

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

Date Submitted 08/22/2024 Board Meeting Date 09/03/2024

Date agenda item is due in the Superintendent's Office 08/23/2024

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 2024-2025 school year.

APPROVED

SEP 03 2024

By Taylor County
School Board

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 _____

Taylor County School District
TAYLOR COUNTY HIGH SCHOOL



APPROVED

SEP 03 2024

By Taylor County
School Board

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Taylor County School Board.

SIP Authority

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

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

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

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

The Department’s SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

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

Position Title

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #2

Employee's Name

Heather McCoy

Position Title

Principal

Job Duties and Responsibilities

classroom walkthroughs
monitoring instructional efficacy
reviewing lesson plans
hiring qualified teachers

maintaining staff morale
testing students

Leadership Team Member #3

Employee's Name

Sharon Jandula

Position Title

Guidance Counselor

Job Duties and Responsibilities

review of student grades
monitoring student testing needs
assisting with testing
helping students learn replacement behaviors

Leadership Team Member #4

Employee's Name

LeaAnne Kalinowski

Position Title

Instructional Coach

Job Duties and Responsibilities

classroom walkthroughs
monitoring instructional efficacy
reviewing lesson plans
coaching/mentoring teachers

Leadership Team Member #5

Employee's Name

Sherman Rhines

Position Title

Dean

Job Duties and Responsibilities

monitoring discipline data
helping teachers with classroom discipline
helping students find replacement behaviors

Leadership Team Member #6

Employee's Name

Breonne Murray

Position Title

Assistant Principal

Job Duties and Responsibilities

classroom walkthroughs

monitoring instructional efficacy

reviewing lesson plans

supporting the dean and classroom discipline

maintaining morale with staff

testing

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

Our School Advisory Council, SBLT, and department chairs review our data each month during our meetings. This data review allows time to talk about what is going well in our building as well as areas of weakness that we seek to improve. Their fresh perspective and ideas help us modify the plan or add resources as needed.

SIP Monitoring

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

The SIP is reviewed after each state progress monitoring cycle. We review the SIP as a leadership team and as a SAC to come up with the best plan to help our students improve.

D. Demographic Data

2024-25 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

2023-24 TITLE I SCHOOL STATUS

NO

2023-24 MINORITY RATE

40.2%

2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE

100.0%

CHARTER SCHOOL

NO

RAISE SCHOOL

NO

2023-24 ESSA IDENTIFICATION

ATSI

**UPDATED AS OF 7/25/2024*

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

2023-24 ESSA SUBGROUPS REPRESENTED
(SUBGROUPS WITH 10 OR MORE STUDENTS)
(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE
IDENTIFIED WITH AN ASTERISK)

STUDENTS WITH DISABILITIES (SWD)
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.*

2023-24: C
2022-23: C*
2021-22: C
2020-21:
2019-20: C

E. 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 (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	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

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	80	48	50		178

Current Year (2024-25)

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

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	47	47	55	40	40	50	41	41	51
ELA Grade 3 Achievement **									
ELA Learning Gains	50	50	57				45		
ELA Learning Gains Lowest 25%	58	57	55				23		
Math Achievement *	38	38	45	28	28	38	35	23	38
Math Learning Gains	20	20	47				33		
Math Learning Gains Lowest 25%	41	41	49				33		
Science Achievement *	64	64	68	61	61	64	59	34	40
Social Studies Achievement *	56	56	71	59	59	66	56	33	48
Graduation Rate	83	83	90	89	89	89	91	60	61
Middle School Acceleration								34	44
College and Career Readiness	59	59	67	42	42	65	59	57	67
ELP Progress			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 (FPI) than in school grades calculation.

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

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

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

2023-24 ESSA FPPI

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	516
Total Components for the FPPI	10
Percent Tested	96%
Graduation Rate	83%

ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
52%	53%	48%	45%		49%	44%

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

C. ESSA Subgroup Data Review (pre-populated)**2023-24 ESSA SUBGROUP DATA SUMMARY**

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
Black/African American Students	39%	Yes	3	
Multiracial Students	54%	No		
White Students	58%	No		
Economically Disadvantaged Students	49%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	41%	No		
Black/African American Students	37%	Yes	2	

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students	48%	No		
Multiracial Students	41%	No		
White Students	60%	No		
Economically Disadvantaged Students	47%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	42%	No		
English Language Learners				
Native American Students				
Asian Students				
Black/African	37%	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
American Students				
Hispanic Students	47%	No		
Multiracial Students	36%	Yes	1	
Pacific Islander Students				
White Students	53%	No		
Economically Disadvantaged Students	41%	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. (pre-populated)

	2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	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%	

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%	

Taylor TAYLOR COUNTY HIGH SCHOOL 2024-25 SIP

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	41%		45%	23%	35%	33%	33%	59%	56%		91%	59%	
Students With Disabilities	30%		38%	27%	28%	38%	47%	50%	55%		88%	20%	
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	27%		38%	25%	14%	24%	47%	30%	33%		94%	33%	
Hispanic Students	44%		50%										
Multiracial Students	35%		47%		27%								
Pacific Islander Students													
White Students	47%		45%	21%	46%	36%	24%	79%	70%		92%	69%	
Economically Disadvantaged Students	33%		39%	19%	28%	31%	34%	42%	45%		86%	52%	

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	49%	49%	0%	53%	-4%
Ela	9	46%	46%	0%	53%	-7%
Biology		64%	64%	0%	67%	-3%
Algebra		18%	43%	-25%	50%	-32%
Geometry		57%	57%	0%	52%	5%
History		60%	60%	0%	67%	-7%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		20%	20%	0%	16%	4%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		9%	9%	0%	17%	-8%

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?

