

Volusia County Schools

# T. Dewitt Taylor Middle High School



2023-24

Schoolwide Improvement Plan (SIP)

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## T. Dewitt Taylor Middle High School

100 E WASHINGTON AVE, Pierson, FL 32180

<http://myvolusiaschools.org/school/taylor/pages/default.aspx>

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## I. School Information

### School Mission and Vision

#### Provide the school's mission statement.

T. DeWitt Taylor Middle High School strives to be a community of lifelong learners. We welcome our students, staff, and families to learn together, engaging everyone with challenging academics and a focus on becoming responsible and active citizens in our ever changing society.

#### Provide the school's vision statement.

The heartbeat of Taylor Middle-High School is working together to achieve academic excellence, self-worth, and multicultural respect through a caring environment.

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

#### School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Pearce, Jonathan	Principal	Monitoring action step completion by SLT members; provide coaching to teachers; participate/facilitate PLCs; data analysis
Rubio, Marisol	Assistant Principal	Monitoring action step completion; provide coaching to teachers; participate/facilitate PLCs; data analysis
LaMondie, Laurie	Assistant Principal	Monitoring action step completion; provide coaching to teachers; participate/facilitate PLCs; data analysis
Sampson, Rebecca	Assistant Principal	Monitoring action step completion; provide coaching to teachers; participate/facilitate PLCs; data analysis
Blinn, Tracy	Assistant Principal	Monitoring action step completion; provide coaching to teachers; participate/facilitate PLCs; data analysis
Beans, Lori	Instructional Coach	Monitoring action step completion; provide coaching to teachers; participate/facilitate PLCs; data analysis
French, Laura	Science Coach	Monitoring action step completion; provide coaching to teachers; participate/facilitate PLCs; data analysis

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Climate survey results and student achievement discussed at School Advisory Council meeting consisting of school leadership, parents, community members, and students Stakeholders are invited to share their thoughts, concerns, and suggestions.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Monitoring will be accomplished through classroom walkthrough data, student progress monitoring (district and state assessments), and collaborative planning process. Data will be discussed at least weekly with School Leadership Team and aggregated and disseminated to stakeholders at least monthly.

Demographic Data	
<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	64%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>2021-22 ESSA Identification</b>	TSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
<b>School Grades History</b>	2021-22: C 2019-20: C 2018-19: C 2017-18: C

<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	39	47	66	152
One or more suspensions	0	0	0	0	0	0	13	65	67	145
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	5	3	3	11
Course failure in Math	0	0	0	0	0	0	3	0	3	6
Level 1 on statewide ELA assessment	0	0	0	0	0	0	49	64	76	189
Level 1 on statewide Math assessment	0	0	0	0	0	0	67	45	65	177
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	44	16	42	102

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	32	59	71	162

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	0	2	3
Students retained two or more times	0	0	0	0	0	0	0	1	2	3

**Prior Year (2022-23) As Initially Reported (pre-populated)**

The number of students by grade level that exhibited each early warning indicator:



Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	54	47	57	450
One or more suspensions	0	0	0	0	0	0	58	48	54	220
Course failure in ELA	0	0	0	0	0	0	8	2	13	111
Course failure in Math	0	0	0	0	0	0	3	14	3	123
Level 1 on statewide ELA assessment	0	0	0	0	0	0	55	79	90	431
Level 1 on statewide Math assessment	0	0	0	0	0	0	67	74	78	390
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	24	53	44	212
	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	59	66	71	415

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	3	0	25
Students retained two or more times	0	0	0	0	0	0	1	3	1	27

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	54	47	57	158
One or more suspensions	0	0	0	0	0	0	58	48	54	160
Course failure in ELA	0	0	0	0	0	0	8	2	13	23
Course failure in Math	0	0	0	0	0	0	3	14	3	20
Level 1 on statewide ELA assessment	0	0	0	0	0	0	55	79	90	224
Level 1 on statewide Math assessment	0	0	0	0	0	0	67	74	78	219
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	24	53	44	121
	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	59	66	71	196

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	3	0	3
Students retained two or more times	0	0	0	0	0	0	1	3	1	5

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	34	48	52	39	52	56
ELA Learning Gains	36	48	52	45	49	51
ELA Lowest 25th Percentile	27	34	41	42	37	42
Math Achievement*	33	31	41	41	48	51
Math Learning Gains	39	40	48	45	49	48
Math Lowest 25th Percentile	39	45	49	36	38	45
Science Achievement*	40	67	61	54	76	68
Social Studies Achievement*	53	64	68	48	69	73
Middle School Acceleration	56			68		
Graduation Rate	91			86		
College and Career Acceleration	51			43		
ELP Progress	33			44		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.](#)

