

Volusia County Schools

# T. DEWITT TAYLOR MIDDLE-HIGH



## 2025-26 Schoolwide Improvement Plan

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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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.

# I. School Information

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## 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, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### 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

jpearce@volusia.k12.fl.us

##### 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

mrubio@volusia.k12.fl.us

**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

thblinn@volusia.k12.fl.us

**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**

Lori Beans

ljbeans@volusia.k12.fl.us

**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 #5**

**Employee's Name**

Angela Arico Jones

amaricoj@volusia.k12.fl.us

**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; monitor action steps regarding Students with Disabilities

## **Leadership Team Member #6**

### **Employee's Name**

Laura French

lfrench@volusia.k12.fl.us

### **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

## **2. Stakeholder Involvement**

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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.

## **3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 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. Revisions to plan addressed at mid-year review.

### C. Demographic Data

<b>2025-26 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>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 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>2024-25: B 2023-24: C 2022-23: C 2021-22: C 2020-21:</b>

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 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
School Enrollment							143	165	156	464
Absent 10% or more school days							37	55	47	139
One or more suspensions							7	44	37	88
Course failure in English Language Arts (ELA)							2	8	10	20
Course failure in Math							6	7	22	35
Level 1 on statewide ELA assessment							34	51	39	124
Level 1 on statewide Math assessment							27	40	35	102
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							12	8	24	44
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0	0	0	0

#### Current Year 2025-26

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							23	43	39	105

#### Current Year 2025-26

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							1	8	6	15
Students retained two or more times							0	0	2	2

**Prior Year (2024-25) 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							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		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

**Prior Year (2024-25) 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							5	1	3	9

**Prior Year (2024-25) 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										0
Students retained two or more times									1	1

## 2. Grades 9-12 (optional)

### Current Year (2025-26)

Using 2024-25 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	
School Enrollment	132	142	125	133	532
Absent 10% or more school days	48	48	39	47	182
One or more suspensions	32	9	5	6	52
Course failure in English Language Arts (ELA)	3	26	14	6	49
Course failure in Math	0	17	20	7	44
Level 1 on statewide ELA assessment	31	51	32	33	147
Level 1 on statewide Algebra assessment	19	44	36	46	145

### Current Year (2025-26)

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	26	49	35	31	141

### Prior Year (2024-25) As Last Reported (pre-populated)

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

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)		17	7	5	29
Course failure in Math		38	21	15	74
Level 1 on statewide ELA assessment	45	67	59	34	205
Level 1 on statewide Algebra assessment					0

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	57	53	44	35	189

**Prior Year (2024-25) As Last Reported (pre-populated)**

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

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

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

## A. ESSA School, District, State Comparison

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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	45	54	59	37	51	55	34	44	50
Grade 3 ELA Achievement									
ELA Learning Gains	52	57	58	49	56	57			
ELA Lowest 25th Percentile	51	57	56	52	55	55			
Math Achievement*	44	53	49	37	45	45	20	28	38
Math Learning Gains	53	48	47	53	51	47			
Math Lowest 25th Percentile	58	46	49	62	53	49			
Science Achievement	55	79	72	52	73	68	43	68	64
Social Studies Achievement*	59	76	75	53	69	71	53	59	66
Graduation Rate	90	95	92	90	93	90	87	90	89
Middle School Acceleration	52			62			2		
College and Career Acceleration	65	67	69	53	66	67	43	65	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	18	47	52	55	52	49	34	44	45

\*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.

