

Katy Independent School District
Taylor High School
2026-2027 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

James E. Taylor High School serves a diverse and high-performing student population of 3,384 students in grades 9-12 and continues to reflect the demographic diversity of both Katy ISD and the surrounding community. The school community is characterized by strong academic achievement, a commitment to college, career, and military readiness, and a broad range of academic and support programs designed to meet the needs of all learners. Taylor High School earned an A accountability rating from the Texas Education Agency and received distinction designations in English Language Arts/Reading, Mathematics, Science, Social Studies, Comparative Academic Growth, and Closing the Gaps.

The student population is composed of 35.0% Hispanic, 37.1% White, 14.2% Asian, 9.5% African American, 4.0% Two or More Races, and 0.1% American Indian students. Male students comprise 51.7% of enrollment, while female students comprise 48.3%. The campus serves a variety of student populations, including 41.7% economically disadvantaged students, 15.7% Emergent Bilingual students, 11.4% special education students, 9.6% Section 504 students, 7.2% students identified with dyslexia, 35.4% at-risk students, and 5.1% military-connected students. Additionally, the campus serves students experiencing homelessness, foster care, and immigrant status, reflecting the need for comprehensive academic, behavioral, and social-emotional supports.

Taylor High School offers a wide range of specialized instructional programs to meet diverse learner needs. Participation rates include 63.6% of students enrolled in Career and Technical Education (CTE) programs, 15.4% in Bilingual/ESL services, 11.4% in Gifted and Talented programs, and 11.4% receiving Special Education services. The campus continues to emphasize advanced academic opportunities, with 48.3% of students in grades 9-12 completing advanced and/or dual-credit coursework, including strong participation in Advanced Placement and other advanced academic pathways.

Student mobility remains relatively low compared to state averages. During 2023-2024, 11.2% of students were identified as mobile, and the campus attrition rate was 10.2%, both below district and state averages. Attendance continues to be an area for ongoing improvement, with an attendance rate of 93.1% during 2024-2025. While chronic absenteeism decreased slightly from the previous year, 17.6% of students were chronically absent, indicating a continued need for interventions that promote consistent student engagement and attendance.

Discipline data indicate that 2.4% of students received disciplinary placements during the 2023-2024 school year, a rate slightly above both district and state averages. Continued implementation of proactive behavioral supports, relationship-building strategies, and restorative practices remains important in maintaining a positive school climate and reducing exclusionary discipline measures.

Taylor High School demonstrates strong outcomes in graduation and completion measures. The Class of 2024 four-year graduation rate was 92.1%, while the combined graduation, Texas Certificate of High School Equivalency, and continuer rate reached 96.7%. The campus reported a 0.7% annual dropout rate for grades 9-12, significantly below the state average. Graduation performance remained strong across student groups, with particularly high graduation rates among Asian students and students identified as Two or More Races. While overall outcomes remain positive, continued focus is warranted to support economically disadvantaged students, special education students, and emergent bilingual students in meeting graduation and postsecondary readiness goals.

College, Career, and Military Readiness (CCMR) remains a significant strength of the campus. For the graduating Class of 2024, 85.7% of graduates met CCMR criteria, exceeding district and state performance levels. Among graduates, 73.5% were identified as college ready, 40.6% met career or military readiness indicators, and 36.7% earned approved industry-based certifications. Advanced academic participation continues to support postsecondary success, with strong AP participation and performance rates. Notably, 90.3% of AP/IB examinees met criterion in at least one subject area, and nearly 90% of graduates participated in SAT or ACT testing. These indicators demonstrate the campus's commitment to preparing students for success beyond high school through rigorous coursework and multiple pathways to readiness.

The teaching and professional staff at Taylor High School reflect a highly experienced workforce. The campus employs 272 staff members, including 208.5 teachers, resulting in a student-to-teacher ratio of 16.2 students per teacher. The average teacher has 12.6 years of experience, with nearly 51% of teachers possessing more than 11 years of experience. Additionally, 32.8% of teachers hold advanced degrees, including master's and doctoral degrees. The campus benefits from stable and experienced leadership, with principals averaging 9 years of experience and assistant principals averaging 8.2 years of experience. This depth of experience contributes to instructional consistency, effective program implementation, and support for student achievement.