**ESSA School-Level Data Review (pre-populated)**

<b>2021-22 ESSA Federal Index</b>	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	532
Total Components for the Federal Index	12
Percent Tested	97
Graduation Rate	91

**ESSA Subgroup Data Review (pre-populated)**

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	26	Yes	3	2
ELL	34	Yes	3	
AMI				
ASN				
BLK	29	Yes	3	3
HSP	43			
MUL	60			
PAC				
WHT	48			
FRL	40	Yes	1	

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	34	36	27	33	39	39	40	53	56	91	51	33
SWD	6	24	22	10	24	32	10	24		90	21	
ELL	15	25	26	22	32	33	14	41	52	89	25	33
AMI												
ASN												
BLK	24	40		12	40							
HSP	29	34	30	29	38	40	35	54	57	94	46	33
MUL	60											
PAC												
WHT	41	39	25	41	40	33	47	52	58	88	63	
FRL	29	34	26	28	35	39	34	47	46	90	48	29

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	35	41	33	29	31	33	54	50	78	88	36	30
SWD	8	21	20	10	28	32	31	33		84	12	
ELL	17	30	28	22	26	30	29	32		90	11	30
AMI												
ASN												
BLK	27	45		17	45							
HSP	30	38	32	28	30	30	48	45	77	86	31	31
MUL												
PAC												
WHT	45	47	32	33	35	42	67	60	76	91	45	
FRL	30	38	32	27	30	32	52	44	76	86	35	33

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	39	45	42	41	45	36	54	48	68	86	43	44
SWD	14	38	40	18	37	29	26	17		90	11	25
ELL	13	34	41	22	34	40	25	26	46	71	24	44

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
AMI												
ASN												
BLK	24	48		13	8							
HSP	33	43	41	36	43	39	49	42	71	85	35	44
MUL												
PAC												
WHT	51	50	41	52	52	27	67	59	68	87	60	
FRL	35	44	43	37	42	35	51	43	69	85	33	44

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	43%	45%	-2%	50%	-7%
07	2023 - Spring	36%	44%	-8%	47%	-11%
08	2023 - Spring	27%	39%	-12%	47%	-20%
09	2023 - Spring	29%	44%	-15%	48%	-19%
06	2023 - Spring	31%	42%	-11%	47%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	32%	49%	-17%	54%	-22%
07	2023 - Spring	22%	44%	-22%	48%	-26%
08	2023 - Spring	18%	37%	-19%	55%	-37%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	34%	47%	-13%	44%	-10%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	17%	32%	-15%	50%	-33%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	26%	39%	-13%	48%	-22%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	55%	65%	-10%	63%	-8%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	65%	-13%	66%	-14%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	57%	-5%	63%	-11%

### III. Planning for Improvement

**Data Analysis/Reflection**  
 Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Math Proficiency (-8 pts). In the middle school, there was only one math certified teacher (6th grade); 7th grade and 8th (regular and advanced) had first-year, out-of-field teachers. The 7th grade teacher had

excessive absences and the 8th grade teacher was hired at the beginning of grading period 2 and left (employment outside of education) at the end of the third grading period. Another factor, was our lack of a math coach, therefore the novice teachers did not receive coaching cycles for improvement. This led to inconsistent standard-based instruction for students which is evidenced by our math proficiency drop from 33% to 25% (6th grade: 32%; 7th grade: 22%; 8th Grade: 18%) of students in grades 6-8 scoring at the proficient level on their state assessment.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Middle School Acceleration (-23pts). Middle School Algebra 1 Honors and Geometry Honors had rotating substitutes for semester 1 and were switched to online (VOL) for semester 2. Due to the rotating substitutes benchmark aligned instruction was behind pace as evidenced in district assessments. When the students were switch to online, students began with quarter 3 material, which builds from previous benchmarks. The online teachers came every other week to provide tutoring and/or conducted online face-to-face sessions. Despite these efforts, many were unprepared for the end of course exam (33% scored proficient; Algebra 1: 43%; Geometry: 25%).

