

Volusia County Schools

T. DEWITT TAYLOR MIDDLE-HIGH



2026-27 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

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)

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

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

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

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

Monitor School Leadership Team to ensure Action Steps are completed

Leadership Team Member #2

Employee's Name

Tracy Blinn

thblinn@volusia.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #3

Employee's Name

Marisol Rubio

mrubio@volusia.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name

Angela Arico Jones

amaricoj@volusia.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Assistant Principal for Social Studies Curriculum -- monitoring action steps pertaining to social studies department; monitor action steps regarding Students with Disabilities

Leadership Team Member #5

Employee's Name

Carey Potter-Whiting

capotter@volusia.k12.fl.us

Position Title

Administrative Dean

Job Duties and Responsibilities

Monitoring action steps pertaining to PBIS, discipline, and safety & security

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.

Stakeholders, including the School Leadership Team, teachers and staff, parents, students, families, and community members, were actively involved in the development of the School Improvement Plan through ongoing data review and collaborative processes. Student achievement data from classroom walkthroughs, district and state assessments, and progress monitoring were regularly collected and analyzed, with teachers and staff contributing through collaborative planning and PLC discussions. The School Leadership Team met at least weekly to review data, identify trends, and guide decision-making, ensuring that multiple perspectives informed the plan's development and implementation. Additionally, data and progress updates were aggregated and shared with stakeholders on at least a monthly basis, providing opportunities for parents, students, and community members to offer feedback and recommendations. This continuous feedback loop ensured that stakeholder input directly informed adjustments to strategies and supports within the SIP. A formal mid-year review further incorporates stakeholder feedback and data analysis to revise the plan, ensuring it remains responsive to student needs and supports ongoing continuous improvement.

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)).

The SIP will be monitored through a structured, data-driven process that includes regular collection of classroom walkthrough data and student performance results from district and state assessments. These data are continuously analyzed through collaborative planning and PLCs to adjust instruction and better meet student needs. The School Leadership Team reviews data at least weekly to identify trends, monitor implementation, and address achievement gaps, while progress is aggregated and shared with stakeholders monthly to ensure transparency and collective responsibility. Throughout this process, specific attention is given to disaggregated data to ensure students with the greatest achievement gaps receive targeted support. A formal mid-year review allows the school to evaluate progress toward goals and revise the SIP based on data and stakeholder feedback, ensuring continuous improvement.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 6-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	98.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: B 2024-25: B 2023-24: C 2022-23: C 2021-22: C

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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							130	144	153	427
Absent 10% or more school days							28	27	42	97
One or more suspensions							0	22	37	59
Course failure in English Language Arts (ELA)							0	1	9	10
Course failure in Math							0	1	10	11
Level 1 on statewide ELA assessment							30	38	37	105
Level 1 on statewide Math assessment							27	30	28	85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							15	13	31	59
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 2026-27

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							8	25	37	70

Current Year 2026-27

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	2	1	3
Students retained two or more times										0

Prior Year (2025-26) 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	
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

Prior Year (2025-26) 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							23	43	39	105

Prior Year (2025-26) 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	8	6	15	
Students retained two or more times									2	2	

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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	141	125	121	120	507
Absent 10% or more school days	49	36	49	43	177
One or more suspensions	21	20	15	8	64
Course failure in English Language Arts (ELA)	7	2	6	2	17
Course failure in Math	5	17	12	20	54
Level 1 on statewide ELA assessment	32	41	26	24	123
Level 1 on statewide Algebra assessment	15	21	35	30	101

Current Year (2026-27)

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	33	40	30	129

Prior Year (2025-26) 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	0	0	0	0	0
One or more suspensions	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0
Course failure in Math	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0
Level 1 on statewide Algebra assessment	0	0	0	0	0

Prior Year (2025-26) 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	26	49	35	31	141

Prior Year (2025-26) 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	0	0	0	0
Students retained two or more times	0	0	0	0	0

