

Volusia County Schools

T. Dewitt Taylor Middle High School



2016-17 Schoolwide Improvement Plan

T. Dewitt Taylor Middle High School

100 E WASHINGTON AVE, Pierson, FL 32180

<http://myvolusiaschools.org/school/taylor/pages/default.aspx>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p>2015-16 Title I School</p> <p>Yes</p>	<p>2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>80%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>63%</p>

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for T. Dewitt Taylor Middle High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Annual school orientation and induction, a school-wide mentoring program, student leadership opportunities, and classroom guidance serve as key components in the developing and sustaining positive relationships between staff and students.

Wildcat Training occurs each year as we welcome our incoming sixth graders. This year we implemented a new Transition program that included our incoming sixth graders as well as our incoming ninth graders. The Wildcat Transition program involves the entire staff and provides orientation activities to assist in the transition to middle school and high school. Students are provided with a multitude of activities, both school wide and within individual classrooms, to facilitate a successful transition to middle school or high school. Incoming and rising students meet with teachers and get to know the campus, as well as the established procedures and culture of the school. Grade level meetings are held at the beginning of each school year for all students, with additional meetings held throughout the year. These meetings serve to orient students to campus policies, student achievement goals, and provide opportunities for all students to provide feedback, and participate in authentic dialogue with teachers and school administration.

The bell schedule was redesigned as a result of an Conference that the school did last year. A team of teachers and administrators formed a committee last year to design a new bell schedule that would allow for office hours during lunch that teachers and students can use for remediation and club meetings. The schedule was developed and a trial run was implemented last year. The team asked for student input after the trial run and some modifications were made to the schedule. We are in full implementation this year, and the teachers and students are using this time for remediation and or celebrations for learning. The feedback is positive from both the teachers and students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The School Based Leadership Team, in cooperation with the school's student services team provide a framework of processes and procedures for all students and staff. These policies serve to promote positive behavior throughout the campus and all school related functions, ensuring a safe school community through collective and individual responsibility. Effective supervision of students throughout the school day is ensured by a team comprised of school administration, campus advisors, and identified staff. Students are encouraged to express concerns to adults, and have

access to both teachers and supervisory staff throughout the day.

Interactions between high school and middle school students are limited and when it is necessary or even desired, supervision is appropriate.

Monthly drills are facilitated so that students are aware of and have practiced the procedures and expectations for the various scenarios that could potentially happen during the school day from fire drills to weather related drills.

Campus and classrooms are secured by locking certain gates and making sure that classroom doors are locked in case of intruders.

Staff is expected to have identification visible, and visitors are required to check in at the front desk. If anyone is on campus without visible identification, staff members are to direct them to the front office so that the proper sign-in procedures can be implemented.

School counselors provide classroom guidance, small group, and individual student services on a variety of topics. Feedback from teachers, data analysis, and student interest or need, determine the topics covered. District staff and services are sought out by school counselors to assist students with accessing services, provide help with family events, and facilitate community resources.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school wide processes and procedures established for positive behavior across the campus are communicated to students and families, and consistently reinforced throughout the year. Instructional time is made a priority, and disruptions, such as all-calls and assemblies, are limited at the direction of the principal. Student misconduct is handled efficiently and with minimal interruption to instructional activities. School counselors partner with school based administrators to determine needs for student services. Families are contacted and included in dialogue of stake holders when students receive disciplinary action. The School Based Leadership Team includes feedback from all areas, such as teachers of core and elective areas, School Way Café, administration, etc. Student Services staff assist in providing prescriptive supports, either by specific request or need identified through analysis of data.

This summer a team of teachers and administrators received training in Positive Behavior Intervention and Support (PBIS). While there, the team developed an implementation plan that starts with middle school. The plan includes school-wide expectations that are explicitly taught and reinforced, through positive interventions such as weekly goals and incentives such as intramural sports, throughout the school year.

Positive behavior referrals have been implemented school-wide. A student receives positive behavior referrals for exhibiting positive behaviors such as following school-wide expectations. There is a weekly drawing of positive referrals, and the students are recognized through announcement and special treats such as “Frappe Friday” on the high school-side to pizza lunches with the assistant principal on the middle school side.

CHAMPS is a classroom management style that is being promoted and complements our PBIS initiative. Last year all the coaches were CHAMP trained to become CHAMP trainers, so we are able to provide staff development in creating and maintaining a positive classroom environment. We are also provided continuous support from the district in coaching CHAMPS so that we are able to

expertly provide assistance in creating and maintain a supportive classroom environment to any teacher on campus.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The social-emotional needs of all students are met through a framework of supports identified to assist students in whatever capacity needed. A variety of school-wide programs, small group and individual services are available to students.