Overall, Taylor High School serves a diverse student population through a comprehensive system of academic, behavioral, and support services. The campus demonstrates substantial strengths in academic achievement, advanced coursework participation, CCMR attainment, and graduation outcomes. Future improvement efforts will continue to focus on increasing attendance, reducing chronic absenteeism, closing achievement gaps among student groups, strengthening outcomes for special populations, expanding postsecondary readiness opportunities, and maintaining a highly qualified and experienced workforce that supports student success.

Demographics Strengths

James E. Taylor High School is a high-performing, diverse comprehensive high school that serves 3,384 students and reflects the demographic richness of the Katy ISD community. The campus benefits from a balanced and diverse student population, with students representing multiple racial and ethnic groups, including 37.1% White, 35.0% Hispanic, 14.2% Asian, 9.5% African American, and 4.0% Two or More Races, creating an inclusive learning environment that supports a broad range of perspectives and experiences. The school maintains a relatively stable student population, with a mobility rate of 11.2% and an attrition rate of 10.2%, both below state averages.

Taylor High School provides extensive programming to meet the needs of all learners. The campus serves students through a robust network of specialized programs, including Career and Technical Education (63.6%), Gifted and Talented (11.4%), Special Education (11.4%), and Bilingual/ESL services (15.4%). The campus also supports significant populations of economically disadvantaged students (41.7%), emergent bilingual students (15.7%), Section 504 students (9.6%), students with dyslexia (7.2%), and at-risk students (35.4%), ensuring that all student groups have access to appropriate academic and support services.

A major strength of Taylor High School is its commitment to college, career, and military readiness. The campus achieved an 85.7% College, Career, and Military Readiness (CCMR) rate for the Class of 2024, exceeding both district and state averages. Additionally, 48.3% of students completed advanced or dual-credit coursework, and AP/IB participation and performance remain exceptionally strong, demonstrating widespread access to rigorous academic opportunities. The campus continues to prepare students for postsecondary success through advanced academics, CTE pathways, industry-based certifications, and college readiness programs.

Student outcomes further reflect the strength of the campus. Taylor High School maintains a 92.1% four-year graduation rate and a 0.7% annual dropout rate, significantly outperforming state averages. The campus demonstrates success in supporting students through graduation while preparing them for future opportunities beyond high school. Attendance rates remain strong overall, with a campus attendance rate of 93.1%, and disciplinary placements affect only 2.4% of students, indicating a generally positive and supportive learning environment.

The faculty and staff represent another significant strength. Taylor High School employs 208.5 teachers and 272 total staff members, with an average teacher experience level of 12.6 years. Nearly 51% of teachers have more than eleven years of experience, and approximately 33% hold advanced degrees, including master's and doctoral degrees. The campus maintains a favorable student-to-teacher ratio of 16.2:1, supporting personalized instruction and strong student-teacher relationships. Experienced campus leadership and a highly qualified instructional staff contribute to the school's consistent academic excellence and positive campus culture.

Collectively, Taylor High School's diverse student population, strong academic programming, exceptional CCMR outcomes, high graduation rates, experienced staff, and comprehensive support systems provide a solid foundation for continued success and position the campus well to meet the needs of all students while pursuing continuous improvement.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Taylor High School serves a diverse student population with significant percentages of economically disadvantaged, at-risk, Emergent Bilingual, Special Education, and Section 504 students, and also experiencing chronic absenteeism of 17.6%. These demographic factors require continued focus on equitable access to academic, behavioral, and social-emotional supports for all students.

Root Cause: The varied academic, language, attendance, and support needs of an increasingly diverse student population require targeted interventions and coordinated systems to ensure all students are consistently connected to available resources and opportunities.

Student Learning

Student Learning Summary

Taylor High School students continue to demonstrate strong academic performance and growth across multiple measures of student achievement. In 2024-2025, the campus earned an A accountability rating and received distinction designations in English Language Arts/Reading, Mathematics, Science, Social Studies, Comparative Academic Growth, and Closing the Gaps. Overall STAAR End-of-Course performance exceeded district and state averages, with 92% of students performing at the Approaches level or above, 79% at Meets Grade Level or above, and 41% at the Masters level across all tested subjects.

Student achievement was particularly strong in Mathematics, Science, and Social Studies. Across all grades, 93% of students met Approaches Grade Level or above in Mathematics, 77% met Meets Grade Level or above, and 40% achieved Masters performance. In Science, 96% of students met Approaches, 83% met Meets, and 48% achieved Masters performance. Social Studies performance was especially notable, with 99% of students meeting Approaches, 88% meeting Meets, and 65% achieving Masters performance. Student growth remained strong, with 74% of students meeting annual growth expectations and 47% meeting accelerated learning growth measures.