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	46	59	62	45	54	59	37	51	55
Grade 3 ELA Achievement									
ELA Learning Gains	53	59	59	52	57	58	49	56	57
ELA Lowest 25th Percentile	53	58	55	51	57	56	52	55	55
Math Achievement*	45	53	52	42	53	49	37	45	45
Math Learning Gains	49	47	45	53	48	47	53	51	47
Math Lowest 25th Percentile	49	44	44	58	46	49	62	53	49
Science Achievement	57	82	74	55	79	72	52	73	68
Social Studies Achievement*	72	78	76	59	76	75	53	69	71
Graduation Rate	99	96	94	90	95	92	90	93	90
Middle School Acceleration	71			52			62		
College and Career Acceleration	80	73	74	65	67	69	53	66	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					47	52		52	49

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	675
Total Components for the FPPI	11
Percent Tested	98%
Graduation Rate	99%

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
61%	54%	55%	41%	44%	45%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	47%	No		
English Language Learners	50%	No		
Black/African American Students	33%	Yes	1	
Hispanic Students	60%	No		
White Students	63%	No		
Economically Disadvantaged Students	59%	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.

	2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	46%		53%	53%	46%	49%	49%	57%	72%	71%	99%	80%	
Students With Disabilities	18%		41%	48%	26%	49%	49%	33%	42%	50%	100%	61%	
English Language Learners	25%		43%	51%	31%	46%	49%	25%	57%	53%	100%	75%	
Black/African American Students	29%		18%		29%	54%							
Hispanic Students	41%		53%	55%	41%	50%	50%	50%	71%	66%	100%	82%	
White Students	55%		55%	51%	53%	45%	46%	67%	74%	74%	98%	73%	
Economically Disadvantaged Students	42%		50%	52%	43%	47%	47%	52%	68%	70%	99%	81%	

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%

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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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	42%	56%	-14%	62%	-20%
ELA	7	47%	53%	-6%	62%	-15%
ELA	8	47%	54%	-7%	60%	-13%
ELA	9	39%	56%	-17%	60%	-21%
ELA	10	55%	59%	-4%	61%	-6%
Math	6	44%	54%	-10%	60%	-16%
Math	7	30%	36%	-6%	53%	-23%
Math	8	48%	56%	-8%	61%	-13%
Science	8	44%	56%	-12%	52%	-8%
Civics	7	77%	71%	6%	77%	0%
Biology	9	97%	97%	0%	87%	10%
Biology	10	60%	67%	-7%	60%	0%
Algebra	8	63%	78%	-15%	84%	-21%
Algebra	9	41%	50%	-9%	41%	0%
Algebra	10	15%	33%	-18%	31%	-16%
Geometry	8	100%	96%	4%	95%	5%
Geometry	9	54%	70%	-16%	75%	-21%
Geometry	10	53%	46%	7%	40%	13%
Geometry	11	24%	25%	-1%	26%	-2%
History	11	66%	75%	-9%	75%	-9%
Civics	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra	11	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	10	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History	12	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

Taylor's greatest area of improvement from 2024-25 to 2025-26 was Middle School Acceleration, which increased 19 percentage points (52% to 71%). To improve Middle School Acceleration, the school implemented a structured data review process following each district assessment to identify students who were not yet meeting proficiency. Based on this analysis, targeted interventions were developed and implemented to address individual learning needs. Additionally, a district resource teacher provided Tier 1 instruction in the classroom three days per week, while the classroom teacher simultaneously delivered Tier 2 interventions to students requiring additional support. This layered instructional approach increased access to targeted instruction and contributed to improved student performance and acceleration outcomes.

Lowest Performance

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

Math Achievement demonstrated the lowest overall performance during the 2025–26 school year, with 45% of students achieving proficiency. While the component improved three percentage points from 42% in 2024–25, it remained one of the school's lowest-performing accountability measures and continues to represent a critical area for improvement. The main contributing factor to the school's low performance in Math Achievement during the 2025–26 school year was instructional continuity. The teacher hired to teach the 7th/8th grade split math position (two sections of 7th grade and four sections of 8th grade) was dismissed during the probationary period at the end of the first grading period due to performance concerns. During the second grading period, the position was filled by multiple substitute teachers, resulting in inconsistent instruction and disruptions to the pacing of the curriculum. For the third and fourth grading periods, the position was filled by a displaced teacher who did not intend to remain at the school, creating additional challenges with instructional consistency, student-teacher relationships, and long-term planning.