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Math Proficiency (-8 pts). In the middle school, there was only one math certified teacher (6th grade); 7th grade and 8th (regular and advanced) had first-year, out-of-field teachers. The 7th grade teacher had excessive absences and the 8th grade teacher was hired at the beginning of grading period 2 and left (employment outside of education) at the end of the third grading period. Another factor, was our lack of a math coach, therefore the novice teachers did not receive coaching cycles for improvement. This led to inconsistent standard-based instruction for students which is evidenced by our math proficiency drop from 33% to 25% (6th grade: 32%; 7th grade: 22%; 8th Grade: 18%) of students in grades 6-8 scoring at the proficient level on their state assessment.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Science. Early intervention with science intervention teacher providing small group, targeted remediation of benchmarks based students' performance on district science assessments. Eighth grade science teacher returned to education with a history of improving scores; biology teacher using district Canvas course for remediation. Implementation of student data chats with individual students.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

ELA and Math proficiency -- both significantly below district and state.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

1. Math proficiency
2. ELA proficiency
3. Math proficiency targeting SWD, AA, and ELL students
4. ELA proficiency targeting SWD, AA, and ELL students
5. MS Acceleration

### Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

## #1. Instructional Practice specifically relating to Benchmark-aligned Instruction

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our Needs Assessment shows that our Math and ELA proficiency was significantly below the district and state average. Many of the students who did not score at the proficient level are also in one or more of our targeted ESSA subgroups falling below the Federal Index of 41% (Students With Disabilities-26%, English Language Learners-34%, Black-29%). In comparing the percent proficient versus ELA/Math course failures indicates a need for explicit, benchmark-aligned instruction with grade-level appropriate tasks. In addition, there are 36 students who are coded migrant with many falling into either the ELL or SWD subgroups.

### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By February 2024, 65% of students will be able to score 70% (proficient) or higher on district common assessments. After administration of PM1 and PM2, 85% of students will show growth.

By May 2024, 90% of classroom teachers will provide students with benchmark-aligned instruction and tasks, as evidenced through classroom walkthroughs.

By May 2024, the number of teachers receiving Tier 2 or Tier 3 support will decrease by 75%.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

- \* Student scores on benchmark-aligned common assessments will be tracked to measure progress over time.
- \* Student scores on PM1 and PM2 will be tracked and monitored for growth.
- \* Classroom walkthrough trend data will be collected and analyzed each week. Administration and instructional coaches will attend collaborative planning to monitor benchmark-aligned planning.
- \* Weekly meetings with administration and instructional coaches to analyze the coaching support plan and make adjustments as needed.
- \* Administration will collect coaching plans/notes and provide feedback to instructional coaches.

### Person responsible for monitoring outcome:

Jonathan Pearce (jpearce@volusia.k12.fl.us)

### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Progress monitoring: school leadership team (administrators and instructional coaches) will progress monitor students throughout the school year analyzing district and state assessment data related to proficiency on benchmarks using this data to modify teacher support in providing benchmark-aligned explicit instruction with grade-level, benchmark-aligned tasks.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our EWS report shows a disconnect between high student proficiency on classroom tasks (ELA and Math course failures) and low student proficiency on state assessments (FAST ELA, FAST Math). This indicates a need to provide professional learning and coaching on benchmark-aligned explicit instruction with grade-level, benchmark-aligned tasks.



### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

### Will this evidence-based intervention be funded with UniSIG?

No

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration Team will create a rotational schedule for routine classroom walkthroughs specifically targeting

**Person Responsible:** Jonathan Pearce (jpearce@volusia.k12.fl.us)

**By When:** Creation of schedule by 8/16; with implementation 8/21

Create a master schedule that allows grade level (middle school) and content area (high school) collaborative planning to occur weekly with support by administrators and instructional coaches.

**Person Responsible:** Tracy Blinn (thblinn@volusia.k12.fl.us)

**By When:** Master Schedule deadline of July 15

Instructional Coaches (Academic Coach, Math Coach, Science Intervention) will provide content support based on walkthrough data.

**Person Responsible:** Lori Beans (ljbeans@volusia.k12.fl.us)

**By When:** Ongoing throughout the school year

Leadership team will create common planning protocol that defines expectations for before, during, and after collaborative planning.

**Person Responsible:** Marisol Rubio (mrubio@volusia.k12.fl.us)

**By When:** August 11

Additional collaborative planning for math teachers

**Person Responsible:** Jonathan Pearce (jpearce@volusia.k12.fl.us)

**By When:**

Professional Learning on collaborative structures

**Person Responsible:** Jonathan Pearce (jpearce@volusia.k12.fl.us)

**By When:** Second ERPL day

**#2. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In reviewing the EWS report and discipline data for SY22-23, we need integration of PBIS structures and supports with efficacy across grade levels. By the end of the academic year, our school aims to enhance the positive behavior intervention and support strategies to cultivate a safe, inclusive, and respectful school culture, thereby fostering a conducive environment for optimal student learning and well-being.

A positive school culture is fundamental for the holistic development of students. By focusing on positive behavior intervention and support (PBIS), we can proactively address behavioral challenges, promote social-emotional growth, and create a harmonious atmosphere that encourages students to thrive academically and socially.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024, we will see a decrease in overall discipline incidents for SY23-24 by 10% when compared to SY22-23.

By May 2024, we will see an increase in overall student attendance rate by 10%.