1. Student Mentoring Programs such as Check & Connect and Take Stock in Children
2. Peer Mediation Program
3. Anti Bullying Program
4. Wildcat trainer
5. Project HEAT

School based mentors are established for at risk students. Students meet with mentors weekly, during nonacademic time, to establish and/or monitor goals, discuss barriers, and identify progress or solutions. Guidance runs the peer mediation program which promotes problem solving peer to peer under the guidance of an adult. The guidance department also visits classes and prepares school-wide events that promotes anti-bullying messages. The Wildcat Trainer Program is a leadership opportunity for students that allows students to act as ambassadors to new students. The students in this program provide a number of services to the school, as well as fellow students, throughout the year Project HEAT targets ninth grade Hispanic males that fall under one or more categories on the EWS report.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The Early Warning System report is accessed regularly, at monthly team meetings, and used quarterly for updating EWS section of student information in data room. The report is reviewed and students are identified for intervention as needed. The indicators are as follows:

Unweighted GPA (at risk if below 2.0)

Over age for grade

Office Discipline Referrals (at risk if 2 or more)

Attendance below 90%, regardless of whether absence is excused or due to out of school suspensions

Year to date suspensions (at risk if 1 or more)

Number of prior retentions (at risk if 1 or more)

Level 1 score on the statewide standardized assessments in English Language Arts or Mathematics
Students with 3 or more of the aforementioned indicators are identified in the Early Warning System report.

A referral to the Problem Solving Team such as attendance contracts, mentor assignment, credit recovery, extended core instruction. Pursuant to Florida Statute, any student who meets at least 2 of the aforementioned indicators is identified on the Early Warning System and the parents are invited to a Problem Solving Team (PST) meeting at the school.

b. Provide the following data related to the school's early warning system

1. *The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	6	17	19	19	21	16	12	110
One or more suspensions	0	0	0	0	0	0	22	24	30	20	13	8	9	126
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	26	66	79	76	80	66	34	427
Prior Retentions	0	0	0	0	0	0	30	30	39	59	53	46	44	301

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	12	16	27	33	24	19	8	139

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated (e.g. attendance below 90%, patterns of office discipline referrals and suspensions) become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidenced-based interventions are developed to address the areas of concern.

For indicators sensitive to behavioral issues (e.g. office discipline referrals and suspensions) interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports.

Regular review of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern (i.e. if numbers are not increasing). For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS, the student is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

Intervention strategies regarding academic and/or behavioral concerns during Problem Solving include strategies such as: lunch remediation time built into bell schedule, attendance contracts, mentor assignment, credit recovery, extended core instruction, behavior contracts, weekly progress reports for monitoring, instructional accommodations, referral for additional assessments to determine appropriate placements and services, PBIS (Positive Behavior), Grade level meetings are done for EWS, a mentoring program has been implemented called H.E.A.T. (Helping Everyone Achieve Together) for 9th grade Hispanic males only. In addition, Check and Connect, another mentoring program has been implemented that has teachers and students meeting weekly for goal setting, grade checks, etc...

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Parental involvement activities, such as orientation activities, "Math Night", "AVID Night", "Science Night", and other events related to core instructional areas, provide workshop opportunities for families to receive free project materials and gain strategies for increasing skills in reading and math. Additional events are scheduled to involve parents in assisting students with decisions regarding dual enrollment and advanced placement learning opportunities. Parents have access to school counselors at these events for academic feedback and collaborative strategy dialogue. Stakeholders are also on hand to provide assistance for academic success for students enrolled in programs, such as ESOL and ESE. The campus is opened for families regularly after school to provide access for technology, Pinnacle access, and research. A large percentage of parents are Spanish speakers. As a result, all school sponsored activities include translation services from English to Spanish, in order to achieve effective communication.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Partnerships between the school and the local community are built and maintained through a variety of programs and events. We raise money for the local hospital through our breast cancer awareness week. Our SAC and, PTSA have community member that serve, Key Club and Builders Club give back to the community through their volunteers efforts. The local Kiwanis and the Lions Club sponsor vision assessments and prescriptive eye wear for needy students. Other local business partners donate resources for the classrooms, and sponsor academic events such as the school-wide spelling bee. We also host Blood Drives for local blood banks and a variety of curriculum oriented family nights hosted by the school throughout the year as well as "Let's give Thanks" luncheon for our business partners. We also partner with the local college to host "ACT" Boot Camps.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Miller, Jeff	Principal
Alejandro, Efrain	Assistant Principal
Rubio, Marisol	Assistant Principal
Braswell, Donna	Instructional Media
Sherman, Cathy	Teacher, ESE
Haigh, Tracy	Instructional Coach
Henderson, Serene	Instructional Coach
Sheppard, Lashawnia	Instructional Coach
Munk, Chuck	Assistant Principal
Stone, Laurie	Instructional Coach
Cahill, Heather	Other
Lipome, Justin	School Counselor
Hughes, Jennie	Assistant Principal
Weston, Edward	School Counselor
Caime, Kim	School Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

T. Dewitt Taylor Middle High School's principal, Jeff Miller, is an instructional leader with a shared vision for the student academic achievement. He supports continuous professional development opportunities for all teachers. The principal oversees school wide safety and efficient operations and he is in constant communication and collaboration with the surrounding community and its stakeholders.