Taylor High School continues to provide access to rigorous coursework and advanced academic opportunities. During 2023-2024, 48.3% of students in grades 9-12 successfully completed advanced or dual-credit coursework, while 37.1% of students in grades 11-12 participated in AP/IB courses. Of students taking AP/IB exams, 90.3% met criterion in at least one subject area, demonstrating both high participation and strong performance in advanced coursework.

College, Career, and Military Readiness (CCMR) remains a significant campus strength. For the Class of 2024, 85.7% of graduates met CCMR criteria, surpassing both district and state averages. Additionally, 73.5% of graduates met college-ready criteria, 40.6% met career or military readiness measures, and 36.7% earned an approved industry-based certification. Postsecondary readiness indicators continued to improve, with 68.2% of graduates meeting TSI criteria in both English Language Arts and Mathematics.

Graduation outcomes remain strong across student groups. The Class of 2024 achieved a four-year graduation rate of 92.1%, while the graduation, Texas Certificate of High School Equivalency, and continuer rate reached 96.7%. The annual dropout rate for students in grades 9-12 was 0.7%, remaining significantly below the state average. Additionally, 81.3% of graduates completed the Foundation High School Program with Distinguished Level of Achievement, reflecting the campus's emphasis on rigorous graduation pathways.

Performance among special populations demonstrates areas of strength while highlighting opportunities for continued improvement. Students receiving Special Education services represented 11.4% of enrollment, and Emergent Bilingual students accounted for 15.7% of enrollment. While overall achievement for these student groups remains below campus averages in some areas, both groups demonstrated improvement in academic performance and growth measures. Emergent Bilingual students achieved 95% Approaches performance in Mathematics and 100% Approaches performance in Science and Social Studies, while Special Education students showed strong growth in Algebra I and continued success in postsecondary transition indicators.

Overall, student learning data indicate that Taylor High School students are achieving at high levels academically, making strong progress over time, and successfully preparing for postsecondary opportunities. Continued focus will be placed on increasing mastery-level performance, reducing achievement gaps among student groups, strengthening attendance and engagement, and expanding access to advanced coursework and college, career, and military readiness opportunities.

for all students.

Student Learning Strengths

1. High Overall Academic Achievement

- Taylor High School earned an A accountability rating and received distinction designations in ELA/Reading, Mathematics, Science, Social Studies, Comparative Academic Growth, and Closing the Gaps.
- Across all tested subjects, 92% of students achieved Approaches Grade Level or above, 79% achieved Meets Grade Level or above, and 41% achieved Masters Grade Level performance, all exceeding state performance levels.

2. Strong Performance in Mathematics, Science, and Social Studies

- Mathematics: 93% Approaches, 77% Meets, and 40% Masters.
- Science: 96% Approaches, 83% Meets, and 48% Masters.
- Social Studies: 99% Approaches, 88% Meets, and 65% Masters.
- U.S. History performance was particularly strong, with 99% of students meeting Approaches standards and 65% achieving Masters performance.

3. Strong Student Growth

- 74% of students met annual growth expectations and 47% met accelerated learning growth measures, reflecting strong academic progress across student groups.
- Mathematics growth was especially notable, with 89% of students demonstrating annual growth and 71% meeting accelerated learning growth standards.

4. Advanced Coursework and Academic Rigor

- 48.3% of students completed advanced or dual-credit coursework, indicating broad participation in rigorous academic programs.
- 37.1% of students in Grades 11-12 participated in AP/IB coursework.
- Of AP/IB examinees, 90.3% met criterion in at least one subject area, demonstrating both high participation and success in advanced coursework.

5. Exceptional College, Career, and Military Readiness

- 85.7% of graduates met CCMR criteria, exceeding district and state averages.
- 73.5% of graduates were college ready.
- 68.2% met TSI criteria in both English Language Arts and Mathematics.
- 36.7% earned an industry-based certification, demonstrating strong career readiness outcomes.

6. Strong Graduation Outcomes

- The Class of 2024 achieved a 92.1% four-year graduation rate.
- The graduation/completion rate (graduates, TxCHSE, and continuers) reached 96.7%.
- The annual dropout rate was only 0.7%, significantly below the state average.
- 81.3% of graduates completed the Foundation High School Program with Distinguished Level of Achievement (DLA).

