



Measures for a Safe and Inclusive Learning Environment

All staff at Taylor High School undergo training for a variety of cultural competency and sensitivity. These trainings include:

- Crisis management training
- Stop the Bleed training
- Trauma-Informed Care training
- Cultural competency trainings through SafeSchools
- CPR/AED certification
- Diversity, Equity, & Inclusion (DEI)
- Crisis Prevention Intervention (CPI) training for staff

Technology Initiatives

Taylor High School is a 1:1 technology school. All students have access to a number of cloud-based programs for lessons and communication, including the Google Suite, and other technology programs to aid in learning, such as Newsela. All classrooms have modern interactive Smartboards. Each year, Taylor High School has adopted a new program using data to help us track student engagement and attendance.

Parent/Guardian Involvement

Increasing parent/guardian involvement at the high school level is a priority. Provisions to maximize parent/guardian involvement include: meeting with any and all classes, parent/teacher conferences, teacher communication with students with D or F grades in any given class, a new ch

- Increase parent-teacher communication about behavioral issues in class as a first step
- Daily presence of therapists and skills training
- In-house behavioral specialist will work with teachers to determine and diminish root causes
- **Restorative projects/practices**
- Weekly and monthly data collection and analysis
- Increase visibility of administration
- New guidelines for classroom-management
- Criteria for attending field trips and school events

Taylor High School School Improvement Plan



2024-2025

For implementation during the following years: 2023-2027

**Taylor High School
School Improvement Plan
2024-2025**

3794 East 300 South
Kokomo, IN 46902

Committee members:

Brandon Gleason, principal
Brian Moon, assistant principal
Tiffany Boruff, counselor

Brittany McCleary, teacher
Jory Dattilo, teacher
Christina Knosp, parent

Vision Statement:

Prepare, Empower, Celebrate!

Mission Statement:

At TCSC, we put students first by providing a safe learning environment, engaging students as individuals, and valuing our diverse culture.

At TCSC, we empower and prepare students by holding all students to high academic standards, providing experiences which enrich their community, and creating real world experiences.

At TCSC, we celebrate student success by emphasizing corporation, school, and individual achievements.

Student Body Demographics (2024-2025):

Enrollment	
	341

Enrollment by Grade							
Grade	2018-19	2019-20	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Grade 9	91	85	93	105	102	103	87
Grade 10	98	89	88	91	112	103	87
Grade 11	105	86	82	87	85	89	88
Grade 12	85	102	84	78	76	78	75
Total Enrollment	379	363	347	361	375	373	337

Economically Disadvantaged	
	137/337 41%

Ethnicity	
	Percentage
White	68%
Multi-racial	15%
Black	10%
Hispanic	5%
Asian	1%
Native American/Alaskan	1%

English Language Learners	
	Percentage
Non-ESL	99%
ESL	3/337 1%

Special Education	
58 students	17%

Curriculum, Programs, and Assessments

Curriculum descriptions and information can be accessed by request and through Google Classroom. All Taylor High School teachers are required to use this program. Curriculum outlines may also be requested from each department from documents kept in the cloud.

State and National Assessments

Taylor High School currently uses the following state and national assessments:

- ILEARN
- ASVAB
- PSAT (9th and 10th)
- SAT
- AP

Programs for Exceptional Learners

Taylor High School has a number of programs in place for exceptional learners so that students may work to earn an Academic Honors diploma. Courses in these programs include:

- Advance College Project and dual-credit courses
 - o Chemistry
 - o Composition
 - o Computer Science
 - o Digital Design II
 - o Literature
 - o Pre-Calculus
 - o Trigonometry
 - o U.S. History
 - o Biology
 - o Spanish
- Advanced Placement (AP) course
 - o Studio Art: 2-D Design
 - o Studio Art: 3-D Design
- Honors courses (excluding AP, ACP, and Dual Credit)
 - o Algebra II
 - o Anatomy
 - o Biology I
 - o Drawing III/IV
 - o English 9/10/11
 - o Geometry
 - o Painting III

Measures for a Safe and Inclusive Learning Environment

All staff at Taylor High School undergo training for a variety of emergency situations as well as cultural competency and sensitivity. These trainings include, but are not limited to:

- Crisis management training
- Stop the Bleed training
- Trauma-Informed Care training
- Cultural competency trainings through SafeSchools
- CPR/AED certification
- Diversity, Equity, & Inclusion (DEI)
- Crisis Prevention Intervention (CPI) training for selected staff

Technology Initiatives

Taylor High School is a 1:1 technology school. All students are issued Chromebooks and use a number of cloud-based programs for lessons and communications, including Google Classroom, the Google Suite, and other technology programs to aid in the classroom such as Edulastic and Newsela. All classrooms have modern interactive SmartBoards. As of the 2019-2020 school year, Taylor High School has adopted a new program using the 5-Star Student application, which can track student engagement and attendance.