ELA achievement- better data review with teachers led to better data chats between students and teachers. Communication with parents about testing options and what they mean for their student also contributed to better achievement on the FAST ELA test for both ninth and tenth grade students.

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 EOC- the students enrolled in Algebra have traditionally underperformed compared to their peers. They struggle to maintain passing grades in the class and as such have difficulty with the comprehensive nature of the EOC. This has been an area of concern for some time and will need to be addressed as we head into the new school year.

Greatest Decline

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

US History- loss of student focus and consistency.

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.

Graduation rate had the greatest gap when compared to the state average. The cohort of students who were accounted for in this graduation rate struggled to re-enter the traditional classroom setting as they were 9th graders when we shut down for Covid. During this time, many of our students entered the workforce or started adult ed programs that were more advantageous to their families. We knew that this would be evident with both the class of 2023 and 2024.

EWS Areas of Concern

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

Attendance

Level 1s on both ELA and Math

Highest Priorities

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

1. Attendance
2. Student learning gains on the Algebra 1 EOC
3. Student proficiency on the 10th grade FAST ELA
4. College and Career acceleration
5. Graduation rate

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

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

Area of Focus #1

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

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

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

Benchmark instruction needs to be strengthened to better meet our students and their needs. Our instructional coach will be doing PLCs this year on targeted instruction and differentiation.

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.

Proficiency for both ELA and Math will increase by at least 5% over the next two school years.

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.

District progress monitoring

FAST testing

EOC results

Other standardized test measures

Classroom grades

Person responsible for monitoring outcome

Heather McCoy

Evidence-based Intervention:

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

Description of Intervention #1:

SBLT will meet with small groups of students mentor them on essential skills.

Rationale:

An additional person(s) monitoring the overall well-being of the students in the classroom to help set them up for success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Student schedules will be adjusted at the semester break based on most recent progress monitoring data.

Rationale:

Students who need additional instruction will be able to receive intervention courses in Math or Reading.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

identify and support our lowest quartile students

Person Monitoring:

Heather McCoy

By When/Frequency:

weekly

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

Our SBLT will identify students in our lowest quartile for support and mentor them on keeping up with their grades and missing work.

Action Step #2

review progress monitoring data

Person Monitoring:

Heather McCoy

By When/Frequency:

quarterly

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

By reviewing progress monitoring data, we can better serve our students with the greatest needs.

Area of Focus #2

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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

ELA and Math achievement for these subgroups is below the 41% threshold. Improvement is needed to help our students remain focused on graduation.

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.

Student proficiency in ELA and Math will increase by 5% for each of the next two years.

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.

District progress monitoring

FAST testing

EOC results

Other standardized test measures

Classroom grades

Person responsible for monitoring outcome

Heather McCoy

Evidence-based Intervention:

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

Description of Intervention #1:

Read 180 for our bottom quartile reading students in addition to English 1.

Rationale:

Small group instruction led by a certified Reading teacher will help struggling students better utilize their skills on daily assignments, tests, and state assessments.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Math 180 for our bottom quartile math students in addition to their core math instruction.

Rationale:

Small group instruction led by a certified Math teacher will help struggling students better utilize their

skills on daily assignments, tests, and state assessments.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Classroom walkthroughs with feedback for the teacher

Person Monitoring:

Heather McCoy

By When/Frequency:

twice a month

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

Classroom walkthroughs by the principal and instructional coach including data chats with the teacher to monitor student growth and needs.

Area of Focus #3

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

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

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

As part of their Tier 1 instruction, ELA and math teachers will review their classroom data and plan for small group interventions to meet the variety of student needs in their classrooms.

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.

Student proficiency in ELA and Math will increase by 5% for each of the next two years.

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.

District progress monitoring

FAST testing

EOC results

Other standardized test measures

Classroom grades

Person responsible for monitoring outcome

Heather McCoy

Evidence-based Intervention:

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

Description of Intervention #1:

Small group instruction as part of the daily lesson plans to support Tier 2 students in the regular classroom.

Rationale:

Adding small group instruction to lesson plans makes it a more tangible goal than discussing it in team meetings.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

In class, small group support for our ESE students in the mainstream classrooms.