\*\*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	54%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	642
Total Components for the FPPI	12
Percent Tested	99%
Graduation Rate	90%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
54%	55%	41%	44%	45%		49%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 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.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

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

2024-25 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	43%	No		
English Language Learners	39%	Yes	1	
Black/African American Students	48%	No		
Hispanic Students	50%	No		
White Students	63%	No		
Economically Disadvantaged Students	51%	No		

### 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.

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	45%		52%	51%	44%	53%	58%	55%	59%	52%	90%	65%	18%
Students With Disabilities	22%		48%	46%	22%	52%	53%	25%	34%	50%	89%	28%	
English Language Learners	21%		44%	48%	29%	53%	56%	23%	29%	30%	88%	28%	18%
Black/African American Students	43%		61%		35%	53%			50%				
Hispanic Students	38%		50%	51%	39%	52%	56%	50%	51%	50%	92%	55%	18%
White Students	55%		57%	52%	51%	54%	63%	62%	72%	58%	87%	82%	
Economically Disadvantaged Students	40%		51%	54%	41%	52%	56%	52%	53%	45%	90%	54%	18%

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%

## 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	44%	54%	-10%	58%	-14%
ELA	6	46%	53%	-7%	60%	-14%
ELA	7	46%	51%	-5%	57%	-11%
ELA	8	49%	52%	-3%	55%	-6%
ELA	9	35%	52%	-17%	56%	-21%
Math	6	42%	50%	-8%	60%	-18%
Math	7	22%	34%	-12%	50%	-28%
Math	8	51%	56%	-5%	57%	-6%
Science	8	41%	56%	-15%	49%	-8%
Civics		56%	67%	-11%	71%	-15%
Biology		68%	75%	-7%	71%	-3%
Algebra		34%	49%	-15%	54%	-20%
Geometry		67%	61%	6%	54%	13%
History		56%	69%	-13%	71%	-15%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		15%	14%	1%	16%	-1%
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.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		18%	17%	1%	18%	0%
History		85%	35%	50%	33%	52%
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>				
Geometry		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

### III. Planning for Improvement

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#### 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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The data components that showed the most improvement were ELA Achievement and Math Achievement, each demonstrating an 8-point increase over the previous year. In ELA, all five tested grade levels (6–10) increased in the percentage of students scoring at the proficient level or higher, indicating schoolwide gains across the continuum of literacy instruction. In Math, all tested areas showed improvement with the exception of Algebra 1 (addressed in the Lowest Performance section) and 7th grade math, both of which are areas of continued focus.

These gains can be attributed to several key actions implemented during the school year. Most notably, the school expanded the use of small group intervention, utilizing a combination of push-in and pull-out support provided by the Academic Coach, classroom teachers, and district resource teachers. Additionally, targeted tutoring sessions—focused on foundational skills and standards-based instruction—were offered to students in need of additional support. This multi-tiered approach to intervention helped address learning gaps and contributed significantly to the overall improvement in student 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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The data component with the lowest performance was Middle School Acceleration. This outcome is largely attributed to an increased number of 8th grade students being placed in Algebra 1 Honors without having completed an accelerated 7th grade math course, as recommended by the district's student progression plan. Additionally, the assignment of a new Algebra teacher—who was still becoming acclimated to the curriculum and instructional expectations—may have contributed to inconsistencies in instructional delivery.

Performance data highlights a clear disparity in readiness: only 17 of 43 8th grade students enrolled in Algebra 1 Honors scored at the proficient level or higher on the End-of-Course (EoC) exam, compared to 10 of 10 7th grade students who had followed the full acceleration pathway. Notably, 10 of 13 8th grade students enrolled in Geometry Honors—having successfully completed Algebra in 7th grade—scored at the proficient level or higher on the Geometry EoC. This trend underscores the importance of proper placement and instructional continuity in ensuring success in accelerated

coursework.

### **Greatest Decline**

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

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The data component that showed the greatest decline from the prior year was Algebra 1 End-of-Course Achievement, which dropped 40 percentage points—from 77% proficient in 2023–24 to 37% proficient in 2024–25. Three key factors contributed to this significant decline. First, the number of students enrolled in Algebra 1 during 2024–25 was nearly triple that of the previous year, resulting in a broader range of academic readiness and increased instructional challenges. Second, the Fundamentals of Math support class, designed to help struggling Algebra 1 students, was led by multiple substitutes throughout the year, leading to inconsistent support and limited skill development. Third, there was a noticeable increase in students using AI tools and apps to cheat on assignments, inflating classroom grades and leaving students underprepared for the demands of the end-of-course assessment.