All assistant principals, Efrain Alejandro, Jenny Hughes, Charles Munk, and Marisol Rubio are all instructional leader who assist and support all of the principal's initiatives and duties. They are the lead for the following initiatives: Testing (FSA, EOCs, and WIDA), ESOL compliance, ESE compliance, PBIS, Professional development, Title I documentation, SAC/PTSA, differentiated accountability, state accountability corrections, common planning, facilities management, classified staff, and summer school.

The English Language Arts (ELA)/Reading Coach, Tracy Haigh, collaborates with teachers on differentiated best instructional practices. She meets weekly with the ELA and Reading teachers during Professional Learning Communities (PLC)/common planning to support the design of rigorous unit plans for whole group reading, centers, reading groups, text based writing, close/careful reads, and reading interventions. In addition she is the lead for the following initiatives: Title I MTSS for ELA and Reading, a resource for content areas, DIA and FAIR testing, ELA mentor/modeling, ELA Professional Development, Program and Incentives, ELA Grants, and Literacy Events.

The Math Coach, Laurie Stone, collaborates with teachers on differentiated, best instructional practices and meets weekly during PLC/common planning to support the design of rigorous unit plans for whole group math lessons, math centers, math interventions, and math resources. In addition she is the leads for the following initiatives: Math Fluency Plan (school wide), Math mentor/modeling, and Math Professional Development.

The Science Coach, Lashawna Sheppard, collaborates with teachers on differentiated, best instructional practices and meets weekly during PLC/common planning to support the design of rigorous unit plans for whole group science lessons, science centers, science interventions, science labs, and science resources. In addition she is the leads for the following initiatives: SECME, Science mentor/modeling, and Science Professional Development.

The Academic Coach, Serene Henderson, is the lead coach for CHAMPS, a school wide classroom management system. She provides Professional Development on best instructional practices, classroom coaching, and feedback specific to instructional and classroom management practices. She supports the teachers in locating and using instructional materials that support best practices. The academic coaches is the lead for the following initiates: Digital Learning , programs, and professional learning, assists the assistant principal with testing, as well as Title I.

Our Guidance Department, Justin Lipome (Guidance Director), Kimberly Caime, and Mr. Weston provide guidance services for social and emotional needs to our students. They are the lead for the Character Education program.

Overall, the leadership team works collaboratively on the following items: PLCs, common planning, MTSS, classroom walkthroughs and coaching, school events, and lesson plans/grading systems/data tracking.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school has a leadership team consisting of the school based administrators, academic coaches, guidance counselors, and lead teachers that meets on a monthly basis to review PLC/common planning meetings, classroom walkthroughs/evaluations, coaching, problem-solving discussions and to address overall school needs. Based on these meetings, additional resources are allocated to support rigorous classroom instruction and student interventions. Student progress data is reviewed at least monthly by the leadership team to monitor progress on school improvement goals, identify intervention and remediation needs and strategies, monitors instructional support, provides professional development, and celebrates student success. These leaders work with teachers to ensure student learning.

Grade level PLC/common planning meetings are supported by a member of the leadership team. During these meetings each leadership team member is responsible for supporting the teams in developing rigorous units of study for each subject area. During this time, it is determined what instructional materials will be used and what materials need to be provided. In addition, each grade level meets with the leadership for Data Meetings. During these meetings, formative/summative assessment and intervention data is reviewed to determine next best steps to meet the needs of all students and maximize desired outcomes. This includes allocation of available instructional materials through funding resources.

Instructional resources include staff development developed and provided by our district and our school's leadership team. Teachers meet weekly in PLC meetings to analyze data and to collaborate on curriculum planning and share instructional strategies. Our district and our school are both committed to meeting the needs of our students and maximizing our students' achievements.

Our math and language arts teachers will continue to implement the Florida Standards (FS). All

content area teachers will incorporate the English/Language Arts Florida Standards (ELAFS). They will be supported both by our district and our academic coaching staff. Instructional coaches also work closely with teachers regarding End of Course assessments to identify trends, areas of instructional need and enrichment, as well as individual remediation plans for students retaking EOC exams. All teachers have the support of our instructional leadership team.