The impact of these staffing challenges is evident in the student achievement data. The school's other 7th grade mathematics teacher, whose classroom maintained instructional continuity throughout the year, achieved a 54% proficiency rate. In contrast, the classroom affected by repeated staffing changes and instructional disruptions achieved only a 30% proficiency rate. Additionally, this teacher

was the only 8th grade Pre-Algebra teacher with 28% proficiency rate. This highlights the significant effect that stable, high-quality instruction has on student achievement.

Greatest Decline

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

Math Lowest 25% Learning Gains showed the greatest decline from the previous year, decreasing nine percentage points from 58% to 49%. This finding also aligns with the staffing challenges describe above with Math Achievement being the lowest performing data component.

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.

The greatest performance gap when compared to the state average was in 7th Grade Mathematics Achievement. Taylor Middle-High School's proficiency rate was 30%, compared to the Florida state average of 53%, resulting in a 23-percentage-point gap.

The primary factor contributing to this gap was the significant lack of instructional continuity throughout the school year.

EWS Areas of Concern

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

Two primary areas of concern identified from the EWS data are:

1. Chronic absenteeism, affecting nearly 30% of students, with the greatest concern in grades 11 and 12.
2. Students with multiple early warning indicators, affecting 21% of the student population, particularly in grades 10–12, indicating a need for coordinated, multi-tiered interventions.

Highest Priorities

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

1. Learning gains in mathematics, with a focus on students in the lowest 25%
2. Decrease chronic absenteeism
3. Learning gains in ELA, with a focus on students in the lowest 25%
4. ELA and Math proficiency, with a focus on Black students (FPPI subgroup below 41%)

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

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.

Strengthen Tier 1 Core Instruction Through Data-Driven Decision Making to Increase Student Achievement and Learning Gains, with an Emphasis on Mathematics, with a focus on ESSA Subgroup of Black students.

While Taylor Middle-High School demonstrated significant improvement in several accountability measures—including Middle School Acceleration (+19 points), College and Career Acceleration (+15 points), Social Studies Achievement (+13 points), and Graduation Rate (+9 points)—student performance in mathematics remains the school's greatest area of need. Math Achievement, Math Learning Gains, and Math Learning Gains for the Lowest 25% continue to lag behind other accountability components, with the Lowest 25% Learning Gains declining nine percentage points from the previous year.

In addition to overall mathematics performance, the school identified a significant decline in outcomes for its ESSA Black student subgroup, making subgroup achievement a critical area of focus for the 2026–27 school year. The subgroup's Federal Percent of Points Index (FPPI) declined 10 percentage points, from 43% to 33%. Contributing to this decline were substantial decreases in ELA Achievement (43% to 29%), ELA Learning Gains (61% to 18%), and Math Achievement (35% to 29%). Although Math Learning Gains increased slightly from 53% to 54%, overall subgroup performance indicates a need for more intentional instructional support, increased monitoring, and targeted interventions to improve both proficiency and growth.

During the 2026–27 school year, the school will focus on strengthening Tier 1 instruction through regular collaborative planning, data analysis following district assessments, targeted intervention cycles, and instructional coaching. Teachers will use common assessment data to identify standards requiring reteaching, provide differentiated instruction, and implement timely Tier 2 supports for students who have not yet demonstrated proficiency. District resource teachers will continue

partnering with classroom teachers to strengthen core instruction while classroom teachers provide targeted interventions for identified students. This systematic, data-driven approach is expected to improve overall student proficiency, increase learning gains, and reduce achievement gaps across all grade levels, particularly in mathematics.

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.

Increase student achievement and learning gains by strengthening Tier 1 instruction through data-driven decision making, consistent implementation of standards-based instructional practices, and targeted interventions, with a primary focus on improving mathematics proficiency and growth.