### **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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The data components with the greatest gaps compared to the state average were Science Achievement (-17 points) and Social Studies Achievement (-16 points). Several key factors contributed to these gaps, as well as observable trends within the data.

As a combination school, Taylor Middle-High reports a single overall score for both components that combines results from middle and high school assessments. For Science, this includes 8th Grade Science and Biology, while for Social Studies, it includes 7th Grade Civics and U.S. History. While our high school students typically perform near the state and district average, our middle school students tend to score significantly below those benchmarks, pulling down the overall achievement scores in both subjects.

In Science, 8th Grade Science was particularly impacted by staffing instability, with students experiencing multiple substitutes during the first semester. Although a strong returning teacher resumed the class just before Winter Break—someone who had previously increased student achievement for two consecutive years—the early-year disruption likely had a lasting negative effect. In Social Studies, despite the overall gap, there is a positive trend in Civics, where proficiency increased by 10 points from 2023–24—the largest increase in the district. This growth indicates that targeted supports are beginning to show results, even as we continue working to close the gap between middle school and high school performance levels.

### **EWS Areas of Concern**

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

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Reflecting on the Early Warning System (EWS) data, two potential areas of concern are chronic absenteeism and middle school retentions.

While Taylor Middle-High successfully decreased chronic absenteeism by approximately 17%, it continues to be a persistent area of concern, particularly given its strong correlation with academic performance and student engagement. Continued focus on attendance interventions, mentoring programs, and family engagement will be essential to sustain and deepen this progress.

Another area of concern is the increase in middle school retentions during the 2024–25 school year. This rise is likely due to the removal of the credit retrieval lab, which in previous years had provided students with a valuable opportunity to recover failing grades and stay on track for promotion. The absence of this support system highlights the need to revisit academic recovery options for middle school students to prevent long-term academic setbacks.

### **Highest Priorities**

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

---

Math Achievement

Math Learning Gains

Math L25 Learning Gains

ELA Achievement

ELA L25 Learning Gains

ELL FPPI percentage

## 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 Small-group Instruction

#### Area of Focus Description and Rationale

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.

---

Small-group instruction will continue to be a key area of focus for improving instructional practice schoolwide. During the 2024–25 school year, Taylor Middle-High School strategically implemented small-group instruction across all core subjects—ELA, Math, Science, and Social Studies. This shift allowed teachers to provide targeted, differentiated instruction tailored to students' specific learning needs, based on ongoing formative assessment data.

As a result of this focused effort, Taylor saw significant gains in student achievement, which directly contributed to the school earning its first-ever “B” school grade—an historic improvement from the consistent “C” ratings in prior years. The ability to personalize instruction, address learning gaps in real time, and accelerate student growth through small-group instruction proved to be a highly effective strategy.

Moving forward, Taylor will continue to refine and strengthen small-group practices by providing ongoing professional development, coaching, and collaborative planning opportunities. This will ensure that small-group instruction remains a consistent, high-leverage practice that supports our schoolwide goals for increasing proficiency, closing achievement gaps, and improving overall student outcomes.

This strategy is particularly effective for addressing learning gaps and supporting ELL students by providing language-rich, scaffolded instruction in a more supportive environment.

#### Measurable Outcome

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 the end of the 2025-2026 school year, Taylor Middle-High School will increase each of the following accountability components by 3pts:

- ELA Achievement: 45% to 48%
- ELA Learning Gains: 52% to 55%
- ELA L25 Learning Gains: 51% to 54%

- Math Achievement: 42% to 45%
- Math L25 Learning Gains: 58% to 61%
- Science Achievement: 55% to 58%
- Social Studies Achievement: 59% to 62%
- Middle School Acceleration: 52% to 55%

In addition, as ELL students dropped below the 41% (from 43% to 39%) threshold for FPPI, our goal for ELL FPPI is 42% (+3pts).