Methodology for coordinating and supplementing funds: Federal and state funds (Title I, Title II, SAI, and FEFP) are allocated to schools by the district according to student need as demonstrated by poverty level and student achievement performance. District and school leadership teams work together to coordinate and integrate federal, state, and local funds, services and programs for the benefit of students. School Improvement funds are awarded to the school based on a per pupil funding formula and distributed via the School Advisory Council through a voting process. The School Advisory Council meets monthly.

Problem Solving Activities: The School Improvement Plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. The plan is a data driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The School Improvement Plan is based on a strategic analysis of data and identified resources (as identified by the leadership team and are matched to the needs of the students/school. Rtl as an integral component of the process. The areas of most significant need are addressed based on existing or attainable resources.

School Improvement funds will be used for providing teachers extended before/during/after school time to meet in PLCs for planning and data analysis, as well as professional development opportunities, procuring technology for classroom use, and implementing Lesson Study (providing substitute teachers for PLC members who come out of the classroom to participate.)

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at T. DeWitt Taylor Middle High School include:

- Academic Coaches for the purpose of comprehensive staff development and instructional coaching
- Family Liaison Para-professional who facilitates our extensive parent involvement program
- Supplemental Tutoring before or after school
- Supplemental materials and supplies needed to close the achievement gap for reading/math/writing/science and technology
- Supplemental funds for ongoing staff development as determined by assessment results

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies

- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with the Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- Student Mentoring Program
- Peer Mediation Program
- Anti-Bullying Program

Nutrition Programs

The school offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Personal Fitness classes
- Running Club
- Zumba

Career and Technical Education

- TCAT - Taylor Communication and Technology Academy
- CTE Industry Certifications

Job Training

The school offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

At the middle grades, the school offers students career awareness opportunities through Career and Technical Education in the Agriculture, Business, Family and Consumer Science, Technology, and Health career clusters. Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as F.F.A., H.O.S.A, TSA, STEM, and BPA.

At the high school level, our school offers students Career and Technical Education Programs and Career Academies that prepare students for work and post-secondary education. Programs offer students the opportunity to earn the national industry certification in their specific career cluster.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Cathy Sherman	Teacher
Sonia Guyer	Parent
Donna Braswell	Teacher
Pauline Copello	Parent
Maria Garcia	Parent
Pablo Rodriguez	Parent
Diedre Coombs	Parent
Jeff Miller	Principal
Susan Homes	Education Support Employee
Jonathan Mendoza	Parent
Maria Mendiza	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership team met to engage in Step Zero. Our school leadership team then shared results with the faculty during pre-planning week, as well as the School Advisory Council to receive input. At the initial SAC meeting, we will reviewed last year's school improvement plan in conjunction with 2016 FSA state assessment results to determine an evaluation of it's goals and effectiveness.

At the initial SAC meeting, the current school improvement plan draft will be reviewed. SAC member input will be discussed, considered, and integrated into the draft plan as appropriate.

b. Development of this school improvement plan

The SAC is actively involved in all concerns of the school, including student achievement. Each SAC meeting provides an opportunity for meeting participants to give input and discuss school issues. As a result, the SAC plays an active role in the SIP problem solving process, assisting with identification of resources and barriers, and collaboratively exploring supports and strategies for improving student achievement.

At the initial SAC meeting, the current school improvement plan draft will be reviewed. SAC member input will be discussed, considered, and integrated into the draft plan as appropriate.

c. Preparation of the school's annual budget and plan

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. SAC will have a say so in allocations for teachers as well as expenditures for

instructional materials. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

SAC reviews school improvement funds and they are allocated based on requests submitted by faculty and staff for projects related to support of school improvement goals and includes professional development for teachers and instructional materials. Each request is evaluated by the SAC and voted upon for approval.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Miller, Jeff	Principal
Alejandro, Efrain	Assistant Principal
Rubio, Marisol	Assistant Principal
Braswell, Donna	Instructional Media
Sherman, Cathy	Teacher, ESE
Haigh, Tracy	Instructional Coach
Henderson, Serene	Instructional Coach
Sheppard, Lashawnia	Instructional Coach
Hughes, Jennie	Assistant Principal
Munk, Chuck	Assistant Principal
Lipome, Justin	School Counselor
Weston, Edward	School Counselor
Caime, Kim	School Counselor
Cahill, Heather	Other
Stone, Laurie	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The primary focus of the Literacy Leadership Team (LLT) is to increase student achievement by increasing the number of students meeting grade level expectations and proficiency standards. The team develops a plan to increase readership of non-fiction and complex text. The LLT identifies school based resources, including materials and staff, when determining a continuum of literacy supports available to students. Specific strategies include, providing appropriate early intervention for at risk students and ensuring students are placed correctly for reading instruction. Meeting monthly,

the LLT member responsibilities include: attending all meetings to review data, sharing literacy strategies presented with their PLC, assisting with the development of classroom implementation strategies, and monitoring the progress of the school-wide implementation of the identified instructional strategies (WICOR and focus on writing across the curriculum).

