including SAT/ACT benchmarks, CTE certifications, and military enlistment. The campus continues to expand partnerships with local colleges and industry to support career pathways.

Most students are on track with Recommended or Distinguished graduation plans, with 94% of seniors meeting graduation requirements. Grade-level promotion rates remain high, with focused support for students at risk of retention. Retention rates are below the state average, with fewer than 1% of students being retained across all grade levels. The annual dropout rate for grades 9–12 is 0.6%, reflecting effective intervention strategies and student engagement programs.

Students receiving special education services showed growth in STAAR performance, particularly in reading. Inclusion practices and individualized supports have contributed to improved outcomes. The campus continues to monitor IEP compliance and progress measures.

English Learners demonstrated strong performance on TELPAS, with 68% showing progress in language proficiency. Bilingual and ESL programs are being enhanced to support academic language development and content mastery.

The campus maintains a diverse student population with increasing enrollment in CTE pathways and early college programs. Attendance rates remain above 95%, and discipline referrals have decreased due to proactive behavior supports and restorative practices.

Student Learning Strengths

Our overall Rating: A (91/100) reflects strong student achievement and readiness for the next grade level, as well as preparation for postsecondary success.

Taylor High School offers a wide range of Advanced Placement (AP) and Dual Credit courses, including:

- STEM-focused AP courses: Calculus AB/BC, Physics (1, 2, C), Chemistry, Computer Science A & Principles, Environmental Science, Statistics
- Humanities AP courses: English Language & Literature, U.S. History, World History, Government & Politics, Psychology, Art History
- World Languages: Spanish, French, German, Chinese, Japanese, Latin

This breadth supports diverse student interests and college readiness.

Students participate in a wide array of academic, athletic, and fine arts competitions, which foster leadership, teamwork, and school spirit.

Based on our student demographics, we have a diverse student body with targeted supports in place to meet varied learning needs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Economically disadvantaged students at Taylor High School are underperforming in English I and English II compared to their non-economically disadvantaged peers. In English I, only 71% of economically disadvantaged students met the Approaches standard, compared to 94% of non-economically disadvantaged students. In English II, only 76% of economically disadvantaged students met Approaches.

Root Cause: 1. Higher rates of chronic absenteeism due to family responsibilities, work, or unstable housing. 2. Increased stress and trauma related to financial insecurity, which can impact focus and learning. 3. Lower participation in enrichment programs (AP, dual credit, extracurriculars) due to cost or lack of transportation.

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Root Cause: 1. Language barriers: Difficulty accessing grade-level content due to limited English proficiency. 2. Insufficient targeted instructional support for sheltered instructional strategies in core content classes. 3. Absenteeism due to cultural adjustment challenges and understanding a new school system. 4. Some EB students may have interrupted or limited formal schooling prior to arriving to Taylor.

Problem Statement 3: Our graduation rate is in the 4th quartile of our comparative schools. The class of 2024 graduation rate fell to 92% from 96% the previous year.

Root Cause: Attendance is most likely the issue.

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 2 full time instructional coaches and 1 full time testing facilitator. Our Collaborative Teams 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. We are part of the District's PLC Academy and have done extensive work with our teacher teams to look at data to drive their instruction.
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.
3. We have a very strong PTA which supports our whole school community.
4. Our SSSP team is structured and collaborative and in time of a crisis everyone works well together.

Problem Statements Identifying School Processes & Programs Needs

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Root Cause: Attendance is most likely the issue.

Perceptions

Perceptions Summary

For the past 4 years, 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: Emergent Bilingual (EB) students at Taylor High School face significant challenges in achieving proficiency in English I and English II. Only 59% of EB students met the Approaches standard in English I, compared to 91% of non-EB students. In English II, just 55% of EB students met Approaches, compared to 93% of non-EB students. The gap widens at the Meets and Masters levels.