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

This growth will be driven by targeted small-group instruction focused on student data, with ongoing progress monitoring through formative assessments and instructional walkthroughs.

### **Person responsible for monitoring outcome**

Jonathan Pearce, Principal

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

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

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

Implementation of Small-Group Differentiated Instruction using data-driven grouping strategies across all core subjects (ELA, Math, Science, and Social Studies). This approach is supported by programs and practices such as targeted skill-based grouping, formative assessment data analysis, and structured lesson plans tailored to group needs. Specifically, teachers utilize formative assessments and progress monitoring tools to identify student skill gaps and group students by similar needs to provide focused, explicit instruction.

### **Rationale:**

Research shows that small-group instruction improves student engagement, allows for targeted remediation and enrichment, and significantly increases proficiency by meeting learners where they are (Vaughn & Linan-Thompson, 2003; Fuchs & Fuchs, 2006). This strategy was selected because it aligns with Taylor's goal to raise proficiency by addressing individual learning gaps promptly and effectively, which contributed to earning the school's first "B" grade after years of a "C." Small groups allow for differentiated pacing, more frequent teacher feedback, and opportunities for peer learning, which are key factors in accelerating student achievement.

### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Data-Driven Grouping Implementation

**Person Monitoring:**

Jonathan Pearce, Principal

**By When/Frequency:**

following each district/state assessment

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

Teachers will use formative and benchmark assessment data to identify student learning needs and organize students into flexible small groups. Groupings will be reviewed and adjusted regularly to ensure instruction meets evolving student needs. Monitoring: \* Review groupings regularly \* Conduct classroom walkthroughs focused on observing small-group instruction

**Action Step #2**

Professional Development of Small-Group Instruction

**Person Monitoring:**

Jonathan Pearce

**By When/Frequency:**

four times during school year

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

Provide ongoing training for teachers on effective small-group instructional strategies, including lesson planning, differentiated questioning, and progress monitoring techniques. Monitoring: \* Attendance at Early-Release Professional Learning sessions \* Classroom walkthroughs focused on observing small-group instruction \* Individual coaching for teachers by Academic Coaches and Intervention Teachers

**Action Step #3**

Progress Monitoring and Collaborative Data Review

**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:**

Teachers meet in weekly PLCs to progress monitor with data review for student growth adjusting small groups accordingly Monitoring: \* Small-Group Tracking Data \* PLC Minutes

**Action Step #4**

ELL Progress Monitoring and Feedback

**Person Monitoring:**

Jonathan Pearce

**By When/Frequency:**

Monthly

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

Use monthly formative checks for both content and language skills through targeted small-group tutoring and intervention. During PLCs, ELL students will be reviewed using district and state formative assessments.

## IV. Positive Learning Environment

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### 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.

---

Taylor Middle-High School is committed to fostering a learning environment where every student is present, engaged, and supported. Chronic absenteeism remains a significant barrier to academic success and overall student well-being. Although the school achieved a notable 4.9% reduction in chronic absenteeism—the largest decrease among secondary schools in the district—data from the Early Warning System reveals that an average of 33% of students across grades 6–12 are still chronically absent.

This persistent rate of absenteeism indicates that while progress has been made, it is not yet sufficient to ensure equitable access to education for all students. Chronic absenteeism disproportionately affects students' academic performance, social-emotional development, and long-term outcomes. By prioritizing this area of focus, Taylor Middle-High School aims to build on its momentum, reduce absenteeism further, and ensure that every student has the opportunity to thrive academically and personally.

#### 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 the end of the 2025-2026 school year, Taylor Middle-High will reduce the percentage of students in grades 6-12 who are chronically absent by 5% points, decreasing from 33% chronically absent to 28% through targeted interventions.