7. Success Across Student Groups

- Emergent Bilingual students demonstrated strong performance in Mathematics, Science, and Social Studies, with 95% or higher Approaches rates in those content areas.
- Continuously enrolled students demonstrated particularly strong performance, with 95% Approaches and 86% Meets across all tested subjects.
- Asian students and students identified as Two or More Races consistently performed at high levels across academic and CCMR indicators.

Taylor High School's primary student learning strengths include consistently high academic performance across all content areas, strong student growth, extensive participation and success in advanced coursework, exceptional College, Career, and Military Readiness outcomes, high graduation rates, and low dropout rates. These results demonstrate the campus's commitment to rigorous instruction and successful preparation of students for postsecondary education, careers, and lifelong success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Despite strong overall student achievement, only 41% of students perform at the Masters level across all subjects, and performance differences remain among student groups in advanced academics, college readiness, and CCMR outcomes

Root Cause: Students have varied levels of academic preparation and access to rigorous learning experiences, resulting in inconsistent mastery-level achievement and postsecondary readiness outcomes across student groups and inconsistent teacher practices when it comes to formative assessments and backwards design.

Problem Statement 2 (Prioritized): Although Taylor High School has numerous student support systems, collaborative instructional structures, and postsecondary readiness programs in place, implementation fidelity and progress monitoring vary across programs, limiting the campus's ability to maximize the impact of interventions and ensure equitable outcomes for all students

Root Cause: The campus lacks a consistent system for monitoring the effectiveness of interventions, collaborative team products, and student support actions across departments, resulting in variability in implementation and follow-through.

School Processes & Programs

School Processes & Programs Summary

Taylor High School uses a coordinated system of instructional planning, progress monitoring, intervention, counseling, college and career preparation, and student engagement to support the academic and personal success of all students. Campus processes are designed to identify student needs early, bring the appropriate staff members together, document supports, and connect students with opportunities that lead toward graduation and postsecondary readiness.

Collaborative teams use a structured instructional cycle centered on identifying essential standards, unpacking standards, developing common formative assessments, analyzing student performance, and planning instructional responses. Campus expectations include completing at least one common formative assessment and response cycle during each grading period, with teams reflecting on formative-assessment data and documenting their response-day planning. Instructional coordinators support teams by pulling assessment data, while team leads communicate assessment schedules and facilitate the collaborative process. The campus maintains shared instructional resources, including assessment-planning templates, CFA checklists, data protocols, goal-setting tools, rubric-development processes, and unit-overview documents. Collaborative team work and standards-unpacking products are maintained in shared OneNote spaces so that team materials are accessible for review, coaching, and continued development. Classroom support is also informed by campus and district instructional walks. Feedback has emphasized purposeful student discourse, opportunities for students to explain their thinking, wait time, differentiation, appropriate use of technology, and movement beyond surface-level responses.

Taylor High School conducts Kid Chats as a multidisciplinary student-review process. Grade and performance information is used to identify students who may need additional support, and staff members review individual students before scheduled conversations. Counselors, assistant principals, interventionists, and other support personnel enter pertinent information in designated comment columns of shared spreadsheets so that the team can begin each conversation with relevant academic, behavioral, attendance, counseling, and intervention context already assembled. Kid Chats are organized by grade level and occur at identified points following grading periods. The process includes separate follow-up groups or spreadsheet tabs, allowing responsibility for next steps to be assigned and monitored. Available messages show that the campus has continued refining the process by collecting staff input before meetings, updating the student lists as new information becomes available, and using advance comments to make discussions more focused and efficient. The Kid Chat process is connected to broader academic monitoring. Campus staff review grading-period reports to anticipate which students may require discussion, and grade data may also be examined by course or collaborative team to identify patterns that warrant instructional or programmatic attention.

The campus uses MTSS rosters and student documentation to record students' strengths, areas of need, and teaching strategies that have been effective. Staff are expected to maintain this documentation so that intervention decisions are based on current information and so that the campus can demonstrate the supports provided to students. Taylor's tutorial-tracking process records student participation in tutorials, including hours that may count toward required HB 1416 intervention time. The tracker gives campus staff a shared record of students who have sought academic assistance. Teachers are also encouraged to intervene before grading deadlines by communicating with families when students are in danger of failing, providing opportunities for missing work and retesting, and scheduling assessments early enough to allow students an opportunity to demonstrate improved learning before grades are finalized. Graduation-rate planning connects several campus systems, including grade and attendance reviews, counselor and College and Career Facilitator input, MTSS supports, credit recovery, KOLA, credit-by-exam options, summer school, course placement, and the reclassification of students when required credits have been earned.

