

**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: TCMS School Improvement Plan

Summary description regarding this action item:

Please review and approve TCMS 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 MIDDLE 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

Our mission is to provide a positive, safe, healthy, nurturing, and respectful environment in which all students can learn and have the opportunity to become productive members of society.

Provide the school's vision statement

Equip and inspire students to think, create, perform, and advocate.

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

Kasey Roberts

Position Title

Principal

Job Duties and Responsibilities

The primary job of the principal is to lead all stakeholders within the school community in the development and implementation of the school improvement plan. Responsibilities include: instructional leadership and supervision of student achievement, personnel action services, school operations, student support services, personal/professional employee qualities, communication with stakeholders, schoolwide discipline, personnel action services, and promoting leadership

Leadership Team Member #2

Employee's Name

Monica Whiddon

Position Title

Assistant Principal

Job Duties and Responsibilities

The primary job of the assistant principal is to assist the principal with administrative and instructional functions and to help develop and implement the school improvement plan. responsibilities include: instructional leadership and supervision of student achievement, ensuring student growth and achievement, communication with stakeholders, student support services and school operations of facilities.

Leadership Team Member #3

Employee's Name

Yvonne Heartsfield

Position Title

Instructional Coach

Job Duties and Responsibilities

The primary job of the Instructional coach is to provide assistance in specified subject areas. Responsibilities are to assist teachers, work with students, gather data, and to model effective strategies.

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.

The School Improvement Plan is developed and approved by the School Advisory Council, which consists of the school leadership team, staff, parents, community leaders, and students.

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))

Following each progress monitoring assessment, the data is analyzed and shared with stakeholders. Any necessary revisions are made to ensure that we are meeting the state's academic standards and closing the achievement gap for identified students.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	37.0%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
	STUDENTS WITH DISABILITIES (SWD)*
	BLACK/AFRICAN AMERICAN STUDENTS (BLK)*
	HISPANIC STUDENTS (HSP)
	MULTIRACIAL STUDENTS (MUL)
	WHITE STUDENTS (WHT)
	ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
	2023-24:
	2022-23: C*
	2021-22: C
	2020-21:
	2019-20: B
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.	

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days							80	85	95	260
One or more suspensions							62	83	68	213
Course failure in English Language Arts (ELA)							26	36	31	93
Course failure in Math							39	40	40	119
Level 1 on statewide ELA assessment							37	68	59	164
Level 1 on statewide Math assessment							30	55	36	121
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							71	102	88	261

Current Year 2024-25

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							9	5	9	23
Students retained two or more times							9	2	14	25

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

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Absent 10% or more school days							60	87	94	241
One or more suspensions							46	84	86	216
Course failure in ELA							7	36	24	67
Course failure in Math							32	24	25	81
Level 1 on statewide ELA assessment							51	79	88	218
Level 1 on statewide Math assessment							42	101	73	216
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										40

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

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators							61	100	97	258

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

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							2	1	5	8
Students retained two or more times							9	6	15	30

2. Grades 9-12 (optional)

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.

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†
ELA Achievement *	39	40	53	39	49	42	41	50
ELA Grade 3 Achievement **			21					
ELA Learning Gains	45	45	56			39		
ELA Learning Gains Lowest 25%	42	42	50			26		
Math Achievement *	49	50	60	46	56	51	26	36
Math Learning Gains	57	57	62			53		
Math Learning Gains Lowest 25%	47	47	60			54		
Science Achievement *	32	32	51	47	49	35	50	53
Social Studies Achievement *	46	46	70	50	68	70	52	58
Graduation Rate							34	49
Middle School Acceleration	85	85	74	90	73	60	51	49
College and Career Readiness							68	70
ELP Progress			49		40		60	76

*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	49%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	442
Total Components for the FPPI	9
Percent Tested	92%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
49%	54%	48%	48%		58%	57%

* 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	34%	Yes	3	
Black/African American Students	40%	Yes	1	
Hispanic Students	53%	No		
Multiracial Students	43%	No		
White Students	55%	No		
Economically Disadvantaged Students	47%	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	25%	Yes	2	1
Black/African	44%	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%
American Students				
Hispanic Students	29%	Yes	1	1
Multiracial Students	30%	Yes	1	1
White Students	59%	No		
Economically Disadvantaged Students	48%	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	39%	Yes	1	
English Language Learners				
Native American Students				