#### 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.

---

The Area of Focus—decreasing chronic absenteeism—will be monitored through consistent and strategic data tracking, student-level interventions, and staff collaboration. Attendance data will be reviewed weekly using our district's student information system to identify trends and flag students approaching chronic absenteeism status (10% or more absences). An Attendance Response Team, composed of administration, counselors, and support staff, will meet biweekly to review data,

implement interventions, and monitor follow-up. Tiered interventions—including parent contacts, attendance contracts, mentoring, and home visits—will be documented and progress-monitored using a shared intervention log. Additionally, monthly reports will be shared with faculty and stakeholders to assess progress and adjust strategies as needed. This ongoing monitoring ensures that data drives decisions and that all students are supported in maintaining regular school attendance.

**Person responsible for monitoring outcome**

Jonathan Pearce

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Continuous evaluation and improvement

**Rationale:**

Reducing chronic absenteeism directly contributes to increased student achievement by ensuring students have consistent access to instruction, academic support, and school resources. Research shows that students who are chronically absent (missing 10% or more of instructional days) are at significantly higher risk for falling behind in core subjects, scoring below proficiency on standardized assessments, and eventually dropping out.

**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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Weekly Attendance MTSS Meetings

**Person Monitoring:**

Marisol Rubio

**By When/Frequency:**

Weekly

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

Use real-time data to track daily and weekly attendance. Set up a school-based Attendance Response Team to review data biweekly, flag at-risk students, and assign follow-up actions.

**Action Step #2**

Tier Attendance Intervention System

**Person Monitoring:**

Jonathan Pearce

**By When/Frequency:**

Quarterly

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

Implement a tiered system of support for attendance to include attendance incentives and public recognition, goal-setting & regular check-ins for students with early warning signs, and individualized support plans for chronically absent students.

## V. Title I Requirements (optional)

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### 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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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To build positive relationships with parents, families, and other community stakeholders, Taylor Middle-High School emphasizes the "Wildcat Way"—a shared commitment to high expectations and collaborative engagement across all grade levels. The school fosters meaningful partnerships through a variety of outreach opportunities that connect families to both the academic and social aspects of their child's education.

We actively involve parents through parent/teacher conferences, including IEP, EP, and ELL meetings, as well as events such as orientation, financial aid night, registration night, and awards celebrations. These events are designed not only to inform but also to empower families to take an active role in the educational journey of their children.

Parents are also supported in making informed decisions about advanced learning options like dual enrollment and Advanced Placement courses, with counselors on-site to offer academic guidance and help families develop collaborative success plans.

Recognizing our diverse population, with a large number of Spanish-speaking families, all school-sponsored events provide translation services to ensure clear and inclusive communication. Families are also welcomed on campus regularly after school hours to access technology, Gradebook, and research tools that help them stay informed of their child's progress.

Teachers maintain strong lines of communication by holding individual conferences to review student performance and share strategies for improvement. School counselors work closely with both students and parents to support personal and academic goals, while administrators coordinate remediation and acceleration opportunities, always ensuring achievements are recognized and celebrated.

Stakeholder engagement is further enhanced through the School Advisory Council (SAC), which reviews climate survey data annually and meets monthly to discuss all areas of school life.

Additionally, our College and Career Counselor plays a key role in supporting both students and families with postsecondary planning and readiness.

Through consistent, collaborative efforts with families and community stakeholders, Taylor Middle-High School continues to promote student achievement and uphold its mission to prepare every Wildcat for lifelong success.

To ensure families and community members stay informed and engaged, Taylor Middle-High School actively utilizes its social media platforms to share important updates, celebrate student achievements, and promote upcoming events. From academic highlights and extracurricular activities to reminders about parent meetings, testing dates, and school-wide initiatives, our social media presence serves as a consistent and accessible communication tool.