Academic coaches provide focused instructional support to classroom teachers, with an emphasis on reading and writing across the curriculum. The coaching staff is responsible for providing PD in core instructional areas. All other LLT members are responsible for introducing strategies within departmental meetings and PLCs.

PLC/common planning meetings will be time for teams and district/school based coaches to deconstruct the Language Arts Florida Standards (LAFS) and create rigorous literacy instruction.

The EWS risk factors are considered for each student in the school through the PST process to ensure students are identified for the appropriate services. The school's organizational structure serves as a vehicle for monitoring the supports in place and ensures the School Improvement Plan is aligned with the way of work carried out through the LLT. Multiple avenues are used to effect ongoing monitoring of the outcomes. Activities such as weekly Site Based Leadership Team meetings, weekly Problem Solving Team meetings, frequent data chats with grade levels, and continuous monitoring of student achievement, all support the initiatives of the LLT.

The LLT has always been dedicated to providing a variety of literacy-building events throughout the school year. Independent reading opportunities are encouraged and celebrated through programs such as "Race to Reading", Sunshine Reader Club, Reading Counts, and Summer Reading initiatives. Opportunities for involvement are offered both during school and after school to encourage parent involvement. Curriculum nights, such as STEM Event, Poetry Slam, Curriculum Showcase, Literacy Week, annual Family Night, etc., are a sample of events sponsored by the LLT.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Common planning for grade level meetings, Professional Learning Communities, and data chats is provided for grade 6-8 teachers. In addition to common planning, where available, all teachers on campus are provided with regularly scheduled time for Professional Learning Communities (PLC). Teachers are encouraged and supported to work together on common goals with clear objectives, with regular engagement in reflective dialogue. The common planning and regular PLC infrastructure also ensure that teachers have the structure and time to collaborate and provide feedback on instructional plan initiatives.

Throughout the year, teachers collaborate by grade level and subject area to focus on data analysis and instructional practices that serve to increase student achievement. Members of the SBLT and LLT participate regularly to ensure school based resources, such as student services and PST, are available and accessed appropriately, as well as to monitor action plans that are produced in the collaborative process that occurs in these meetings. Additionally, specific meetings are held regularly, at least monthly, to allow interdisciplinary collaboration in addressing specific academic and behavioral concerns across the content areas. In so doing, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

The use of academic coaches to assist with teacher collaboration and professional development plays a

significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow up coaching is needed. Exemplary teachers are used as a resource for other teachers and for directed coaching plans to improve and enhance instruction.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. New Teacher Programs (Individualized Professional Development, frequent cohort meetings to facilitate orientation, mentors, peer classroom visits, other site visits) - (School Based Administration responsible)
2. Leadership Opportunities (Department Chairs/Contacts, Literacy Team, Teacher Advisory Council, etc...)(School Based Administration responsible)
3. Extracurricular Opportunities (Coaching, Club Sponsors, etc.)(School Based Administration responsible)
4. Professional Development (District and School Based Administration responsible)
5. Learning Structure Teams /PLC Meetings (School Based Administration responsible)
6. Every year, the school district undertakes several initiatives designed to recruit highly qualified teachers. Recruitment through colleges throughout the country are conducted by district and school administrators. In order to retain highly qualified teachers, the district provides opportunities for teachers to attend conferences and special events; the district's teacher of the year event is recognized throughout the state; district specialists offer a multitude of professional enrichment activities for teachers.(District Staff and School Administration)
7. Peer Assistance and Review Program. While serving in the mentoring role, PAR teachers informally observe participating teachers and provide support to help the participating teacher succeed in meeting the district's standards as described in the Framework for Teaching.(School Based Administration responsible)
8. Participation in District Job Fair and Recruitment Activities.(School Based Administration responsible)
9. Teacher appreciation activities/events. (School Based Administration responsible)

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Several strategies are utilized for assisting new teachers with school based orientation, as well as classroom support. Varied support is provided, with both experienced teachers and teachers new to the profession receiving support based on individual level of need. A cohort of newly hired teachers has been established to serve as a resource to one another, and provide a target audience for specific guidance and feedback from administration and peer teacher mentors. Topics of discussion at these meetings include items such as, key elements for classroom management, assessment strategies, assistance with instructional design, open forum discussion regarding topics of particular interest identified by the group, etc. These activities encourage reflective practice and provide a foundation of shared experiences. Some new core teachers are provided PAR teachers by the district and receive support through informal observation and feedback to participating teachers.

