

Agenda Item Number 7.02 (3)

**Taylor County District School Board
Office of the Superintendent
Agenda Item for School Board Approval**

APPROVED

OCT 07 2025

By Taylor County
School Board

Date Submitted 09/26/2025 Board Meeting Date 10/07/2025

Date agenda item is due in the Superintendent's Office 09/26/2025

Person submitting the item: Jill Rudd

Name of document placed on agenda: TCHS School Improvement Plan

Summary description regarding this action item:

Please review and approve TCHS School

Improvement plan for the 2025-2026 school year.

Signatures Required

Yes ☐ No ☒

Reviewed by:

Director of Finance _____

The action described above is provided for and is consistent with relevant contract and grant provisions and the Board approved budget as amended.

Director of Personnel _____

The action described above is provided for and is consistent with the Board approved staffing plan and collective bargaining agreements.

Director of Instruction Jill Rudd

The action described above is provided for and is consistent with relevant Federal programs and the Board approved School Improvement, Instructional and Curriculum Plans.

Superintendent _____

TCSB # 0607-3

Taylor County School District

TAYLOR COUNTY HIGH SCHOOL

APPROVED

OCT 07 2025

By Taylor County
School Board



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

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

The mission of Taylor County High School is to enable all students to become successful in a global society by preparing them for college/career through rigorous academic programs and a collaborative partnership with the community.

Provide the school's vision statement

All Taylor County High School students will achieve college and career success while becoming productive citizens, willing to invest in the common good of all.

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

Chuck Finley

chuck.finley@taylor.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

School Leadership Team

Assistant Principal

ESE Staffing Specialist

Instructional Coach

Dean

Guidance Counselors

Team Leaders

Supervision Team

Meetings

Evaluations

Discipline

Dean

Suspensions/ Expulsions

ISS

Ms. Neal

PBS - All Events; Campus, Bus Referrals; Lunch Duty/ Supervision (AM/PM)

Student Code of Conduct

Implementation

Restorative Practices

PM Detentions

Saturday School

Lunch Detentions

Conflict Mediations

Guidance Team

Master Schedule

Core

Interventions

Electives/ CTE

Teacher Planning

Lunch

Support Facilitation/ Small Group Instruction

New Teacher Development Program

Credit Recovery

Attendance

Truancy

Tardiness

Rewards

Title Parent Liaison

Truancy Officer

BSI Team

SIP

Meetings/ Visits

School Grade

Math Team

Observations (CWT; Informal; Formal)

Collaborative Planning

Lesson Plans

Focus Boards

Small Group Instruction

Data Chats

Math Team Leads

Collaborative Planning

PLC's

Observations

Coaching Plans

After School Tutoring

Close Reads

Science Team

Observations (CWT; Informal; Formal)

Collaborative Planning

Lesson Plans

Focus Boards

STEM Club

Close Reads

Small Group Instruction

Data Chats

Front Office Staff

Operations

Evaluations

Substitutes

Workers Comp

Bookkeeping

Fundraisers

Activities Requests

Purchases

Leave Requests

All Staff

TDE/ Sick/ Personal/ Annual

Teacher Attendance

Professional Responsibility

Rewards

Clinic

Student Accident Reports

Operations

Nurses

Extracurricular Activities

Athletic Director

Teams and Organizations/ Clubs

Coaches and Sponsors

Leadership Team Member #2

Employee's Name

Kelli Brannen

kelli.brannen@taylor.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

ELA Team

Observations (CWT; Informal; Formal)

Collaborative Planning

Lesson Plans

Focus Boards

Small Group Instruction

Data Chats

Writing Instruction

Close Reads (all subject areas)

Instructional Coach

Accreditation

Collaborative Planning

PLC's

Observations

Coaching Plans

Writing Instruction

Safety

SRO

Fire Drills

ALICE Drills

FSSAT

Monthly Safety Meetings

Student/ Staff Parking

Student Supervision

Lunch

AM/ PM

Transportation

Bus Evacuations

Risk Assessments – Chair

Threats

Self Harm

ESE Team

Observations (CWT; Informal; Formal)