The Parental Family Engagement Plan is available on our website: [www.taylorwildcats.com](http://www.taylorwildcats.com)

### **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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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To strengthen the academic program and provide students with a more enriched, accelerated learning experience, Taylor Middle-High School has identified small group instruction as a key Area of Focus for instructional practice. This strategy is being implemented across all core subject areas to ensure targeted, differentiated support that addresses individual student needs, promotes mastery of grade-level standards, and accelerates learning for both struggling and advanced learners. Small group instruction allows teachers to provide focused instruction aligned to specific benchmarks, adjust

pacing based on student progress, and actively engage all learners in the content.

In addition to strengthening instructional delivery, the school is committed to increasing both the amount and quality of learning time. This includes extended learning opportunities through after-school programs, in-school remediation and enrichment blocks, and summer learning options designed to close gaps and accelerate achievement.

To ensure effective implementation and continuous improvement, a robust instructional coaching and classroom walkthrough model is in place. Throughout the year, school leaders and instructional coaches conduct frequent walkthroughs using a consistent framework that focuses on four key aspects of high-quality instruction:

1. Explicit instruction that is clearly aligned to the benchmark and intended learning outcomes;
2. Benchmark-aligned tasks that are rigorous and appropriate for the grade level;
3. Planned questioning techniques that are designed to deepen students' understanding and promote critical thinking; and
4. Collaborative structures that provide students with opportunities to engage in meaningful discussion directly tied to the benchmark.

Feedback from walkthroughs is used to guide professional development, inform coaching cycles, and support teacher growth. Together, these efforts aim to build instructional excellence, increase student achievement, and ensure that every student has access to a rich, rigorous academic experience aligned with the Wildcat Way

### **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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

---

The development of Taylor Middle-High School's School Improvement Plan (SIP) is intentionally aligned with and supported by a wide range of federal, state, and local services, resources, and programs to ensure a coordinated and equitable approach to improving student outcomes. In accordance with ESSA guidelines, the school conducts a thorough analysis of data related to ESSA subgroups, including Students with Disabilities (SWDs), Black students, English Language Learners (ELLs), as well as students identified as migrant or homeless. This analysis informs the development of goals, strategies, and action steps that address the specific needs of these populations and ensure all students receive the supports necessary to thrive.

## **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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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Taylor Middle-High School is committed to supporting the whole child by providing access to counseling, mental health services, mentoring, and other strategies that help students develop essential life skills beyond the academic curriculum. School counselors are available to all students and play a key role in supporting social-emotional development, goal setting, conflict resolution, and college and career readiness. In addition, a district mental health specialist is stationed on campus to provide targeted support for students in need of mental health services, including individual counseling, crisis intervention, and referrals to community-based resources.

The school also participates in the Futures Foundation for Volusia County Schools Take Stock in Children and Tomorrow's Leaders programs. Take Stock in Children program where student scholarship candidates are paired with caring, adult mentors who provide guidance, encouragement, and accountability throughout their academic journey. As well as the Tomorrow's Leaders program where through a series of structured activities and events, participants get to meet and interact with community leaders who share their thoughts, concerns and hopes about current issues, community resources and various factors impacting the future of Volusia County. Tomorrow's Leaders prepares students for constructive leadership, responsible citizenship and active participation in the affairs of Volusia County and beyond. These mentoring relationships help students build confidence, resilience, and essential interpersonal skills.

Together, these services ensure that students have access to a robust network of support aimed at strengthening their social and emotional well-being, enhancing decision-making skills, and preparing them for success in and beyond the classroom.

#### **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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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Taylor Middle-High School actively prepares students for postsecondary opportunities and the workforce through a variety of programs and experiences designed to broaden their horizons and

build relevant skills. Each year, the school hosts an Annual College & Career Day, where representatives from local businesses and colleges provide valuable information and guidance to students exploring their future paths.