By May 2024, the number of teachers receiving Tier 1 or Tier 2 support related to student engagement will decrease by 75%

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

- \* School achievement data on district common assessments
- \* Student achievement growth between PM1 and PM2
- \* Routine analyzation of discipline data

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Continuous evaluation and improvement

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Regular assessment of the effectiveness of PBIS interventions through data analysis and stakeholder feedback. This information will be used to make adjustments and improvements to our PBIS framework.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Celebrations: Students -- quarterly honor roll reward

**Person Responsible:** Marisol Rubio (mrubio@volusia.k12.fl.us)

**By When:** By 2nd week of the following grading period

Celebrations: Students earning straight As/4.0 each grading period recognized with a "treat bag" delivered to the students

**Person Responsible:** Marisol Rubio (mrubio@volusia.k12.fl.us)

**By When:** By the 2nd week of the following grading period

Celebration and recognition of students who scored a 4 or 5 on state assessments the previously year

**Person Responsible:** Marisol Rubio (mrubio@volusia.k12.fl.us)

**By When:** By mid-term of grading period 1

Teachers' birthdays recognized with a "treat cup" and announcements.

**Person Responsible:** Marisol Rubio (mrubio@volusia.k12.fl.us)

**By When:** By the end of the month

Teacher of the Month celebration and recognition

**Person Responsible:** Jonathan Pearce (jpearce@volusia.k12.fl.us)

**By When:** Each month starting in September

Monthly teacher spirit dress days

**Person Responsible:** Jonathan Pearce (jpearce@volusia.k12.fl.us)

**By When:** Variable -- will coincide with certain events, i.e. start of college football everyone wears favorite college regalia

Celebration of students scoring 4 or 5 on district assessments

**Person Responsible:** Lori Beans (ljbeans@volusia.k12.fl.us)

**By When:** Within two weeks of each assessment

Middle School Cat Cash Store -- students earn "cat dollars" to spend on reward items

**Person Responsible:** Rebecca Sampson (rlsampo@volusia.k12.fl.us)

**By When:** twice a month

Weekly Shout-Outs in newsletter and announcements for teachers and students

**Person Responsible:** Jonathan Pearce (jpearce@volusia.k12.fl.us)

**By When:** weekly

### CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Teachers may submit a request for a "mini-grant" that must align with one or more Area of Focus in the SIP. The School Advisory Council may approve, if meets the requirements outlined for school improvement funds; or deny.

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**  
List the school's webpage\* where the SIP is made publicly available.

The SIP is advertised on our webpage: [www.taylorwildcats.com](http://www.taylorwildcats.com) for all stakeholders to view. Periodically throughout the year, a reminder is put on our social media that the SIP is available for viewing. Each year the SIP Areas of Focus are reviewed with faculty and at the first SAC meeting.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Focusing on the "Wildcat Way" across all grade levels incorporates our school wide expectations through active involvement of all stakeholders through the following activities:

- parental involvement opportunities, parent/teacher conferences like IEP/EP & ELL meetings, such as orientation, financial aid night, registration night, awards celebrations and other events related to core instructional areas
- workshop opportunities for families to receive free materials and gain strategies for increasing skills in reading and math.
- assisting students with decisions regarding dual enrollment and advanced placement learning opportunities. Parents have access to school counselors at the events above for academic feedback and collaborative strategy dialogue.

Stakeholders are also on hand to provide assistance for academic success for students enrolled in programs, such as Gifted, ESOL and ESE. The campus is opened for families regularly after school to provide access for technology, Gradebook access, and research. A large percentage of parents are Spanish speakers. As a result, all school sponsored activities include translation services from English to Spanish, in order to achieve effective communication.

Teachers promote a positive culture by having parent conferences for individual students to address and offer strategies for their academic achievement. Counselors guide students in achieving their personal goals alongside their parents. Administration support and facilitate remediation and acceleration opportunities and always include celebrations. School Advisory Council (SAC) annually reviews climate survey data to make recommendations for school improvement. And meets monthly to discuss and review all aspects of school life. College and Career counselor who promotes and provides on-going support for after high school road map to both parents and students.

Weekly Sunday Night announcements are sent via the School Messenger system (phone calls and emails).

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

Implementation of coaching teachers throughout the year with the use of classroom walkthroughs focusing on four aspects: 1) explicit instruction aligned to the benchmark and intended learning; 2) benchmark-aligned tasks that are grade-level appropriate; 3) planned questioning to deepen understanding of intended learning; and 4) collaborative structures to allow student discussion aligned to the benchmark.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

Consideration in the development of the SIP, our ESSA subgroups (SWDs, Black, and ELL students) are analyzed. In addition, our migrant and homeless students are reviewed.