Team Meetings

Field Trips

Fundraisers

Support Facilitation/ Small Group Pullout

Classroom Aides

Evaluations

Observations

ESE Staffing Specialist

IEP's

Accommodations

504's

ESE Support

Speech/ OT/ PT

MTSS

Academics

Behaviors

Attendance

Interventions

After School Tutoring

Summer School

Student Grades

Updated Weekly

Grading Protocols

Testing

FAST

Progress Monitoring

Accommodations

Trainings

Schedules

SAT/ ACT/ PSAT/ CLT

Technology

Work Orders

IT Support

Student Laptops

Teacher Resources

School FB Page

Facilities

Custodians

Evaluations

Work Orders

Cleanliness of Campus

Cleanliness of Classrooms

Social Studies Team

Observations (CWT; Informal; Formal)

Collaborative Planning

Lesson Plans

Focus Boards

Close Reads

Small Group Instruction

Data Chats

Grants

Parental Involvement

SAC Meetings

Title 1 Documents

Title II Documents

Title IV Documents

Titel V Documents

Family Engagement Nights (Scholarship Info)

Parent Liaison

Quarterly Student Awards

Grade Level Team Meetings

Team Meetings

Field Trips

Fundraisers

Leadership Team Member #3

Employee's Name

Juanita Ratliff

juanita.ratliff@taylor.k12.fl.us

Position Title

Instructional Coach

Job Duties and Responsibilities

Accreditation

Facilitate ELA Collaborative Planning Sessions

ELA maps for English I and II

Lead PLC's (need to start the year with Practice Profile)

Enter PD Points for teachers

Create progress monitoring assessments for Biology, Algebra 1, Geometry, US History (Study Island)

Member of Leadership Team so need some help with supervision during the school day.

Support Tier 3/ New Teachers

Leadership Team Member #4

Employee's Name

Jerry Webb

jerry.webb@taylor.k12.fl.us

Position Title

Dean of Students

Job Duties and Responsibilities

Discipline

Suspensions/ Expulsions

ISS

Ms. Neal - Dean Secretary

PBS - All Events; Campus, Bus Referrals; Lunch Duty/ Supervision (AM/PM)

Student Code of Conduct

Implementation

Restorative Practices

PM Detentions

Saturday School

Lunch Detentions

Conflict Mediations

Alternative Placement with S.Rhines

Leadership Team Member #5

Employee's Name

Sharon Jandula

sharon.jandula@taylor.k12.fl.us

Position Title

Guidance Counselor

Job Duties and Responsibilities

Master Schedule

Core

Interventions

Electives/ CTE

Graduation Requirements

Dual Enrollment

Credit Recovery

Truancy

High School High Tech

Conflict Mediations

Leadership Team Member #6

Employee's Name

Sonya Sadler

sonya.sadler@taylor.k12.fl.us

Position Title

Guidance Counselor

Job Duties and Responsibilities

Master Schedule

Core

Interventions

Electives/ CTE

Graduation Requirements

Dual Enrollment/ Collegiate Academy

Credit Recovery

Truancy

Conflict Mediations

Leadership Team Member #7

Employee's Name

William Tripp

william.tripp@taylor.k12.fl.us

Position Title

ESE Staffing Specialist

Job Duties and Responsibilities

ESE Team

Team Meetings

Support Facilitation/ Small Group Pullout

IEP's

Accommodations

504's

ESE Support

Speech/ OT/ PT

ESE Students - Academics; Behaviors; Attendance

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.

Taylor County High School involves all stakeholders in the school improvement process by establishing a School Advisory Council that is composed of school staff, teachers, parents, students and community members. After reviewing current data in the areas of academics, discipline, and attendance, the School Advisory Council assists in creating school improvement goals for the school year.

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 School Advisory Council meets quarterly to review progress on meeting the goals set forth within the school improvement plan. The School Advisory Council will determine whether the activities implemented are assisting in achieving the goals set forth, if they are not, the School Advisory Council will revise the plan, as necessary, to ensure continuous improvement. Revising the plan includes implementation of different strategies that support the diverse academic levels and needs of our students.