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Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: Economically disadvantaged students at Taylor High School are underperforming in English I and English II compared to their non-economically disadvantaged peers. In English I, only 71% of economically disadvantaged students met the Approaches standard, compared to 94% of non-economically disadvantaged students. In English II, only 76% of economically disadvantaged students met Approaches.

Root Cause 2: 1. Higher rates of chronic absenteeism due to family responsibilities, work, or unstable housing. 2. Increased stress and trauma related to financial insecurity, which can impact focus and learning. 3. Lower participation in enrichment programs (AP, dual credit, extracurriculars) due to cost or lack of transportation.

Problem Statement 2 Areas: Demographics - Student Learning - 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- 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 2026, Taylor High School 70% of EB students will show growth in the English 1 and English 2 EOC scores.

High Priority

Evaluation Data Sources: State Accountability Report 2024

Strategy 1 Details	Reviews			
<p>Strategy 1: Data-Driven Instruction & Monitoring</p> <ul style="list-style-type: none"> * Baseline Assessment: Use BOY (Beginning of Year) assessments to identify EB students' proficiency levels. * Progress Monitoring: Implement regular formative assessments (e.g., benchmarks, writing samples) to track growth. * Data Talks: Hold monthly PLCs with English teachers to analyze EB student data and adjust instruction. <p>Strategy's Expected Result/Impact: BOY assessments will help identify EB students' strengths and gaps in literacy skills early, allowing for timely and targeted interventions. This should result in fewer students falling behind due to unnoticed language or comprehension barriers. Regular formative assessments will inform teachers about individual student progress, enabling differentiated instruction. Increased engagement and mastery of TEKS-aligned skills among EB students. More effective lesson planning and instructional practices tailored to EB learners. Teachers and instructional leaders will be more accountable for EB student outcomes through consistent data review. A culture of continuous improvement and shared responsibility for EB student success.</p> <p>Staff Responsible for Monitoring: ESL Facilitator, EB sheltered teachers, C&I Assistant Principal</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Pair ESL teachers with core content teachers for push-ins and strategy sharing.</p> <p>Strategy's Expected Result/Impact: EB students receive real-time language support during instruction in English I and II classes which should increase comprehension of grade-level content and improved performance on EOC assessments. Core teachers gain practical strategies for scaffolding instruction and supporting language development. This should provide a more inclusive, linguistically responsive classrooms that benefit all learners, especially EB students. Greater alignment between language development goals and content objectives. EB students feel more supported and are more likely to participate when they see familiar ESL staff in their classrooms which should lead to higher engagement, reduced anxiety, and stronger academic identity. Students are exposed to academic language in multiple contexts with targeted support. This should lead to faster development of the language skills needed to succeed on EOCs and in future coursework.</p> <p>Staff Responsible for Monitoring: All teachers, ESL Facilitator, C&I Assistant Principal</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Feb	Apr	June



Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 2: Emergent Bilingual (EB) students at Taylor High School face significant challenges in achieving proficiency in English I and English II. Only 59% of EB students met the Approaches standard in English I, compared to 91% of non-EB students. In English II, just 55% of EB students met Approaches, compared to 93% of non-EB students. The gap widens at the Meets and Masters levels. Root Cause: 1. Language barriers: Difficulty accessing grade-level content due to limited English proficiency. 2. Insufficient targeted instructional support for sheltered instructional strategies in core content classes. 3. Absenteeism due to cultural adjustment challenges and understanding a new school system. 4. Some EB students may have interrupted or limited formal schooling prior to arriving to Taylor.</p>
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Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: The graduation rate at Taylor High School will increase by 2% by August 2026.

HB3 Goal

Evaluation Data Sources: State Accountability Report 2025

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: More Taylor High School students will be prepared for post-secondary pathways.</p> <p>Staff Responsible for Monitoring: Campus administration College & Career Facilitator</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: By increasing participating in these courses, students will have additional opportunities to meet college, career, or military readiness standards.</p> <p>Staff Responsible for Monitoring: Campus administration</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.