By the end of the 2026-2027 school year, Taylor Middle-High School will increase each of the following accountability components by 3 percentage points:

- * ELA Achievement: 46% to 49%
- * ELA Learning Gains: 53% to 56%
- * ELA L25 Learning Gains: 53% to 56%
- * Math Achievement: 45% to 48%
- * Math Learning Gains: 49% to 52%
- * Math L25 Learning Gains: 49% to 52%
- * Science Achievement: 57% to 60%
- * Social Studies Achievement: 72% to 75%
- * MS Acceleration: 71% to 74%

Additionally, our ESSA subgroup of Black students dropped below the 41% threshold for FPPI to 33%; by the end of the 2026-2027 school year, Black students FPPI will increase by 3 percentage points:

- * ELA Achievement: 29% to 32%
- * ELA Learning Gains: 18% to 21%
- * Math Achievement: 29% to 32%
- * Math Learning Gains: 54% to 57%

Monitoring

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

Weekly PLC meetings focused on analyzing district assessment data to identify students for targeted intervention.

Classroom walkthroughs to monitor Tier 1 instruction, student engagement, and use of small-group instruction.

Instructional coaching and feedback provided by administrators, Academic coach & intervention teachers, and district resource teachers.

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:

Taylor Middle-High School will implement a comprehensive system of progress monitoring and data-driven small-group differentiated instruction across all core content areas (ELA, Mathematics, Science, and Social Studies). The school leadership team, including administrators and instructional coaches, will regularly analyze district benchmark assessments, FAST progress monitoring, and other formative assessment data to monitor student proficiency on grade-level benchmarks. This analysis will be used to identify instructional strengths and gaps, evaluate the effectiveness of classroom instruction, and provide teachers with targeted coaching and support to strengthen benchmark-aligned explicit instruction using grade-level, standards-aligned tasks. Teachers will implement small-group differentiated instruction by utilizing formative assessment data and ongoing progress monitoring to identify specific student skill deficits. Students will be flexibly grouped based on demonstrated instructional needs, allowing teachers to deliver focused, explicit instruction aligned to grade-level benchmarks while addressing unfinished learning. Groups will be adjusted regularly based on student performance data to ensure instruction remains responsive to individual student needs.

Rationale:

This intervention is grounded in evidence-based instructional practices, including targeted skill-based grouping, frequent formative assessment, explicit instruction, and data-driven decision making. Research supports that systematic progress monitoring combined with differentiated small-group instruction improves student achievement, increases learning gains, and provides timely intervention before learning gaps widen. This intervention strengthens instructional consistency, increasing the use of assessment data to guide instruction, and ensuring that every student receives the level of support needed to master grade-level standards.

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

Conduct Data Review and Progress Monitoring

Person Monitoring:

By When/Frequency:

Jonathan Pearce, Tracy Blinn, Angela Arico
Jones, Marisol Rubio

following each district and state assessment

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

Following each district benchmark assessment and FAST Progress Monitoring administration, administrators, instructional coaches, and teachers will analyze student proficiency by benchmark, teacher, grade level, and subgroup. Data will be used to identify instructional strengths and gaps, determine students requiring intervention, and adjust instructional supports and coaching.

Action Step #2

Implement Data-Driven Small-Group Instruction

Person Monitoring:

Jonathan Pearce, Tracy Blinn, Angela Arico
Jones, Marisol Rubio

By When/Frequency:

following each district and state assessment

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

Teachers will utilize formative assessment data, classroom assessments, and district benchmark results to create flexible small groups based on specific benchmark deficiencies. Students will receive explicit, standards-aligned instruction targeted to their identified skill needs, with groups adjusted regularly based on progress monitoring data.

Administrators and instructional coaches will conduct classroom walkthroughs, review intervention groupings, and verify that student groups are adjusted based on current performance data.