C. Demographic Data

2025-26 STATUS
(PER MSID FILE)

ACTIVE

SCHOOL TYPE AND GRADES SERVED
(PER MSID FILE)

SENIOR HIGH
9-12

PRIMARY SERVICE TYPE
(PER MSID FILE)

K-12 GENERAL EDUCATION

2024-25 TITLE I SCHOOL STATUS

YES

2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE

100.0%

CHARTER SCHOOL

NO

RAISE SCHOOL

NO

2024-25 ESSA IDENTIFICATION
*UPDATED AS OF 1

N/A

**ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT
(UNISIG)**

STUDENTS WITH DISABILITIES
(SWD)

2024-25 ESSA SUBGROUPS REPRESENTED
(SUBGROUPS WITH 10 OR MORE STUDENTS)
(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE
IDENTIFIED WITH AN ASTERISK)

BLACK/AFRICAN AMERICAN
STUDENTS (BLK)
MULTIRACIAL STUDENTS (MUL)
WHITE STUDENTS (WHT)
ECONOMICALLY DISADVANTAGED
STUDENTS (FRL)

SCHOOL GRADES HISTORY

**2022-23 SCHOOL GRADES WILL SERVE AS AN
INFORMATIONAL BASELINE.*

2024-25: B

2023-24: C

2022-23: C

2021-22: C

2020-21:

D. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

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					0
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					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
	9	10	11	12	
Students with two or more indicators					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	
Absent 10% or more school days	102	73	69		244
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment	50	30			80
Level 1 on statewide Algebra assessment	51				51

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	80	48	50		178

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	49	49	59	47	47	55	40	40	50
Grade 3 ELA Achievement									
ELA Learning Gains	56	56	58	50	50	57			
ELA Lowest 25th Percentile	61	61	56	58	57	55			
Math Achievement*	57	57	49	38	38	45	28	28	38
Math Learning Gains	47	48	47	20	20	47			
Math Lowest 25th Percentile	50	52	49	41	41	49			
Science Achievement	77	77	72	64	64	68	61	61	64
Social Studies Achievement*	74	74	75	56	56	71	59	59	66
Graduation Rate	80	80	92	83	83	90	89	89	89
Middle School Acceleration									
College and Career Acceleration	60	60	69	59	59	67	42	42	65
Progress of ELLs in Achieving English Language Proficiency (ELP)			52			49			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 (FPP) than in school grades calculation.

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

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

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

2024-25 ESSA FPPI

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	611
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	80%

ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
61%	52%	53%	48%	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	49%	No		
Black/African American Students	55%	No		
Multiracial Students	47%	No		
White Students	65%	No		
Economically Disadvantaged Students	58%	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	49%		56%	61%	57%	47%	50%	77%	74%		80%	60%	
Students With Disabilities	25%		50%	56%	35%	40%	50%	54%	64%		96%	20%	
Black/African American Students	42%		61%	60%	56%	52%	42%	70%	55%		70%	43%	
Multiracial Students	50%		50%		40%								
White Students	53%		54%	64%	58%	43%		79%	80%		86%	67%	
Economically Disadvantaged Students	47%		56%	60%	56%	47%	50%	73%	68%		75%	50%	

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	47%		50%	58%	38%	20%	41%	64%	56%		83%	59%	
Students With Disabilities	17%		51%	50%	25%	28%	50%	53%	35%		92%	17%	
Black/African American Students	36%		40%	40%	19%	11%	25%	39%	38%		88%	55%	
Multiracial Students	50%		76%		36%								
White Students	51%		51%	63%	47%	20%		80%	68%		79%	61%	
Economically Disadvantaged Students	44%		46%	54%	37%	18%	35%	63%	52%		81%	56%	

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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	40%				28%			61%	59%		89%	42%	
Students With Disabilities	29%				19%			41%	46%		100%	10%	
Black/African American Students	23%				11%			29%	32%		93%	34%	
Hispanic Students	53%				43%								
Multiracial Students	54%				27%								
White Students	44%				35%			73%	77%		87%	46%	
Economically Disadvantaged Students	34%				21%			52%	51%		87%	36%	

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	56%	56%	0%	58%	-2%
ELA	9	38%	38%	0%	56%	-18%
Biology		76%	75%	1%	71%	5%
Algebra		34%	49%	-15%	54%	-20%
Geometry		70%	70%	0%	54%	16%
History		72%	71%	1%	71%	1%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		4%	4%	0%	16%	-12%
Biology		* 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		15%	15%	0%	18%	-3%

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?