Taylor High School's college, career, and military readiness work is intended to prepare students for college enrollment, career placement, or military service. The

campus College and Career Facilitator provides developmentally appropriate support across grade levels. For students in grades 9 and 10, the focus includes understanding GPA, exploring career interests, and establishing goals. For students in grades 11 and 12, services expand to college entrance testing, applications, financial aid, and the overall college-application process. The facilitator also supports dual-credit programming, coordinates TSIA2 testing, and serves as a campus resource for SchoolLinks. SchoolLinks is used as a central platform for course planning and postsecondary processes. Students access course-selection information and develop draft schedules through SchoolLinks, while the platform also supports transcript availability, college-application activities, student recommendations, and postsecondary reporting. The College and Career Facilitator works with counselors to provide family-facing programs such as Rising Senior Night, where students and families receive information related to course selection, graduation expectations, and preparation for the senior year. Campus communications also share opportunities for SAT and ACT preparation, study-skills development, dual credit, scholarships, and senior transition activities. CCMR pathways identified in campus materials include meeting college-readiness standards on the ACT, SAT, or TSIA2; completing dual-credit coursework; earning qualifying AP examination scores; participating in coherent CTE programs of study; and earning industry-based certifications. The student handbook also directs families to information on advanced academics, CTE, dual credit, graduation requirements, financial aid, endorsements, the Texas First Diploma Scholarship Program, virtual courses, and the Miller Career & Technology Center. The College and Career Facilitator also reviews postsecondary and school-profile data to support accurate reporting and informed planning. Campus correspondence shows attention to college-enrollment data, SAT and ACT performance, military enlistment reporting, and the distinction between student-reported outcomes and external enrollment data.

School counselors provide academic, career, social, and emotional support. Students may access counselors for concerns involving family circumstances, mental health, substance use, social development, or other issues that may interfere with continued educational progress. Counselors can also connect families with community resources and school-based personnel. The campus improvement plan includes small-group counseling based on identified student needs and trends. This approach is intended to provide proactive support before concerns develop into critical incidents. The campus has also identified a goal of increasing students' awareness and use of available mental-health resources. Students may also be connected to Texas Child Health Access Through Telemedicine, or TCHAT, which provides participating students access to telehealth mental-health services at no cost to schools or families.

Taylor High School uses documented systems to support students receiving special education and Section 504 services. Teachers acknowledge receipt of individual students' special education paperwork and are expected to maintain current special education trackers so that student progress, needs, and services can be monitored. Teachers are expected to review their calendars for ARD and 504 meetings and communicate promptly if they cannot attend. For ARD meetings, the appropriate special education or assessment staff must be notified; for 504 meetings, communication is directed to the grade-level administrator and secretary. These practices are intended to maintain continuity of services and campus compliance. The special education referral process uses a tracker that records the referral concern, parent contact, health screening, acknowledgment, teacher feedback, evaluation timelines, eligibility decisions, IEP development and implementation, additional supports, and follow-up. Counselors coordinate course-selection processes, including opportunities for students and families to learn about graduation requirements and available academic programs. Campus communications identify designated course-selection periods and "no movement" enrichment days to support the scheduling process. Graduation and transition supports include monitoring credits, addressing incompletes and grade changes, providing dual-credit information, facilitating senior meetings, distributing graduation materials, hosting signing and recognition activities, and communicating timelines for GPA, rank, transcripts, and other senior milestones.

Taylor High School provides extracurricular, leadership, fine arts, athletic, and recognition opportunities intended to strengthen student connection to the campus. The Taylor Cup initiative is structured as a student-led, grade-level spirit competition that encourages voluntary attendance at athletic and fine arts events, builds class identity, and gives class officers and Spirit Ambassadors responsibility for planning, promotion, and peer engagement. Campus programs also include student awards, senior activities, pep rallies, enrichment events, class meetings, community events, and recognition opportunities. Student leaders participate in planning and

communication, while administrative review helps ensure that activities are accessible, measurable, and aligned with campus expectations.