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%
Asian Students				
Black/African American Students	38%	Yes	1	
Hispanic Students	60%	No		
Multiracial Students	50%	No		
Pacific Islander Students				
White Students	52%	No		
Economically Disadvantaged Students	43%	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 L.25%	MATH ACH.	MATH LG	MATH LG L.25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	39%		45%	42%	49%	57%	47%	32%	46%	85%			
Students With Disabilities	20%		36%	35%	27%	47%	43%	7%	34%	60%			
Black/African American Students	23%		35%	39%	30%	48%	39%	11%	34%	100%			
Hispanic Students	46%		43%		62%	62%							
Multiracial Students	33%		36%		46%	60%	55%	27%	45%				
White Students	48%		50%	48%	59%	61%	56%	42%	53%	82%			
Economically Disadvantaged Students	37%		43%	39%	48%	57%	45%	28%	44%	85%			

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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	39%				46%			47%	50%	90%			
Students With Disabilities	21%				25%			23%	31%				
Black/African American Students	29%				32%			35%	38%	86%			
Hispanic Students	33%				25%								
Multiracial Students	32%				33%				25%				
White Students	44%				54%			52%	58%	89%			
Economically Disadvantaged Students	33%				39%			40%	44%	85%			

Taylor TAYLOR COUNTY MIDDLE 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	42%		39%	26%	51%	53%	54%	35%	70%	60%			
Students With Disabilities	25%		31%	19%	34%	48%	44%	32%	50%	64%			
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	25%		36%	27%	37%	47%	41%	22%	65%	42%			
Hispanic Students	50%		60%		50%	80%							
Multiracial Students	49%		46%		45%	56%		43%		62%			
Pacific Islander Students													
White Students	49%		39%	26%	57%	54%	63%	39%	71%	66%			
Economically Disadvantaged Students	37%		37%	21%	43%	48%	50%	35%	62%	51%			

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	6	51%	51%	0%	54%	-3%
Ela	7	32%	32%	0%	50%	-18%
Ela	8	37%	37%	0%	51%	-14%
Math	6	51%	51%	0%	56%	-5%
Math	7	47%	47%	0%	47%	0%
Math	8	28%	29%	-1%	54%	-26%
Science	8	32%	32%	0%	45%	-13%
Civics		47%	47%	0%	67%	-20%
Algebra		83%	43%	40%	50%	33%

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?

The data component that showed the most improvement was our Hispanic population, with an increase from 33% to 46%. A new action within our school was small group instruction in the core content. ELA classes focused on the B.E.S.T. recommended reading list, especially those novels with a Hispanic protagonist (i.e. *The Red Umbrella*).

Lowest Performance

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

The data component with the lowest performance was Students with Disabilities. A contributing factor was lack of support staff and parental support. A noticeable trend is a continued, steady decline within this subgroup.

Greatest Decline

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

The data component with the greatest decline is Black/African American Students, with a decrease from 29% to 23%. Behavior is a major concern for this subgroup, as well as parental support of appropriate classroom behavior and at-home support of instructional materials.

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.

Data is not up-to-date to make comparison.

EWS Areas of Concern

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

According to the EWS data, areas of concern are:

- (1) the number of students who are absent 10% or more
- (2) the number of students with one or more suspensions

Highest Priorities

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

- (1) Increasing student achievement for students with disabilities
- (2) Increasing student achievement for Black/African American students
- (3) Reducing the student absentee rate
- (4) Reducing the number of students with one or more suspensions

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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.

The area of focus is Students with Disabilities. 28% of our students are identified as SWD. These students need differentiated instruction to meet their instructional needs. This subgroup was identified as a top priority due to the 3rd consecutive year that it has fallen below the 41% threshold.

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.

The prior year Federal Percent of Points Index for SWD was at 34%. Our goal is to increase the subgroup to 42%.

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.

This area of focus will be monitored 3 times per year through F.A.S.T. ELA and Math progress monitoring. Following each progress monitoring assessment, the data will be analyzed to make changes to instruction as needed to support student achievement.

Person responsible for monitoring outcome

Kasey Roberts

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 – intensive, individualized reading instruction and skills practice, building fluency and reading comprehension through modeled and independent reading and targeted small-group differentiated instruction based on data-driven reports. Reading interventions are provided by a highly

qualified, reading endorsed teacher.

Rationale:

According to What Works Clearinghouse, Read 180 is considered strong for comprehension, strong for literacy achievement, and moderate for reading fluency. The Read 180 program from Houghton-Mifflin Harcourt meets ESSA Strong Evidence criteria.

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

Identifying students in need of reading interventions

Person Monitoring:

Yvonne Heartsfield

By When/Frequency:

Beginning of school year

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

Students will be identified as needing Tier 2 or Tier 3 interventions.