Overall Math Learning Gains showed the greatest improvement. Math Learning Gains increased from 20% in Spring 2024 to 47% in Spring 2025. We administered a midyear progress monitoring assessment for Algebra 1 and conducted data chats to assist with identifying the progress of these students in January 2025. We made sure the Focus Calendar for Algebra 1 addressed the instruction for identified deficient standards and standards that had not been covered yet. We also provided after school tutoring for Algebra 1 students through Title 1.

Lowest Performance

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

Algebra 1 Proficiency showed the lowest performance. Algebra 1 Proficiency was 33% for Spring 2025 which was an increase from 18% the year before in the Spring 2024. We administered a midyear progress monitoring assessment for Algebra 1 and conducted data chats to assist with identifying the progress of these students in January 2025. We made sure the Focus Calendar for Algebra 1 addressed the instruction for identified deficient standards and standards that had not been covered yet. We also provided after school tutoring for Algebra 1 students through Title 1. Although these actions assisted us in improving our proficiency scores for Algebra 1, this was still the lowest performing group of students in the Spring 2025. The biggest contributing factor is our students coming to us from 8th grade have traditionally performed below grade level in Math and are not ready for the rigors of Algebra 1 at the high school level.

Greatest Decline

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

Graduation dropped 3 percentage points. Through our graduation data tracking process we have discovered an excessive number of students that have withdrawn to General Education Development once they turned 16 years old. These withdrawals have taken place during previous school years from 2020-2024.

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.

Algebra 1 Proficiency. We had 5 sections of Algebra 1 with all students performing below grade level coming to us from 8th grade. No evidence of articulation meetings with 8th grade teachers to assist with appropriate placement of these low performing math students.

EWS Areas of Concern

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

Optional for Grades 9-12

Highest Priorities

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

Student Attendance

Algebra 1 Proficiency

ELA Proficiency

Acceleration

Graduation

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.

Strengthening Tier 1 benchmark instruction is necessary to assist our students with reaching the desired proficiency levels in Math and English Language Arts for them to stay on track for graduation with their given cohort group. Our instructional coach is doing Professional Learning on the Practice Profiles to strengthen Tier 1 instruction at Taylor County High School.

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.

Our proficiency percentages increased in English Language Arts from 47% to 49% from Spring 2024 to Spring 2025. Our proficiency percentages increased for Math from 38% to 57% from Spring 2024 to Spring 2025. Our goal is to be at 64% or greater for proficiency in both English Language Arts and Math.

Monitoring

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

Progress monitoring for End of Course Exams; Florida Assessment of Student Thinking testing; Benchmark Assessments

Person responsible for monitoring outcome

Chuck Finley

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:

All of our English 1 and English 2 students that scored a Level 1 or 2 on the Florida Assessment of Student Thinking for Progress Monitoring 3 the year before has an additional reading class built into their schedules.

Rationale:

Additional opportunities for Reading instruction will strengthen Reading Comprehension for all students that scored a Level 1 to a Level

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

We had vertical articulation meetings with the 8th grade teachers at Taylor County Middle School during the spring of 2025 and they assisted us with the appropriate placement of rising 9th grade students for our English 1, English 1 Honors, Intensive Reading, American Literature, Algebra 1A, Algebra 1, and Algebra II classes.

Rationale:

To ensure students have the foundational prerequisite skills to be successful throughout their English Language Arts and Math course progressions here at Taylor County High School.

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

Classroom walkthroughs with feedback for the teacher will assist with strengthening our Tier 1 benchmark instruction schoolwide.

Person Monitoring:

Juanita Ratliff

By When/Frequency:

Monthly

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

Through the use of the Practice Profile teacher observation form, data for learner engagement will be collected and monitored through classroom walkthroughs by the principal, assistant principal, and instructional coach.

Action Step #2

Be very intentional with scheduling our students in the appropriate English Language Arts and Math classes.

Person Monitoring:

Chuck Finley

By When/Frequency:

Beginning of the Year and then Quarterly

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

Through the use of academic data, attendance data, discipline data, teacher input, test history, and previous courses taken, we have scheduled our students in the appropriate English Language Arts and Math courses to be successful. We are monitoring students progress through Focus, progress monitoring assessment, grade level team meetings, and leadership/ teacher data chats.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

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.