The academic coaching team provides support both inside and outside the classroom to new teachers through activities such as, modeling lessons, collecting and sharing quantitative and qualitative data, instructional design strategies and collaboration, assistance identifying and using subject area resources, data analysis, assessment strategies, etc. The pairing of a new teacher with an academic coach is determined by the subject area. The coaching staff diligently complete the coaching cycle to provide maximum support, including the use of specific feedback. The academic coaching team also sets up teacher - to - teacher (peer-to-peer) observations with "Model" teachers predetermined by administration and coaches through data collected on Learning Walks. The coach pre-conferences with the teacher to determine what the teacher would like to focus on while in the "Model" teacher's classroom. The coach and teacher go to the "Model" teacher's class to observe together, with data

collection tool designed at the pre-conference. Once the data has been collected, after about 10-15 min, the teacher and coach leave the "Model" teacher class and debrief together and decide next steps.

Through PLC meetings and departmental briefings, new teachers receive additional support from colleagues. Assistance in this forum is provided with curriculum mapping and pacing, as well as reflective dialogue. Each new teacher is assigned to an administrator for evaluative purposes, The administrator also serves as a source of support, and pairings are considered based on common subject area experience when possible. School based veteran teachers also serve new teachers by providing opportunities to observe classroom instruction and are available to new teachers for dialogue and advice. Two Multi-VE teachers based at the school serve the district as "Demonstration Teachers", providing observation opportunities to teachers at the school and throughout the district. New teachers may elect to explore observation opportunities on their own, or may be paired with a teacher due to an identified need. New teachers also receive support through the Empowering Educator Excellence Program (E3) provided by the district.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

All Volusia County public school programs meet or exceed state requirements. The district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida Standards. Additionally, teacher teams create formative and summative assessments to monitor student achievement in high-incidence courses. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources, and assessments.

Professional Learning Communities (PLCs), Instructional Planning and Review, and coaching help ensure that instruction is aligned to Florida Standards, effectively paced, engaging, and rigorous.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Common planning and weekly PLC time allows teachers to conduct regular reviews of formative and summative assessment data and adjust instructional plans accordingly. Assessment data is used to identify groups of students to receive targeted instruction lessons. Students requiring intensive remediation receive additional support from the classroom teacher within the class during small groups time or during office hours after lunch, academic coaches during office hours, mentors, and student tutors. ESE supports and services are also resources that may be used as appropriate. When needed, students are referred to the Problem Solving Team (PST), where appropriate interventions and services are implemented and monitored for success. Students who do not respond to intervention receive referrals for evaluation and possible additional services. Additionally, identified students may receive support through a mentor program.

The use of instructional reviews and academic coaches to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional Reviews, combined with administrative walk-throughs, provide leadership with data to identify areas

in which additional follow-up coaching is needed. Instructional coaches work side by side with teachers to enhance instruction. Coaches diligently complete the coaching cycle to provide maximum support, including the use of specific feedback instruments. The modeling of lessons is a common practice on campus.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,600

After school tutoring, as well as opportunities for extended core instruction during the school day, will be offered to students in need of additional instruction in core academic areas. Learning opportunities will be available two times per week after school. Students will attend up to one hour of tutoring on the identified days. Tutors will collaborate with classroom teachers to address target areas of instruction and remediation.

Strategy Rationale

Tutoring will be offered to struggling students in need of additional instruction in core academic areas. Additional time and remediation, as well as individualized instruction, will provide students increased opportunities for academic success.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rubio, Marisol, mrubio@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Post tutoring student grades, in core classes and/or on specific assignments or tests, will serve as the data to determine the effectiveness of the after school tutoring program.

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Transition planning occurs annually to meet the needs of a unique 6-12 school population. Incoming 6th graders participate in orientation through a coordinated effort between the feeder schools and school administration. The incoming 6th graders are provided with school information, such as promotion criteria for middle school or high school, sports opportunities, scheduling and elective choices, as well as opportunity to meet 6th grade instructional staff and guidance counselors. Visiting students are also provided with hands-on practice opening school locks. Another orientation for 6th grade is held just prior to the opening of the school year. This year we held a transition day on the first day of school where only 6th and 9th graders were on campus participating in various activities to help ensure a smooth transition to the new grade and school. These activities all serve to reduce the stress that new 6th grade students and parents often experience. Additionally, transition services are offered to incoming students from private school and home school settings. Placement review, progress monitoring, and collaboration between guidance counselor, transition teacher, and classroom teachers provides a supportive environment for a successful transition.

Although 8th grade students in this unique setting experience a more limited transition, activities are planned with a focus on assisting students with understanding graduation requirements, high school specific procedures, as well as the activities and privileges they will have at the high school level. This year we held a transition day on the first day of school where only 6th and 9th graders were on campus participating in various activities to help ensure a smooth transition to the new grade and school. A grade level meeting, during their 8th grade year is held halfway through the last grading period. At this meeting students are presented with information and expectations as they begin their transition to high school. In addition, "Algebra Camp" and "Step up to Stem" summer programs for algebra biology are offered between the 8th and 9th grade. The programs focus on pre-teaching requisite skills. The selection of students for "Algebra Camp" and "Step Up to Stem" summer programs are coordinated by the academic coaches, following data analysis and teacher input.

