



# Table of Contents

- SIP Authority ..... 1
- I. School Information ..... 3
  - A. School Mission and Vision ..... 3
  - B. School Leadership Team ..... 3
  - C. Stakeholder Involvement and Monitoring ..... 6
  - D. Demographic Data ..... 7
  - E. Early Warning Systems ..... 8
- II. Needs Assessment/Data Review ..... 11
  - A. ESSA School, District, State Comparison ..... 12
  - B. ESSA School-Level Data Review ..... 13
  - C. ESSA Subgroup Data Review ..... 14
  - D. Accountability Components by Subgroup ..... 17
  - E. Grade Level Data Review ..... 20
- III. Planning for Improvement ..... 22
- IV. Positive Culture and Environment ..... 27
- V. Title I Requirements (optional) ..... 30
- VI. ATSI, TSI and CSI Resource Review ..... 34
- VII. Budget to Support Areas of Focus ..... 35

# School Board Approval

This plan was approved by the Volusia County School Board on Correction: School Board Approval Date October 22, 2024 .

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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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

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

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

Jonathan Pearce

#### Position Title

Principal

#### Job Duties and Responsibilities

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Monitor School Leadership Team to ensure Action Steps are completed

### Leadership Team Member #2

#### Employee's Name

Marisol Rubio

#### Position Title

Assistant Principal

#### Job Duties and Responsibilities

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Assistant Principal for Science Curriculum -- monitoring action steps pertaining to science department

### **Leadership Team Member #3**

**Employee's Name**

Tracy Blinn

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Assistant Principal for ELA/Reading Curriculum -- monitoring action steps pertaining to ELA/ Reading department

### **Leadership Team Member #4**

**Employee's Name**

Rebecca Sampson

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Assistant Principal for Social Studies Curriculum -- monitoring action steps pertaining to social studies department

### **Leadership Team Member #5**

**Employee's Name**

Lori Beans

**Position Title**

Instructional Coach

**Job Duties and Responsibilities**

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Collaborates with APs over ELA and Social Studies to ensure action steps are completed; Title 1 Tutoring Facilitator

### **Leadership Team Member #6**

**Employee's Name**

Laura French

**Position Title**

Science Intervention Teacher

**Job Duties and Responsibilities**

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Collaborates with APs over Science and Math to ensure action steps are completed; Title 1 Tutoring Facilitator

## C. Stakeholder Involvement and Monitoring

### 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. (ESEA 1114(b)(2))

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

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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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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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.



## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH 6-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>62.5%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: C 2022-23: C* 2021-22: C 2020-21: 2019-20:</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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 school days							35	61	46	142
One or more suspensions							11	58	56	125
Course failure in English Language Arts (ELA)							5	1	2	8
Course failure in Math							5	0	2	7
Level 1 on statewide ELA assessment							43	51	45	139
Level 1 on statewide Math assessment							31	59	48	138
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2024-25

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							5	1	3	9

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							0	0	0	0
Students retained two or more times							0	0	1	1

**Prior Year (2023-24) As Last 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 school days							39	47	66	152
One or more suspensions							13	65	67	145
Course failure in ELA							5	3	3	11
Course failure in Math							3		3	6
Level 1 on statewide ELA assessment							49	64	76	189
Level 1 on statewide Math assessment							67	45	65	177
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										102

**Prior Year (2023-24) As Last Reported (pre-populated)**

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							32	59	71	162

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							1		2	3
Students retained two or more times								1	2	3

## 2. Grades 9-12 (optional)

### Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	63	49	52	65	229
One or more suspensions	53	13	9	5	80
Course failure in English Language Arts (ELA)	0	17	7	5	29
Course failure in Math	0	38	21	15	74
Level 1 on statewide ELA assessment	45	67	59	34	205
Level 1 on statewide Algebra assessment					0

### Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators	57	53	44	35	189

### Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	0	0
Students retained two or more times	2	0	4	3	9

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	37	51	55	34	44	50	34	46	51
ELA Grade 3 Achievement **									
ELA Learning Gains	49	56	57				36		
ELA Learning Gains Lowest 25%	52	55	55				27		
Math Achievement *	37	45	45	20	28	38	33	33	38
Math Learning Gains	53	51	47				39		
Math Learning Gains Lowest 25%	62	53	49				39		
Science Achievement *	52	73	68	43	68	64	40	30	40
Social Studies Achievement *	53	69	71	53	59	66	53	40	48
Graduation Rate	90	93	90	87	90	89	91	65	61
Middle School Acceleration	62			2			56	43	44
College and Career Readiness	53	66	67	43	65	65	51	62	67
ELP Progress	55	52	49	34	44	45	33		