Our schoolwide Average Daily Attendance rate for the 24-25 school year hovered at 85% for all students. This contributes to students not being successful in the classroom and/or on state assessments.

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.

Our schoolwide Average Daily Attendance rate last year was 85%. Our schoolwide Average Daily Attendance rate goal is 95% or greater for the 2025-26 school year.

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.

Daily student attendance reports will be run and reviewed by our parent liaison who will reach out to parents for assistance with their students' absences. Truancy letters will be mailed home for students reaching a Level 1, 2, or 3 truancy level. Weekly truancy meetings will take place with the principal, guidance counselors, and parent liaison to determine home visits needed to assist with holding our parents accountable for sending their student to school on a regular basis.

Person responsible for monitoring outcome

Chuck Finley

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:

Provide the resources we have here at Taylor County High School to students and their families to assist them with coming to school on a regular basis. The resources available to them from the school are transportation, mentors, clothing, hygiene items, after school tutoring, mental health counseling, online tutorials, face to face instruction, extracurricular activities, clubs, free breakfast, free lunch, social interactions with peers, academic rewards, attendance rewards, behavior awards, safe environment, caring adults, clinic nurse, guidance counselors, Individualized Education Plan (if needed), and 504 Accommodations (if needed).

Rationale:

Many students struggle to attend school because their basic needs are not being met. By proactively reaching out to parents with the resources we have here at Taylor County High School, we hope to build a partnership of trust with our families to help their student graduate.

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

Weekly attendance review/parent contact

Person Monitoring:

Chuck Finley

By When/Frequency:

Weekly

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

Weekly review of student absences with a call to their parent to discuss family needs and offer support. Home visits will be conducted as needed.

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.

<https://taylorhigh.fl.tcpp.schoolinsites.com/>

The School Improvement Plan will be reviewed by the school's School Advisory Committee as well as the School Based Leadership Team after each progress monitoring cycle. Those updates in data will be shared on the school's website along with free resources to help students plan for their future. Family engagement nights will be focused to help students and their families prepare for life after high school and the steps necessary to continue their education at a postsecondary level. These Family Engagement events will inform students and their family members about scholarship opportunities for college, the requirements for completing the Free Application for Federal Student Aid for college, inform them about military branches if they are interested in joining the Army, Navy, Marines, or Air Force, and inform them about trade programs offered at local and surrounding trade schools.

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)).

<https://taylorhigh.fl.tcpp.schoolinsites.com/>

By having a proactive plan for Family Engagement events to help our students with accomplishing their goals for life after high school, we can build positive relationships with our families and other community stakeholders to help support the needs of all students. Involving our parents and other community stakeholders in our School Advisory Committee meetings will assist with us fulfilling our mission for students to become successful in a global society by preparing them for college/career through rigorous academic programs and a collaborative partnership with the community.

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)).

Increased dual enrollment opportunities at North Florida College and Big Bend Technical College

Increased opportunities to earn a Career and Technical Education

Data chats with students, and teachers

Ongoing Professional Learning sessions with teachers

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)).

NA

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)).

Mental health services are offered onsite with parental consent through a referral process. Guidance counselors are here to support students daily, we have mentors available through Boys II Kings program, and we protect the wellbeing of all students through our Risk Assessment guidelines.

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)).

Family engagement nights are targeted for life after graduation and what steps families need to take to help their student be successful. Field trips are offered to different post-secondary schools to allow students to explore different settings where they may be interested. Opportunities to attend career fairs during the last two years of high school as well as multiple on campus recruiting efforts by local employers and colleges.

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)).

We refined our discipline matrix and have developed a better system using restorative practices to find replacement behaviors when students are angry or frustrated. The use of small group circle time with our dean is a proactive conflict mediation intervention we use with our students to assist them with working through disagreements or hurtful actions with a classmate or peer.

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)).

Professional learning activities are focused on strengthening Tier 1 Instruction and building genuine relationships with our students.

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)).

NA

VI. ATSI, TSI and CSI Resource Review

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.

NA

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).

NA

VII. Budget to Support Areas of Focus

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