Students are encouraged to consider post secondary goals through embedded "College and Career" activities. Many high school students graduate with certificates in technical or computer applications as a result of CTE courses taken in high school. Students are also provided with opportunity to become dual enrolled. Informational meetings are held each year to explain the requirements and receive assistance in application to these programs. Students taking the ACT and/or SAT are provided onsite assistance to complete the necessary profile and account information. Daytona State College, along with other local educational institutions, are invited on campus to provide enrollment applications and registration assistance to all senior students. Interested students are provided time to meet with college recruiters during the school day. Transition planning meetings are also held for ESE students, with a focus on postsecondary opportunities and community resources and agencies.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. Such as College and Career Night for parents lead by our guidance counselors, an AVID parent meetings, Dual Enrollment Parent Meetings, and Advance Placement Meetings. Every year, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships, as well as the ability to transition from high school with marketable skills. Industry certification opportunities are offered in specific Career and Technical Education courses:

- Adobe Certified Associate (Premier, Dreamweaver, Photoshop)
- Microsoft Office Specialist (MOS) Bundle Certification
- NCCER Construction Technology
- Certified Agricultural Technician through the Farm Bureau
- IC3Spark

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

The Taylor Communication and Technology Academy (TCAT) is a new academy created with a focus on combining theatre production with language arts instruction. Students apply for acceptance into the TCAT Academy. The application process involves a combination of a written application and a theatrical audition. Students participate in a rigorous curriculum within the TCAT Academy.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

A variety of strategies have been implemented to prepare high school students for post secondary education and employment. Specific programs and or initiatives that are used at the school and district level:

or initiatives that are used at the school and district level:

- Dual Enrollment
- Early College
- College Expo
- Career Academies
- College Tours
- High School Showcase
- College Rep Visits
- AVID
- Career and Technical Education Classes
- Advanced Placement Opportunities

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Taylor Middle High implements instruction based on instructional shifts to the rigor of the standards, then student achievement will increase.

- G2.** If Taylor Middle High implements a system of positive behavior interventions and supports, then positive behaviors will increase and Early Warnings Systems risks will decrease.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Taylor Middle High implements instruction based on instructional shifts to the rigor of the standards, then student achievement will increase. 1a

G083395

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
4-Year Grad Rate (Standard Diploma)	75.0
Math Gains	60.0
Algebra I EOC Pass Rate	60.0
Geometry EOC Pass Rate	60.0
Bio I EOC Pass	65.0
FCAT 2.0 Science Proficiency	60.0
U.S. History EOC Pass	70.0
Civics EOC Pass	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of instructional shifts

Resources Available to Help Reduce or Eliminate the Barriers 2

- Trainings on instructional shifts
- Academic Coaches and Academic Team Leaders (ALT)
- DLTL
- AVID
- Book studies
- PL/EWS/SLT/PLC
- Complete and Maintain School Calendar
- CHAMPS
- Title I funds
- Parent Involvement
- School district Liaison's for curriculum support
- Administration & Coach Learning Walk Data
- Curriculum Specialists for Curriculum Support

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Jeff Miller

Schedule

Monthly, from 10/31/2016 to 10/31/2016

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-in Sheet

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible

Jeff Miller

Schedule

On 2/14/2017

Evidence of Completion

Midyear review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Jeff Miller

Schedule

Annually, from 5/25/2017 to 7/11/2017

Evidence of Completion

Step Zero for 2017-2018 SIP

Plan to Monitor Progress Toward G1. 8

District Assessment Data

Person Responsible

Marisol Rubio

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Reports from eduphoria

G2. If Taylor Middle High implements a system of positive behavior interventions and supports, then positive behaviors will increase and Early Warnings Systems risks will decrease. 1a

G083396

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Gains	60.0
4-Year Grad Rate (Standard Diploma)	75.0
Algebra I EOC Pass Rate	60.0
Geometry EOC Pass Rate	60.0
Bio I EOC Pass	65.0
FCAT 2.0 Science Proficiency	60.0
U.S. History EOC Pass	70.0
Civics EOC Pass	70.0

Targeted Barriers to Achieving the Goal 3

- Mindset and culture of teachers and students

Resources Available to Help Reduce or Eliminate the Barriers 2

- SBLT-School Based Leadership Team
- Academic Coaches
- CHAMPS
- Early Warning Systems risk factors/indicator
- Family involvement
- School Counselors
- School Based Mentoring
- Professional Learning
- Tutoring
- Title I funds
- AVID