Rationale:

Having an ESE support teacher in the student's classrooms will allow them to hear the lesson but still receive the support needed for them to be successful.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Lesson plan review

Person Monitoring:

Heather McCoy

By When/Frequency:

weekly

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

By reviewing lesson plans and student data, the instructional coach and I can have realistic conversations with teachers about their student's growth and achievement.

Action Step #2

Review small group grades

Person Monitoring:

Heather McCoy/Sharon Jandula

By When/Frequency:

bi-weekly

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

reviewing grades allows us to assess any extra supports that students need to be successful

Area of Focus #4

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

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

By adjusting our disciplinary practices to include more restorative practices rather than punitive actions, our goal is to minimize the amount of time students miss classes to help them achieve more and earn credits for graduation.

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 targeted subgroups will have a 10% reduction in out of school suspension as reflected in our student information system. We will specifically target defiance and disrespectful behavior and implement steps to correct this before it becomes time out of school.

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.

Weekly review of disciplinary data by our dean

Increased parental contact and involvement

Consistency between groups

Change in grading percentages to more appropriately address the importance of testing

Person responsible for monitoring outcome

Heather McCoy

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Restorative practices Daily gut checks Weekly lessons in resiliency standards

Rationale:

Using these strategies allows us to have better relationships with our students and know when there is an issue before it arises.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

weekly data chats with students identified by the EWS

Rationale:

Students who have been identified by the EWS will know that they have a person on campus they can depend on to help them succeed in their classes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

discipline data review

Person Monitoring:

Sherman Rhines

By When/Frequency:

weekly

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

During our weekly SBLT meetings, Mr. Rhines will share the discipline data and help track any trends we see with student subgroups and/or teachers. Once those areas are identified, we will provide additional support as needed.

Action Step #2

weekly data chats

Person Monitoring:

Heather McCoy

By When/Frequency:

weekly

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

Weekly check ins with the SBLT to be sure our students are being checked on and receiving the supports they need.

IV. Positive Culture and 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 ADA rate for the 23-24 school year hovered at 85% for all students. This contributes to students not being successful in the classroom and 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.

Student ADA rate for all students will increase by 5% each of the next two years.

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. Student transportation needs, clothing, hygiene, or mental health concerns will be sent to the appropriate agency to provide additional resources to help the student return to school.

Person responsible for monitoring outcome

Heather McCoy/James Bidy

Evidence-based Intervention:

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

Description of Intervention #1:

provide additional resources to students and their families

Rationale:

Many students struggle to attend school because their basic needs are not being met. By proactively reaching out to parents with additional resources, 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 #1

daily attendance review/parent contact

Person Monitoring:

Heather McCoy/James Bidy

By When/Frequency:

weekly

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

Daily review of student absences with a call to their parent to discuss family needs and offer support.

Area of Focus #2

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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Person Monitoring:

By When/Frequency:

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

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

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

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

The SIP will be reviewed by the school's SAC as well as the SBLT after each progress monitoring cycle. Those updates in data will be shared on the school's website along with free resources to help student plan for their futures. 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.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

By having a proactive plan to help our students, we can build positive relationships with our stakeholders to help support the needs of all students. Proactively forming relationships allows us to have difficult conversations with parents and students when needed while keeping the student's needs as the primary focus.

Plans to Strengthen the Academic Program

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

Increased dual enrollment options at NFC and BBTC

Increased opportunities to earn a CTE

Increased access to data

Data chats with parents, students, and 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 ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

Mental health services are offered onsite with parental consent through a referral process. Guidance counselors are here to support students daily and our SBLT have selected the students they will help mentor throughout the school year.

Preparing for Postsecondary Opportunities and the Workforce

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

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. 1400 et seq. and ESEA 1114(b)(7)(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.

Professional Learning and Other Activities

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

Professional learning activities are focused on targeted interventions in the classroom to support student educational and emotional needs.

Strategies to Assist Preschool Children

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

N/A

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

Weekly review of student discipline, grade, and attendance data during our SBLT meetings to ensure that student needs are being met. Once gaps are identified, support of both the student and their teachers will be needed to support student growth and achievement.

The district shall support and monitor the distribution of all grant funds to ensure schools with the greatest need receive the highest percentage of resources. The LEA's Director of Instruction meets with the administrative assistant on a monthly basis to ensure the budget is being spent and all items are properly coded. The Director of Instruction will then send an updated budget to each school to inform them of the amount of funding that is available and what can be purchased in those specific line items. The Director of Instruction meets with each school based administration team to review all grants. The school administration shares this information with their school advisory council and the Director of Instruction shares the budgets with the stakeholders during the District Advisory Council Meetings. Each council, School Advisory Council and District Advisory Council, meets four times per year.

Data is used to determine if the resources written in the grant are still the area with the greatest need. If not, an amendment would be written to better align the funding with the resources needed.

Specifics to Address the Need

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

Weekly review of attendance, discipline, and classroom data. Bi-weekly data chats with teachers to ensure instructional adjustments are made in a timely manner.

VII. Budget to Support Areas of Focus

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

No

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