Campus processes are communicated to staff through recurring Taylor Times or Stampede Scoop updates, Teams channels, shared documents, and targeted emails. These communications consolidate deadlines, grading expectations, testing information, training requirements, student-support procedures, and campus events. Operational procedures include hallway supervision during passing periods, use of designated restroom passes, student identification expectations, tardy processing, locked doors and gates, emergency go-bag materials, Chromebook and technology audits, compliance training, and staff accountability during safety drills.

Taylor High School's processes and programs reflect a campus-wide approach in which instruction, intervention, counseling, college and career preparation, student services, and school culture operate as connected systems. Collaborative teams monitor learning and plan instructional responses; Kid Chats and MTSS bring staff together around individual student needs; counselors and the College and Career Facilitator guide students toward graduation and postsecondary options; and documented special education, 504, safety, and operational processes support consistency and compliance. Together, these systems provide multiple opportunities for students to receive targeted assistance, develop meaningful goals, participate in the school community, and graduate prepared for college, career, or military pathways.

School Processes & Programs Strengths

Taylor High School demonstrates strong organizational systems that support student success through proactive intervention, collaborative instructional practices, comprehensive college and career readiness programming, and a commitment to the whole child. The campus utilizes a multi-tiered support framework that includes Kid Chats, MTSS processes, counseling services, tutorial interventions, and graduation monitoring to identify and address student needs before they become significant barriers to success. Collaborative teams engage in structured data analysis, instructional planning, and response cycles to continuously improve student learning outcomes. Additionally, the school's comprehensive CCMR program provides students and families with extensive support related to postsecondary planning, dual credit, assessments, financial aid, career exploration, and military readiness. Strong communication systems, student leadership opportunities, and a culture-centered approach further promote engagement, belonging, and school pride. Collectively, these systems create a student-focused environment that supports academic achievement, graduation readiness, and postsecondary success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Despite strong overall student achievement, only 41% of students perform at the Masters level across all subjects, and performance differences remain among student groups in advanced academics, college readiness, and CCMR outcomes

Root Cause: Students have varied levels of academic preparation and access to rigorous learning experiences, resulting in inconsistent mastery-level achievement and postsecondary readiness outcomes across student groups and inconsistent teacher practices when it comes to formative assessments and backwards design.

Problem Statement 2 (Prioritized): Although Taylor High School has numerous student support systems, collaborative instructional structures, and postsecondary readiness programs in place, implementation fidelity and progress monitoring vary across programs, limiting the campus's ability to maximize the impact of interventions and ensure equitable outcomes for all students

Root Cause: The campus lacks a consistent system for monitoring the effectiveness of interventions, collaborative team products, and student support actions across departments, resulting in variability in implementation and follow-through.

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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Taylor High School serves a diverse student population with significant percentages of economically disadvantaged, at-risk, Emergent Bilingual, Special Education, and Section 504 students, and also experiencing chronic absenteeism of 17.6%. These demographic factors require continued focus on equitable access to academic, behavioral, and social-emotional supports for all students.

Root Cause: The varied academic, language, attendance, and support needs of an increasingly diverse student population require targeted interventions and coordinated systems to ensure all students are consistently connected to available resources and opportunities.

Priority Problem Statements

Problem Statement 1: Although Taylor High School has numerous student support systems, collaborative instructional structures, and postsecondary readiness programs in place, implementation fidelity and progress monitoring vary across programs, limiting the campus's ability to maximize the impact of interventions and ensure equitable outcomes for all students

Root Cause 1: The campus lacks a consistent system for monitoring the effectiveness of interventions, collaborative team products, and student support actions across departments, resulting in variability in implementation and follow-through.

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

Problem Statement 2: Despite strong overall student achievement, only 41% of students perform at the Masters level across all subjects, and performance differences remain among student groups in advanced academics, college readiness, and CCMR outcomes

Root Cause 2: Students have varied levels of academic preparation and access to rigorous learning experiences, resulting in inconsistent mastery-level achievement and postsecondary readiness outcomes across student groups and inconsistent teacher practices when it comes to formative assessments and backwards design.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: Taylor High School serves a diverse student population with significant percentages of economically disadvantaged, at-risk, Emergent Bilingual, Special Education, and Section 504 students, and also experiencing chronic absenteeism of 17.6%. These demographic factors require continued focus on equitable access to academic, behavioral, and social-emotional supports for all students.

Root Cause 3: The varied academic, language, attendance, and support needs of an increasingly diverse student population require targeted interventions and coordinated systems to ensure all students are consistently connected to available resources and opportunities.