\*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 (FPP) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	655
Total Components for the FPPI	12
Percent Tested	99%
Graduation Rate	90%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
55%	41%	44%	45%		49%	52%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	37%	Yes	5	
English Language Learners	43%	No		
Black/African American Students	44%	No		
Hispanic Students	52%	No		
White Students	60%	No		
Economically Disadvantaged Students	52%	No		
2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	24%	Yes	4	3



**2022-23 ESSA SUBGROUP DATA SUMMARY**

<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>
English Language Learners	34%	Yes	4	
Black/African American Students	23%	Yes	4	4
Hispanic Students	38%	Yes	1	
Multiracial Students	48%	No		
White Students	46%	No		
Economically Disadvantaged Students	40%	Yes	2	

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<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>
Students With Disabilities	26%	Yes	3	2
English Language Learners	34%	Yes	3	

## 2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Native American Students				
Asian Students				
Black/African American Students	29%	Yes	3	3
Hispanic Students	43%	No		
Multiracial Students	60%	No		
Pacific Islander Students				
White Students	48%	No		
Economically Disadvantaged Students	40%	Yes	1	

### D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	37%		49%	52%	37%	53%	62%	52%	53%	62%	90%	53%	55%
Students With Disabilities	10%		40%	45%	13%	42%	47%	30%	29%		88%	25%	
English Language Learners	15%		43%	47%	18%	43%	59%	28%	35%		87%	44%	55%
Black/African American Students	35%		36%		28%	54%	50%	60%	42%				
Hispanic Students	31%		50%	50%	30%	48%	57%	47%	50%	64%	92%	49%	57%
White Students	46%		49%	55%	48%	61%	78%	60%	58%	60%	84%	65%	
Economically Disadvantaged Students	32%		49%	51%	35%	54%	62%	50%	50%	54%	90%	48%	52%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	34%				20%			43%	53%	2%	87%	43%	34%
Students With Disabilities	11%				11%			11%	24%		78%	11%	
English Language Learners	17%				14%			24%	35%		93%	14%	43%
Black/African American Students	32%				14%								
Hispanic Students	29%				17%			42%	47%	4%	90%	40%	38%
Multiracial Students	55%				40%								
White Students	43%				30%			46%	62%	0%	88%	51%	
Economically Disadvantaged Students	30%				20%			40%	50%	0%	83%	40%	55%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%
Students With Disabilities	6%		24%	22%	10%	24%	32%	10%	24%		90%	21%	
English Language Learners	15%		25%	26%	22%	32%	33%	14%	41%	52%	89%	25%	33%
Native American Students													
Asian Students													
Black/African American Students	24%		40%		12%	40%							
Hispanic Students	29%		34%	30%	29%	38%	40%	35%	54%	57%	94%	46%	33%
Multiracial Students	60%												
Pacific Islander Students													
White Students	41%		39%	25%	41%	40%	33%	47%	52%	58%	88%	63%	
Economically Disadvantaged Students	29%		34%	26%	28%	35%	39%	34%	47%	46%	90%	48%	29%

## E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	38%	51%	-13%	53%	-15%
Ela	6	34%	48%	-14%	54%	-20%
Ela	7	37%	46%	-9%	50%	-13%
Ela	8	42%	46%	-4%	51%	-9%
Ela	9	29%	49%	-20%	53%	-24%
Math	6	28%	48%	-20%	56%	-28%
Math	7	36%	50%	-14%	47%	-11%
Math	8	32%	40%	-8%	54%	-22%
Science	8	45%	52%	-7%	45%	0%
Civics		47%	66%	-19%	67%	-20%
Biology		60%	68%	-8%	67%	-7%
Algebra		25%	49%	-24%	50%	-25%
Geometry		39%	47%	-8%	52%	-13%
History		61%	65%	-4%	67%	-6%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		11%	14%	-3%	16%	-5%
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		8%	15%	-7%	17%	-9%
Geometry		20%	29%	-9%	16%	4%
Civics		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Biology		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
History		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### Most Improvement

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

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Math Achievement increased 15 points from 22% (22-23) to 37% (23-24). Contributing actions include:

- strategic course placement using progress monitoring of district and state assessments;
- small group instruction (push-in and pull-out) by classroom teachers and district resource teachers;
- fully staffed math department in three years;
- coaching cycle by district resource teachers;
- Middle School Acceleration increased 60points from 2% to 62% (Algebra 1 and Geometry -- although a separate category, contributes to Math Achievement).

##### Lowest Performance

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

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ELA Achievement had the lowest increase from 34% (21-22) to 37% (23-24). Contributing factors include:

- focus on small group instruction for bubble and lowest quartile students (which showed significant gains -- LG 38% to 49%; LQLG 32% to 52%);
- Fully staffed ELA department;
- Academic Coach and district resource teacher provided professional learning and modelling of student data chats;
- Academic Coach and district resource teacher modelled lessons and provided professional learning on using district ELA curriculum guide methods and strategies.