Parent/Guardian Involvement

Increasing parent/guardian involvement at the high school level is an ongoing measure. Provisions to maximize parent/guardian involvement include access to the Google Classrooms of any and all classes, parent/teacher conferences, teacher communication with parents/guardians of students with D or F grades in any given class, a new chain-of-action tree for classroom behavioral problems placing emphasis on parent/teacher communications instead of office discipline referrals, and official social media accounts. In addition, parents/guardians have access to Skyward to check grades and to communicate with Taylor High School.

Attendance Data Trends

In accordance with the current GPS Dashboard, Taylor High School is going to start looking at attendance in terms of the percentage of students with an attendance rate of at least 94%. That number for Taylor High School last year was 50.7%. The state average was 60%. Our initial goal will be to meet the state average. Below are the averages for the past five years

Student Attendance: Number of students with at least a 94% attendance rate

Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-2023	2023-2024
Percentage (THS)	60.9%	61.7%	61.8%	55.2%	50.7%	67.7%	Data not released
Percentage (State)	75.1%	74.3%	76.5%	69.3%	60.1%	61.1%	Data not released

Graduation Rate & Diploma Types

Graduation Rate

Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-2023	2023-2024
Percentage	93.3%	90.1%	86.4%	81.8%	78.5%	83.2%	Data not released

Moving forward we will align with the GPS dashboard for Graduation Pathway completion. The state average is 86.4 (2022). Our initial goal is to meet the state average, eventually reaching 95% by 2030. However, our graduation goal is always 100%.

Diploma Distribution

For 2023, our Core 40 graduation number or higher was 83.2%, which is nearly 6% below state average. Our goal is to meet the state average over the next few years.

SAT

For English:

In 2022, 42% of our students met proficiency while 10% were approaching

In 2023, 46% of our students met proficiency while 14% were approaching
 For English we improved 4% in proficiency and 8% in those meeting or approaching
 The Goal is to meet the state average initially, which was 49%.

In 2024, our school was at 30% of our students met proficiency, while 5% were approaching. A total of 64% were not yet approaching benchmark.

In 2024, the state was at 50% of our students met proficiency, while 6% were approaching. A total of 43% were not yet approaching benchmark.

For Math:

In 2022, 21% of our students met proficiency while 3% were approaching

In 2023, 16% of our students met proficiency, while 7% were approaching.

In 2024, our school was at 12% of our students met proficiency, while 5% were approaching. A total of 83% were not yet approaching benchmark.

In 2024, the state was at 24% of our students met proficiency, while 5% were approaching. A total of 70% were not yet approaching benchmark.

ILEARN

The ILEARN biology pass rate for THS students falls well below the state average, but the percentage of scores at or above proficiency level rose from 10.5% in 2020-2021 to 17.8% in 2021-2022. That percentage increased slightly in 22-23 to 19%. Our biggest increase was in those students approaching proficiency. The percentage of scores below proficiency level fell slightly.

	2020-2021	2021-2022	2022-2023	2023-2024
At or above Proficiency	10.5%	17.8%	19%	Not released
Approaching Proficiency	21.1%	15.9%	26%	Not released
Below Proficiency	68.4%	66.4%	55%	Not released

School Improvement Objectives

Goal #1: Increase overall attendance rate for those with 94% attendance to state average of 60% initial year and then 5% each year thereafter.