Problem Statement 3 Areas: Demographics - Perceptions

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

- 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

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 August 2027, Taylor High School will increase its Academic Growth score from 73 to 76 or higher by implementing a campus-wide PLC Academy process focused on common formative assessment analysis, targeted intervention, and reassessment, resulting in an increase in annual growth points earned in Reading/ Language Arts and Mathematics.

High Priority

HB3 Goal

Evaluation Data Sources: State Accountability Report 2025

Strategy 1 Details	Reviews			
Strategy 1: Taylor High School will increase the overall number of students meeting post-secondary readiness by 5% by customizing pathways for students to earn the readiness indicator. Strategy's Expected Result/Impact: More Taylor High School students will be prepared for post-secondary pathways. Staff Responsible for Monitoring: Campus administration College & Career Facilitator Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The College and Career Facilitator will identify ways to increase the number of students taking Dual Credit or Advanced Placement courses utilizing relevant student achievement data. Strategy's Expected Result/Impact: By increasing participating in these courses, students will have additional opportunities to meet college, career, or military readiness standards. Staff Responsible for Monitoring: Campus administration Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Complete tracking of the work that collaborative teams do. Strategy's Expected Result/Impact: It will help admin to determine who needs more training and support for those who are behind. Staff Responsible for Monitoring: Administrators, ICs Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Taylor High School serves a diverse student population with significant percentages of economically disadvantaged, at-risk, Emergent Bilingual, Special Education, and Section 504 students, and also experiencing chronic absenteeism of 17.6%. These demographic factors require continued focus on equitable access to academic, behavioral, and social-emotional supports for all students. Root Cause: The varied academic, language, attendance, and support needs of an increasingly diverse student population require targeted interventions and coordinated systems to ensure all students are consistently connected to available resources and opportunities.
Student Learning
Problem Statement 1: Despite strong overall student achievement, only 41% of students perform at the Masters level across all subjects, and performance differences remain among student groups in advanced academics, college readiness, and CCMR outcomes Root Cause: Students have varied levels of academic preparation and access to rigorous learning experiences, resulting in inconsistent mastery-level achievement and postsecondary readiness outcomes across student groups and inconsistent teacher practices when it comes to formative assessments and backwards design.
Problem Statement 2: Although Taylor High School has numerous student support systems, collaborative instructional structures, and postsecondary readiness programs in place, implementation fidelity and progress monitoring vary across programs, limiting the campus's ability to maximize the impact of interventions and ensure equitable outcomes for all students Root Cause: The campus lacks a consistent system for monitoring the effectiveness of interventions, collaborative team products, and student support actions across departments, resulting in variability in implementation and follow-through.
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Perceptions

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

Performance Objective 2: By August 2027, Taylor High School will increase Reading/Language Arts and Mathematics performance for identified student groups through targeted PLC-driven intervention and acceleration, resulting in measurable gains in Closing the Gaps outcomes and Academic Achievement indicators.

High Priority
HB3 Goal
Evaluation Data Sources: State Accountability Report

Strategy 1 Details	Reviews			
Strategy 1: Implement a Data-Driven PLC Intervention and Acceleration Cycle focused on identified student groups through common formative assessments, targeted intervention plans, response-to-learning protocols, and progress monitoring. Strategy's Expected Result/Impact: Increased student mastery of priority Reading/Language Arts and Mathematics standards. Increased performance of EB, Special Education, African American, Hispanic, Economically Disadvantaged, and other identified student groups. Increased Closing the Gaps performance. Increased Academic Achievement outcomes. More consistent implementation of PLC intervention practices across departments. Staff Responsible for Monitoring: administrators, teachers and ICs Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2	Formative			Summative
	Oct	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Despite strong overall student achievement, only 41% of students perform at the Masters level across all subjects, and performance differences remain among student groups in advanced academics, college readiness, and CCMR outcomes Root Cause: Students have varied levels of academic preparation and access to rigorous learning experiences, resulting in inconsistent mastery-level achievement and postsecondary readiness outcomes across student groups and inconsistent teacher practices when it comes to formative assessments and backwards design.

Student Learning

Problem Statement 2: Although Taylor High School has numerous student support systems, collaborative instructional structures, and postsecondary readiness programs in place, implementation fidelity and progress monitoring vary across programs, limiting the campus's ability to maximize the impact of interventions and ensure equitable outcomes for all students **Root Cause:** The campus lacks a consistent system for monitoring the effectiveness of interventions, collaborative team products, and student support actions across departments, resulting in variability in implementation and follow-through.