##### Greatest Decline

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

---

All reporting categories for school accountability showed an increase from 2023 to 2024. In addition, all ESSA subgroups increased in FPPI.



### **Greatest Gap**

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.

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ELA Achievement -- State: 53%, Taylor: 37% -- had the greatest gap with a difference of -20 points.

Factors:

- Focus in 23-24 was on Learning Gains and Lowest 25% Learning Gains
- Academic Coach pulled to support Civics instruction (multiple teachers and subs throughout the year)

### **EWS Areas of Concern**

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

---

\* Attendance below 90%; overall 41% in grades 6-12 were absent 10 or more days in 23-24

\* ELA Achievement and Math Achievement

### **Highest Priorities**

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

---

1. Reduce Chronic Absenteeism
2. Increase ELA proficiency targeting ELL and SWD
3. Increase Math proficiency targeting ELL and SWD
4. Increase Graduation Rate

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Benchmark-aligned instruction

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Although Taylor Middle High School increased in all reporting categories, our Needs Assessment shows that our Math and ELA proficiency was significantly below the district and state average. In comparing the percent proficient versus ELA/Math course failures indicates a need for explicit, benchmark-aligned instruction with grade-level appropriate tasks including a focus on benchmark remediation. In addition, there are 35 students who are coded migrant with most falling into either the ELL or SWD subgroups.

Three of the four ESSA subgroups that have been under the 41% threshold improved in 23-24. Students with Disabilities have been under the 32% mark for FPPI for the three previous years. Even though for 2023-2024, the SWD FPPI increased 13 points (from 24 to 37), this is still below the 41% mark. While SWD ELA achievement decreased 1 point (from 11 to 10) for 2023-2024, SWD Learning Gains increased 15 points (from 24 to 39) our SWD ELA Lowest 25% Learning Gains increased 23 points (from 22 to 45). In math achievement, SWDs increased 3 points (from 11 to 14), math learning gains increased 14 points (from 24 to 38) and math lowest 25% learning gains increased 15 points (from 32 to 47). SWD achievement in science increased 20 points (from 11 to 31) and social studies achievement increased 4 points (from 24 to 28).

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

By February 2025, 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 February 2025, 50% of Students with Disabilities 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 2025, 90% of classroom teachers will provide students with benchmark-aligned instruction and tasks, as evidenced through classroom walkthroughs.

By May 2025, 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. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

- 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, Principal

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### **Description of Intervention #1:**

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:**

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:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Wildcat Wednesday

**Person Monitoring:**

Admins & Instructional Coaches

**By When/Frequency:**

Weekly on Wednesdays

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

During PLC, teachers will analyze student achievement data (district and state assessments) to create remediation plans for the lowest five benchmarks on the assessment. Each Wednesday, teachers will provide instruction on those lowest benchmarks.

**Action Step #2**

Content-area specific common planning periods in master schedule.

**Person Monitoring:**

Administrators & Instructional Coaches

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Create a master schedule that allows content-area common planning to facilitate weekly collaborative planning. Administrators and Instructional Coaches will create a common PLC planning tool.

**Action Step #3**

Classroom Walkthroughs

**Person Monitoring:**

Jonathan Pearce

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

A Classroom Walkthrough schedule and monitoring tool will be created by the administration team. Data collected from the classroom walkthrough tool will be used to provide targeted feedback and/or coaching to teachers by administrators and instructional coaches.

**Action Step #4**

Professional Development

**Person Monitoring:**

Jonathan Pearce

**By When/Frequency:**

4x during school year

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Professional learning in a) explicit instruction, b) benchmark-aligned tasks, c) questioning, and d) collaborative structures will be provided during the four Early Release Professional Learning days scheduled during the school year.

**Action Step #5**

Teacher-Led Professional Development

**Person Monitoring:**

Jonathan Pearce

**By When/Frequency:**

will vary (ERPL and/or Faculty Mtgs)

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Select teachers will be tasked with leading professional learning sessions on the school-based ERPL dates and/or faculty meetings. • Teachers exhibiting best practices in the classroom will be selected. • Teachers will be polled on topics they would like to lead a professional development to the faculty

**Action Step #6**

IXL subscription

**Person Monitoring:**

Laura French

**By When/Frequency:**

quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Math teachers will use IXL to provide remediation and supplemental instruction in benchmarks

**Action Step #7**

Wildcat Wednesday -- SWDs

**Person Monitoring:**

Logan Whitmore

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

As part of the progress monitoring for Wildcat Wednesday remediation; Students with Disabilities (our ESSA subgroup below 41%) will be prioritized for small group push-in/pull-out by ESE teachers. Each Wednesday, teachers will remediate and/or re-teach benchmarks that students did not master; either from classroom assessments, district assessments, or state assessments.