Performance Objective 3: HB3: The percent of Taylor High school students who achieve the CCMR target will increase to 86% by July 2026.

HB3 Goal

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 2026, 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			
<p>Strategy 1: Taylor High School counselors will provide small group counseling as needed throughout the year designed to target specific trends in mental health.</p> <p>Strategy's Expected Result/Impact: By providing small-groups throughout the year, campus counselors can proactively mitigate campus mental health concerns before they lead to critical incidents.</p> <p>Staff Responsible for Monitoring: Campus administration Campus counselors</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: By providing additional campus support for at-risk students, Taylor High School can proactively funnel resources to students and decrease the amount of critical incidents throughout the year.</p> <p>Staff Responsible for Monitoring: Campus counselors Campus administration</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: More students at Taylor High School will report knowledge of available mental health services.</p> <p>Staff Responsible for Monitoring: THS Counslors THS Administration</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 2026, 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			
<p>Strategy 1: The campus will provide share information with students to address topics such as social emotional health, Red Ribbon Week (Drug and alcohol prevention), Character Awareness, anti-bullying, diversity and conflict resolution.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Health Teachers</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p>Staff Responsible for Monitoring: Administration/Physical Education Teachers</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 2026, Taylor High School will decrease the overall percentage of tardiness and truancy concerns by 5% as a whole campus approach to student discipline.

Evaluation Data Sources: Campus Discipline Data





Strategy 1 Details	Reviews			
<p>Strategy 1: Taylor High School has utilized tardy carts for the past 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.</p> <p>Strategy's Expected Result/Impact: Instances of student tardiness and truancy will decrease.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: All English teachers will be ESL certified within one year of their hire date.

High Priority

Evaluation Data Sources: State Certification





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide necessary training and classes to have all teachers complete their ESL certification of teaching at Taylor High School.</p> <p>Strategy's Expected Result/Impact: More teachers are prepared to serve our EB population.</p> <p>Staff Responsible for Monitoring: ESL teachers, ELF, Administration</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Inform teachers of the English language proficiency levels of the emergent bilingual students in their classrooms, and utilize the ELPS in collaborative teams to plan for instruction.</p> <p>Strategy's Expected Result/Impact: Increased student results</p> <p>Staff Responsible for Monitoring: Teachers, ESL staff and administrators</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 2: English 1 and 2 students who are economically disadvantaged will show 80% mastery on all essential TEKS throughout the year.

High Priority

Evaluation Data Sources: CFAs, DLAs, CSAs

Strategy 1 Details	Reviews			
<p>Strategy 1: All English Collaborative teams will use common formative assessments based on identified essential TEKS. Strategy's Expected Result/Impact: They will calibrate to make sure that the rigor is consistent across all teachers. This will provide consistency in feedback. Staff Responsible for Monitoring: Lead Teachers, Administration Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

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School Processes & Programs

Problem Statement 1: Economically disadvantaged students at Taylor High School are underperforming in English I and English II compared to their non-economically disadvantaged peers. In English I, only 71% of economically disadvantaged students met the Approaches standard, compared to 94% of non-economically disadvantaged students. In English II, only 76% of economically disadvantaged students met Approaches. **Root Cause:** 1. Higher rates of chronic absenteeism due to family responsibilities, work, or unstable housing. 2. Increased stress and trauma related to financial insecurity, which can impact focus and learning. 3. Lower participation in enrichment programs (AP, dual credit, extracurriculars) due to cost or lack of transportation.



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	88				
		Actual Component	82%	86%				
		State Component	76%	82%				
		Met State Component Rate	Y	Y				
		Goal Component	-	82%	86%	87%	87%	88%
		Met Component Goal	-	Y				

Met target in 2025

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%				
		2025 Actual	71	75%	232	75%	296	90%	-	-	109	94%	2	50%	25	88%	77	69%	328	76%	222	82%
		Met Target										N						N				
		2026 Target				85%													79%			