- Supports in Place:
 - Notification letters sent home once any student reaches 4, 9, 14 absences
 - Daily attendance calls go home
 - Conferences with students - stricter handbook guidelines/rules
 - Encouragement of extracurricular participation
 - Restorative/reflective projects for students reaching the following:
 - Three (3) or more truanancies
 - Three (3) or more tardies in a single day (repeated instances)
 - New county-wide attendance protocols designed to decrease truancy incidents, including reporting through the Quest system and a new truancy probation plan laid out by the Kinsey Youth Center
 - In-house behavioral specialist
 - Home visits by school resource officers to get families involved
 - Principal and/or Assistant Principal will join
 - Provide support for chronically absent students when they return to class
 - This support will come in terms of a conference and solutions to how to make up missing work
 - Increase relationships between staff and students
 - Use positive reinforcement to improve student attendance
 - Give 5 Star Points for no tardies and for attendance

Goal #2: Increase the percentage of students earning at least 6 credits per semester or 12 credits per school year to 75% by 2027.

- Supports in Place
 - Freshman education on the importance of credits in high school
 - This happens through freshman orientation
 - Student meetings with an administrator (principal, vice principal, counselor) to plan out, track, and check in with credit progress)
 - When a discipline referral occurs, administration will also check for number of credits
 - Admin will use weekly reports to identify students with multiple F grades in order to provide needed support. These students will be placed in WIN periods and calls will be made to parents for after-school tutoring.
 - Study tables will also take place during the week after school
 - WIN periods designed specifically to help students recover missing work

- Teachers will help students track missing assignments and complete those assignments
 - Teachers have access to all student grade summaries
- Missing assignments for students assigned to a WIN will receive 60% credit on late assignments
- Credits and core subjects passed will be tracked through our digital data room
- Taylor High School offers Plato recovery classes through Edmentum

Goal #3: Increase the percentage of students earning one credit in each core subject area (math, science, ELA, social studies) every semester to 75% of all students by 2027.

- Supports in Place
 - WIN remediation periods, which may help students who do not turn in homework due to struggle of understanding concepts
 - Purposeful evaluation of homework given
 - Weekly PDSA (Plan-Do-Study-Act) to share best practice, use data to guide instruction, align curriculum vertically and horizontally, create assessments, etc.
 - Admin will use weekly reports to identify students with multiple F grades in order to provide needed support. These students will be placed in WIN periods and calls will be made to parents for after-school tutoring.
 - WIN periods designed specifically to help students recover missing work
 - Teachers will help students track missing assignments and complete those assignments
 - Missing assignments for students assigned to WIN will receive 60% credit on late assignments
 - In-house behavior specialist/counselor will work with students to teach time and task management strategies as well as organizational strategies
 - After-school tutoring
 - Ability to automatically send parent/guardian notifications for missing assignments and F grades through Skyward
 - Have students examine their learning style
 - Visual (spatial)
 - Aural (auditory)
 - Verbal (linguistic)
 - Physical (kinesthetic)
 - Logical

Goal #4: Decrease frequency and number of office referrals for behavioral issues both from start of year to end of year and year-to-year through PBIS effort until the average is less than 1.0 referrals per student.

- Supports in Place:
 - A homegrown PBIS initiative called “The Titan Way,” which is designed to educate students on proper behavior and etiquette in the classroom, hallways, bathrooms, media center, and cafeteria, as well as on the bus and at assemblies. Methods include taking time during the day to educate students through discussions and roleplay for proper behavior as well as highly visible visual reminders posted in common areas.
 - 5 Star Students program, which rewards students with weekly points for positive behaviors such as no tardies to class, no missing assignments, passing all classes, participation in sports and clubs as a player or spectator, acts of good citizenship, and more. These points can then be redeemed for prizes.
 - Increase the percentage of students involved in extracurricular activities
 - Increase parent-teacher communication by requiring teachers to call/email parents about behavioral issues in class as a first line of action
 - Daily presence of therapists and skills specialists from 4C
 - In-house behavioral specialist will work with students receiving referrals in order to determine and diminish root causes of behavioral issues
 - Restorative projects/practices
 - Weekly and monthly data collection and tracking followed by staff meeting
 - Increase visibility of administration
 - New guidelines for classroom-managed vs. office-managed behavior
 - Criteria for attending field trips and school sponsored events

Level One Disciplinary Issues (Classroom-Managed)	
Academic non-compliance	Misuse of chromebook
Cheating	PDA (not excessive)
Horseplay/throwing objects <i>not</i> directed at another individual	Phone violation
Low-level inappropriate comments/profanity <i>not</i> directed at another individual	Touching/moving property of another person without permission
Minor disruptions	