Taylor offers four Career and Technical Education (CTE) programs with five distinct pathways, allowing students to gain hands-on experience and industry-relevant knowledge. To deepen their understanding of career options, CTE students participate in field study trips to local businesses, connecting classroom learning with real-world work environments.

In addition, students have access to dual enrollment opportunities, both on campus and online, enabling them to earn postsecondary credit while still in high school. These options provide students with a head start on college coursework, helping them save time and money while expanding their academic and career options.

Through these initiatives, Taylor Middle-High School ensures students are well-informed, equipped with practical skills, and prepared to successfully transition to college, career, and beyond.

### **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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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Taylor Middle-High School implements a comprehensive schoolwide tiered model through its Multi-Tiered System of Supports (MTSS) framework to prevent and address problem behavior effectively. Each school counselor is assigned specific grade levels and is responsible for monitoring students' behavioral and academic progress within the MTSS process. This targeted monitoring allows for early identification of students who may need additional support.

To further strengthen behavioral interventions, the school partners with a contracted behavior specialist who collaborates with counselors and staff to develop and implement individualized behavior intervention plans (BIPs) for students requiring specialized support. This approach ensures that interventions are data-driven, tailored to student needs, and aligned with best practices.

The MTSS process at Taylor Middle-High School is coordinated with early intervening services under the Individuals with Disabilities Education Act (IDEA), ensuring that students with disabilities or those at risk receive timely, appropriate behavioral supports and resources. This integrated model promotes a positive school climate, reduces problem behaviors, and supports student success both academically and socially.

### **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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

---

Taylor Middle-High School is dedicated to continuous professional growth to enhance instructional quality and student outcomes. Throughout the school year, staff participate in six targeted professional learning sessions—two prescribed by the district and four designed to address school-identified needs—focused on deepening instructional strategies, data analysis skills, and best practices tailored to student needs. Additionally, professional learning is embedded within faculty meetings and weekly Professional Learning Communities (PLCs), fostering collaboration and ongoing development among teachers, paraprofessionals, and other school personnel.

In these PLCs, teams regularly review academic assessment data and classroom achievement results to identify trends, strengths, and areas for improvement. This data-driven approach informs the creation of focused remediation and intervention plans aimed at supporting student growth. These collaborative efforts also contribute to recruiting and retaining effective educators, particularly in high-need subject areas, by providing them with meaningful support and opportunities for professional advancement.

### **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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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This question is not applicable to Taylor Middle-High School, as we serve grades 6 through 12 and do not have a preschool or early childhood education program. Therefore, we do not directly provide transition services from early childhood programs to elementary schools.

## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

---

State and district assessment data are reviewed annually to inform the strategic allocation of Title I funds, ensuring resources such as personnel and instructional materials are effectively targeted to support student achievement.

### Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

---

The Title I budget is allocated strategically to address identified student needs based on data from state and district assessments as well as demographic considerations. Specifically, funds support the following positions and resources:

- **Bilingual Parent Liaison:** This role is critical for ensuring effective communication and engagement with Spanish-speaking families, addressing language barriers identified through family surveys and demographic data showing a large percentage of Spanish-only speaking households.
- **Science Intervention Teacher:** Targeted interventions are provided for Grade 8 Science and Biology students, who data indicate require additional academic support to meet proficiency standards. This position focuses on improving outcomes in these key subjects.
- **Credit Recovery Teacher:** This position offers students the opportunity to recover credits needed for on-time graduation, addressing data trends related to course failures and credit deficiencies.
- **AVID Teacher:** The AVID academic elective is designed to support traditionally underserved populations by promoting college readiness and academic skills, responding to data on postsecondary enrollment gaps.
- **Magma Math Student Licenses:** These licenses provide students with access to targeted math practice and interventions designed to close achievement gaps, particularly for those students struggling to meet grade-level standards.

These resources are deployed throughout the school year, with ongoing progress monitored quarterly through assessment data and student achievement metrics to adjust support as needed.

## VII. Budget to Support Areas of Focus

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Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**

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