Action Step #2

Progress Monitoring

Person Monitoring:

Yvonne Heartsfield

By When/Frequency:

3 times per year

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

Following each progress monitoring assessment, the student data will be analyzed to improve individualized instruction for each student.

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.

The area of focus is Black/African American students. 27% of our students are identified as Black/African American. Lack of parental support and increasing negative behavioral concerns lead to a loss of instructional class time. This subgroup was identified as a top priority due to falling below the 41% threshold.

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. .

The prior year Federal Percent of Points Index for Black/African American students was at 40%. Our goal is to increase the subgroup to 42%.

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.

This area of focus will be monitored 3 times per year through F.A.S.T. ELA and Math progress monitoring. Following each progress monitoring assessment, the data will be analyzed to make changes to instruction as needed to support student achievement.

Person responsible for monitoring outcome

Kasey Roberts

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:

Intervention programs include: (1) restorative practices (2) mentoring program

Rationale:

(1) restorative practices monitored by the Dean's office to reduce the number of out of school suspensions (2) mentoring program - students will meet in small group during lunch to build relationships and prioritizing the need for a good education. monitoring by school principal, Kasey Roberts.

Tier of Evidence-based Intervention:

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 students to participate in the restorative practices program and/or monitoring program.

Person Monitoring:

Dean - Jeff Johnson

By When/Frequency:

Weekly monitoring

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

step:

Students will be identified who can may participate in these programs to avoid out-of-school suspension.

Action Step #2

Schedule time for restorative practice and/or mentoring

Person Monitoring:

Dean - Jeff Johnson

By When/Frequency:

weekly

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

Schedules will be modified to provide for time for restorative practices or to meet with mentor in a small group setting.

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.

A missed school day is a lost opportunity for students to learn. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. With 50% of our students missing more than 10% of school days, the primary rationale for high-quality attendance data is the relationship between student attendance and student achievement.

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.

Prior year data shows that 50% of our students missed 10% or more school days. The goal is to reduce this to no more than 25% of students missing 10% or more.

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 by the parent liaison monthly. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.

Person responsible for monitoring outcome

Shelly Blanco - Parent Liaison

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:

Parent Liaison will provide information and meet with parents to provide resources to improve student attendance. Students will receive monthly incentives for good attendance.

Rationale:

Penalties for students who miss school may unintentionally worsen the situation. The disciplinary response to absenteeism too often includes loss of course credits, detention, and suspension. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Identify students with historically chronic absenteeism.

Person Monitoring:

Parent Liaison

By When/Frequency:

Beginning of school year

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

Identify students to plan resources to support increased attendance.

Action Step #2

Contact Parents

Person Monitoring:

Parent Liaison

By When/Frequency:

Monthly

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

Parents will be contacted to set up time to meet with parent liaison and school administration, if necessary. Resources will be provided to encourage improved attendance.

Action Step #3

Incentives

Person Monitoring:

Parent Liaison

By When/Frequency:

Monthly

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

Parent Liaison will plan for incentives for students who have good attendance. Rewards will be offered during their lunchtime.

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://www.taylor.k12.fl.us/>

Found under the Students & Parents tab

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))

<https://www.taylor.k12.fl.us/>

Found under the Students & Parents tab

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)

Reduced from a 7-period schedule to a 6-period schedule to all for longer instructional time per day.
Providing after-school tutoring to targeted students.

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))

Partnering with the Boys and Girls Clubs to provide after-school tutoring. Change our curriculum for CTE programs to reach a wider range of students. Plan to meet monthly with BSI for resources and support in improving instruction.

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))

We provide on-site mental health services, as well as a mental health curriculum that all students participate in. A mentoring program is being developed to target student with behavioral issues.

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))

We will be utilizing the Xello program, Career & Technical Education courses, and implementing an Orientation to Career Clusters course for all 6th graders. A field trip is being planned to visit Big Bend Technical College to tour the school and hear about various career opportunities.

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)).

MTSS Interventions

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)).

Data chats between teachers, instructional coach and administration will occur following each progress monitoring assessment. Teachers will receive professional development on using literacy strategies in the content areas. Teachers also receive profession learning on new curriculum and additional available supplemental resources.

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.

Administration and Instructional Coach will visit classrooms frequently to ensure identified students are being provided necessary resources. Leadership Team, which meets weekly, will review all resources and programs being implemented.

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).

Attendance data will be gathered from Focus monthly. Following each progress monitoring assessment, data will be analyzed and instructional practices will be modified to meet the needs of students. This occurs 3 times per year.

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