Level Two Disciplinary Issues (Office-Managed)	
Assault/fighting, physical aggression	Substance violation/suspicion
Bullying or harassment	Theft/refusal to remove property of another individual
Direct defiance/insubordination	Threats
Dress code violation	Vandalism
Inappropriate comments/profanity <i>directed</i> at another individual	Weapon possession/suspicion
Major class disruption	Truant from class

Goal #5: Increase percentage of students taking dual credit/ACP/Honors courses each year

- Supports in Place:
 - Teacher training and enrollment in Master's programs
 - IU and IUK representatives meeting with students
 - After school tutoring
 - Build/host virtual college & career fair
 - End of year scheduling meetings
 - Increase our offerings of classes yearly
 - Increase our partnership with Indiana University High School

Goal #6: Increase the overall ILEARN Biology at/above proficiency score average to the Indiana state average by five percentage points per year until THS meets the Indiana state average.

- The most recent ILEARN Biology pass rate for Taylor High School students is now 20%, which is an increase over the previous year's 17.8 and a 10.8% pass rate two years ago.
- Supports in Place
 - WIN remediation periods for students falling short of a passing score
 - After-school tutoring sessions
 - Weekly PLCs to share best practice, use data to guide instruction, align curriculum vertically and horizontally, create assessments, etc.
 - Use of CFAs and shared teaching practices
 - Incentives for students who achieve a passing score
 - Add weight to the test by utilizing as an in-class test grade
 - Test proctoring
 - Provide test prep sessions through Edulastic

Goal #7: Increase the percentage of students meeting proficiency in ERW and Math SAT scores by 5% each year.

- Supports in Place:
 - Identify those students who are lagging in math skills through middle school ILearn.
 - Identify those students who are nearing proficient. We are placing them in a math lab in addition to their Algebra 1 course to help with skills that will support Algebra 1 standards.
 - Provide students with an exit exam following geometry to identify algebraic skills that students need to reinforce
 - Provide students with an entrance exam for Algebra II to identify algebraic skills that students need to reinforce

- WIN ERW and mathematics classes as well as students selected by teachers based on grades and performance in math classes. Those falling short of a predetermined goal are placed in a two-week course aimed at targeting and improving weak points.
- After-school tutoring sessions
- For ERW, we have added mandatory monthly library visits. On Friday, we are dropping everything and reading. It's important to have kids read books that they choose.
- We are using Newsela nonfiction articles in both social studies and English to support an argument with facts from articles.
- Weekly PDSA to share best practice, use data to guide instruction, align curriculum vertically and horizontally, create assessments, etc.



Mindy Overholser <moverholser@taylor.k12.in.us>

Re: Avery Woolley

1 message

April Cox <acox@taylor.k12.in.us> Wed, Sep 4, 2024 at 5:25 PM
To: Mindy Overholser <moverholser@taylor.k12.in.us>
Cc: Jacob Leicht <jleicht@taylor.k12.in.us>, Renae Adams <radams@taylor.k12.in.us>, Steve Dishon <sdishon@taylor.k12.in.us>

Thank you and sorry... for the update.

*April Cox
Deputy Treasurer
Taylor Community School Corporation
3750 East 300 South
Kokomo, Indiana 46902
(765) 453.3035 ext 1505*



"Love people and use things, because the opposite never works"

The Minimalists

On Wed, Sep 4, 2024 at 4:55 PM Mindy Overholser <moverholser@taylor.k12.in.us> wrote:
Thanks for the update! I will get the board agenda updated.

M.O.

Sent from my iPhone

- > On Sep 4, 2024, at 4:48 PM, Jacob Leicht <jleicht@taylor.k12.in.us> wrote:
- >
- > Hello!
- >
- > Avery Woolley just called and notified me that even though she accepted our 4th grade job, she just got a call for another job opportunity that she is accepting in a different field.
- >
- > Obviously this has us in a bind. We will simply divide that 4th grade classroom up and not hire a teacher.
- >
- > Avery Woolley should NOT go to the board meeting. Krista Crouch will NOT be a mentor either due to Avery not being a teacher.
- >
- > Thanks,
- >
- > Jake
- >
- >
- >
- > Sent from my iPhone