Action Step #3

Provide Targeted Interventions for Students Not Yet Proficient

Person Monitoring:

Jonathan Pearce, Tracy Blinn, Angela Arico
Jones, Marisol Rubio

By When/Frequency:

Monthly

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

Students identified through progress monitoring as performing below proficiency will receive Tier 2 interventions during designated intervention periods. Instruction will focus on prerequisite skills and benchmark-specific deficits while maintaining access to grade-level content. Student progress will be reviewed frequently to determine the effectiveness of interventions.

Through various verification of learning activities (different for each core area) will be reviewed by leadership to evaluate student growth and adjust interventions as needed.

Action Step #4

Monitor and Improve Outcomes for the ESSA Black Student Subgroup

Person Monitoring:

Jonathan Pearce, Tracy Blinn, Angela Arico
Jones, Marisol Rubio

By When/Frequency:

Monthly

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

Following each district benchmark assessment and FAST Progress Monitoring administration, the leadership team and PLCs will analyze achievement and learning gains data for the ESSA Black student subgroup in ELA and Mathematics. Teachers will use benchmark-level data to identify standards requiring additional support and implement differentiated small-group instruction, explicit benchmark-aligned lessons, and targeted Tier 2 interventions for students not yet demonstrating

proficiency.

The leadership team will review ESSA subgroup data during monthly data meetings, monitoring proficiency, learning gains, and progress toward FPPI goals. Subgroup data will be analyzed after each assessment cycle, and instructional supports will be adjusted based on student performance to reduce achievement gaps and improve overall outcomes.

IV. Positive Learning 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.

Analysis of the school's Early Warning System (EWS) data identified chronic absenteeism as a significant barrier to student achievement and overall school success. During the 2025–2026 school year, 274 students (29.3%) were identified as chronically absent, attending fewer than 90% of enrolled school days. The greatest rates of chronic absenteeism were observed in 11th grade (40.5%), 12th grade (35.8%), and 9th grade (34.8%), indicating that approximately one in three high school students is missing a substantial amount of instructional time.

Chronic absenteeism is closely linked to decreased academic achievement, lower proficiency on state assessments, increased course failures, higher rates of behavioral concerns, and reduced graduation outcomes. The school's EWS data also revealed that many chronically absent students overlap with other early warning indicators, including Level 1 performance in English Language Arts and Mathematics, course failures, and multiple risk factors. This relationship suggests that improving attendance has the potential to positively influence multiple student outcomes simultaneously.

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 2026–2027 school year, the school will reduce the percentage of students identified as chronically absent by 5 percentage points, from 29.3% to 24.3%, as measured by the district's Early Warning System (EWS) attendance reports and end-of-year attendance data.

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.

Attendance will be monitored through strategic data tracking, student-level interventions, and staff collaboration. 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. 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.

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 Team to review data biweekly, flag at-risk students, and assign follow-up actions.

Action Step #2

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 incentives and public recognition, goal-setting, and check-ins for students.

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 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.

The SIP is advertised on our webpage: 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)).

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

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)).

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)).

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)).

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

skills.

Taylor offers four Career and Technical Education (CTE) programs encompassing five distinct career pathways, providing students with hands-on learning experiences and industry-relevant knowledge. The school's CTE Facilitator coordinates field studies aligned with each of the four career pathways, connecting classroom instruction with authentic workplace experiences and exposing students to potential career opportunities within their chosen fields.

In addition to classroom and field-based learning, Taylor Middle-High School offers Work-Based Learning opportunities that allow eligible students to gain valuable, real-world job experience while earning high school credit. These experiences help students develop employability skills, build professional relationships, and better prepare for successful transitions into college and careers. Students also 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 opportunities.

Through these initiatives, Taylor Middle-High School ensures that students are equipped with the knowledge, skills, and real-world experiences necessary to successfully transition to postsecondary education, the workforce, 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)).

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—one prescribed by the district and five 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)).

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

This section must be completed if the school is identified as ATSI, TSI, 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.
- AVID Teacher & site license: 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.
- DUCKS Unlimited: CTE curriculum to be used in the 9th grade Environmental Science class
- Minga student licenses: will be used as part of our PBIS initiative

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

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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