School Processes & Programs

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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 goal will increase to 85% by July 2027.

High Priority

HB3 Goal

Evaluation Data Sources: State accountability report

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 2027, Taylor High School will increase awareness and utilization of mental health resources and support services available on campus as evidenced by achieving a 25% increase in student knowledge of available mental health resources as measured by a pre and post campaign survey.

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

Strategy 1 Details	Reviews			
Strategy 1: Taylor High School counselors will provide small group counseling as needed throughout the year designed to target specific trends in mental health. Strategy's Expected Result/Impact: By providing small-groups throughout the year, campus counselors can proactively mitigate campus mental health concerns before they lead to critical incidents. Staff Responsible for Monitoring: Campus administration Campus counselors Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Taylor High School will utilize two administrators who will serve as student support administrators to focus on at-risk students. Strategy's Expected Result/Impact: By providing additional campus support for at-risk students, Taylor High School can proactively funnel resources to students and decrease the amount of critical incidents throughout the year. Staff Responsible for Monitoring: Campus administration Problem Statements: Student Learning 2 - School Processes & Programs 2	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Taylor High School counselors will create and implement a Pre/Post Mental Health Service Awareness Survey to survey students regarding mental health services available at Taylor High School. The counselors will devise and implement an awareness campaign and then survey students at the end of the year to measure increased awareness of available options. Strategy's Expected Result/Impact: More students at Taylor High School will report knowledge of available mental health services. Staff Responsible for Monitoring: THS Counslors THS Administration Problem Statements: Demographics 1 - Perceptions 1		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

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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 2027, Taylor High School will increase the number of students participating in the campus Coordinated Health Program

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

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

Performance Objective 2 Problem Statements:

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

Performance Objective 1: By May 2027, Taylor High School will reduce Level II discipline incidents related to tardiness, unauthorized electronic device use, and truancy by 15% through consistent implementation of campus behavior expectations, relationship-centered interventions, attendance monitoring, and classroom engagement strategies.

Evaluation Data Sources: Campus Discipline Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
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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: 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			
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 2 - School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

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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: Maximize student language development by providing differentiated support to ESL teachers, ensuring instructional practices align with language program goals, and maintaining fidelity to district language program requirements at all grade levels.

Evaluation Data Sources: Observations, student work, EB student language and academic progress data.

Strategy 1 Details	Reviews			
Strategy 1: Conduct regular classroom walkthroughs and monitor instructional practices that include the use of formative assessments. Strategy's Expected Result/Impact: Teachers will demonstrate increased fidelity to language program models and more consistent use of differentiated language supports aligned to EB students' needs, resulting in increased student engagement and improved language development. Staff Responsible for Monitoring: EB Specialist and Administrators Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

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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 3: Increase family and community involvement by creating inclusive opportunities for parents and families of Emergent Bilingual students to engage in school activities and partnerships that promote student success, academic growth, and a sense of belonging.

Evaluation Data Sources: Parent/family engagement participation data, event attendance records, information flyers, and documentation of family and community partnerships.

Strategy 1 Details	Reviews			
Strategy 1: Develop partnerships with families and community organizations to provide resources and opportunities that support EB student success. Strategy's Expected Result/Impact: Meaningful parent and family involvement will strengthen support systems for EB students, leading to improved academic outcomes, a greater sense of belonging, and increased student success Staff Responsible for Monitoring: EB Specialist and Administrators Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

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

Taylor HS: Goals	CCMR		2024	2025	2026	2027	2028	2029
		Scaled Score	84	88	87			
		Actual	82%	86%	85%			
		State Rate	76%	82%	87%			
		Met State Rate	Yes	Yes	No			
		Internal Goal	-	82%	86%	85%	86%	86%
		Met Internal Goal	-	Yes	No			

Met 2029 Goal in 2025

Met 2029 Goal in 2026

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 Actual	71	75%	232	75%	296	90%	-	-	109	94%	2	50%	25	88%	77	69%	328	76%	222	82%
		2026 Target				85%												79%				
		2026 Actual	84	79%	274	74%	324	88%	4	100%	116	96%	-	-	34	82%	101	77%	355	73%	246	78%
		Met Target				N												N				
		2027 Target				84%														83%		