## IV. Positive Culture and Environment

### Area of Focus #1

Multiple Early Warning Signs

#### Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

In reviewing the EWS report and discipline data, we need to continue integration of PBIS structures and supports across grade levels. By the end of the academic year, our aim is to enhance positive behavior interventions and support strategies to cultivate a safe, inclusive, and respectful school culture. Our belief is that by implementing PBIS structures across grade levels, an optimal environment for student learning will be fostered. A positive school culture is fundamental for the holistic development of students. By focusing on PBIS, we can proactively address chronic absenteeism, behavioral challenges, and create a harmonious atmosphere that encourages students to thrive academically and socially.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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- By the end of the academic year, reduce chronic absenteeism by 10% (from 41% previous year to 31%)
- By the end of the academic year, reduce the total number of behavior referrals by 10% (from 1709 previous year to 1538 or less)

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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- School attendance data analyzed at each midterm and end of grading period.
- Discipline data analyzed at each midterm and end of grading period.

By monitoring attendance and discipline, supports and interventions can be implemented to reduce chronic absenteeism and discipline that removes students from the classroom, thereby increasing student instructional time which in turn will lead to an increase in student achievement.

**Person responsible for monitoring outcome**

Jonathan Pearce

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Continuous evaluation and improvement

**Rationale:**

Regular assessment of PBIS interventions through data analysis and stakeholder feedback.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

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

No

**Action Steps to Implement:****Action Step #1**

Student Celebrations -- Sweet Success

**Person Monitoring:**

Marisol Rubio/Rebecca Sampson

**By When/Frequency:**

each grading period

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

**step:**

Students who earn straight As/4.0 each grading period recognized with a "treat bag" delivered to classroom Students earning Honor Roll designation will be recognized with an Academic Excellence certificate and cupcake at lunch

**Action Step #2**

Birthday Celebration

**Person Monitoring:**

Jonathan Pearce/Marisol Rubio/Rebecca Sampson

**By When/Frequency:**

daily/monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

**step:**

Wildcat birthday (faculty & student) "shout-out" on daily announcements Each month, teachers will receive a "Happy Birthday" treat cup

**Action Step #3**

Student Achievement Celebration

**Person Monitoring:**

Lori Beans/Laura French

**By When/Frequency:**

following assessments

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

**step:**

Students who score a level 4 or 5 on district and state assessments (VBAs, DIAs, PMs) provided a treat and "shout-out" on daily announcements

**Action Step #4**

Cat Cash Store

**Person Monitoring:**

Rebecca Sampson

**By When/Frequency:**

every two weeks

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

**step:**

Middle School students earn 'Cat Cash' which can be used at the Cat Cash store to "purchase" treats, school supplies, etc.

**Action Step #5**

**Person Monitoring:**

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action**

**step:**

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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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 during pre-planning (and referenced during ERPLs & faculty meetings) and at the first SAC meeting. Mid-year, the SIP is reviewed and adjusted.

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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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.

### **Plans to Strengthen the Academic Program**

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 II of the SIP. (ESEA Section 1114(b)(7)(ii))

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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.

### **How Plan is Developed**

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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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.

## B. Component(s) of the Schoolwide Program Plan

### Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

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School counselors are available to assist any students. There is a district mental health specialist on campus to provide services. Taylor has 14 Take Stock in Children scholarship candidates who are paired with a mentor.

#### Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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Annual College & Career Day where local businesses and colleges provide information to students. Currently, Taylor offers four CTE curriculums with five pathways. Dual enrollment on campus and on line is available to students.

#### Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

---

Each school counselor monitors MTSS for their assigned grade levels. We have a contracted behavior specialist to assist in monitoring and created behavior intervention plans.

#### Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

---

- 8 Professional learning sessions are provided throughout the schoolyear
- Professional Learning provided at faculty meetings and PLCs
- Assessment and classroom achievement data reviewed in weekly PLCs and remediation/ intervention plans created

**Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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Not applicable; we are a 6-12 combination middle/high school

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

---

Review of state and district assessments reviewed annually to ascertain best use of Title 1 budget to provide personnel, materials, etc.

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

---

Title 1 Budget used for the following positions:

- Parent Liaison -- bilingual to provide communication to Spanish-only families
- Science Intervention Teacher -- provides targeted intervention for Grade 8 science and Biology students
- Credit Recovery Teacher -- provides opportunities for students recover credits to ensure graduation
- Math Teacher -- provides instruction to lowest performing students to improve student achievement

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00