Plan to Monitor Progress Toward G2. 8

SIP Progress Monitoring Meeting

Person Responsible

Jeff Miller

Schedule

On 10/31/2016

Evidence of Completion

SIP progress monitoring meeting minutes and sign-in sheet

Plan to Monitor Progress Toward G2. 8

SIP Mid-year review

Person Responsible

Jeff Miller

Schedule

On 2/14/2017

Evidence of Completion

Mid-year review in CIMS

Plan to Monitor Progress Toward G2. 8

State Assessment Results

Person Responsible

Jeff Miller

Schedule

Annually, from 5/25/2017 to 7/11/2017

Evidence of Completion

Step Zero for 2017-2018 SIP

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. If Taylor Middle High implements instruction based on instructional shifts to the rigor of the standards, then student achievement will increase. 1

G083395

G1.B1 Lack of knowledge of instructional shifts 2

B221066

G1.B1.S1 When we develop a plan for the implementation of instructional shifts, all stakeholders' knowledge and implementation will be increased 4

S233366

Strategy Rationale

When everyone is knowledgeable of the instructional shifts and have been given time and resources to implement the rigor of the standards then student achievement will increase

Action Step 1 5

Provide Professional Learning on the instructional shifts for the School Leadership Team (SLT) and Academic Team Leader (ATL)

Person Responsible

Jeff Miller

Schedule

On 8/15/2016

Evidence of Completion

Sign in sheets, agendas, minutes

Action Step 2 5

Provide Professional Learning on instructional shifts for the faculty (ERPL)

Person Responsible

Jeff Miller

Schedule

Monthly, from 6/8/2016 to 4/28/2017

Evidence of Completion

Sign in sheets, agenda, minutes

Action Step 3 5

PLC's will meet regularly to review data and Plan lessons that address the instructional shifts and meet the rigor of the standards

Person Responsible

Jeff Miller

Schedule

Biweekly, from 6/8/2016 to 4/28/2017

Evidence of Completion

Sign in sheets, agenda, minutes, learning walk data

Action Step 4 5

Celebrate implementation of instructional shifts to the rigor of the standards at faculty meetings

Person Responsible

Jeff Miller

Schedule

Monthly, from 8/15/2016 to 4/28/2017

Evidence of Completion

Awards

Action Step 5 5

Survey the faculty on their level of understanding concerning content, literacy standards, and instructional shifts to determine if professional learning needs to be adjusted

Person Responsible

Tracy Haigh

Schedule

On 10/21/2016

Evidence of Completion

Results from survey

Action Step 6 5

Complete and Maintain School Calendar to set attendance expectation

Person Responsible

Marisol Rubio

Schedule

Weekly, from 6/8/2016 to 5/31/2017

Evidence of Completion

School Calendar

Action Step 7 5

Send meeting requests for PLCs and ERPLs through the outlook calendar to faculty to set expectation for attendance

Person Responsible

Marisol Rubio

Schedule

Weekly, from 6/8/2016 to 5/31/2017

Evidence of Completion

Outlook Calendars

Action Step 8 5

Coaches provide professional learning on the IPGs to be utilized as planning and reflection tools

Person Responsible

Tracy Haigh

Schedule

Monthly, from 9/5/2016 to 5/31/2017

Evidence of Completion

Sign-in sheets and agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Conduct Learning and Data Walks

Person Responsible

Jeff Miller

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Learning walk tool data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom Walk-Throughs

Person Responsible

Jeff Miller

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Classroom Walk-Through notes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Coaching Observations

Person Responsible

Jeff Miller

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Coaching Notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

School Leadership Team Meetings to analyze school data

Person Responsible

Jeff Miller

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Monthly Data Walks, Observational Notes, Lesson Plans, SLT Minutes

G2. If Taylor Middle High implements a system of positive behavior interventions and supports, then positive behaviors will increase and Early Warnings Systems risks will decrease. 1

G083396

G2.B2 Mindset and culture of teachers and students 2

B221078

G2.B2.S1 Develop a plan that will increase positive behaviors and decrease Early Warning Risk factors

4

S233368

Strategy Rationale

When we create a plan that leads to positive interaction with all stakeholders in the community then positive behaviors will increase and early warnings systems risk will decrease.

Action Step 1 5

Identify positive behavior interventions and Early Warning Systems through PBIS Professional Learning

Person Responsible

Efrain Alejandro

Schedule

On 8/3/2016

Evidence of Completion

Sign-ins and agenda

Action Step 2 5

Identify positive behavior interventions and Early Warning Systems through School Based Professional Learning

Person Responsible

Efrain Alejandro

Schedule

Monthly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Sign-ins and agenda

Action Step 3 5

Model PBIS Expectations with Procedures during pre-planning week

Person Responsible

Efrain Alejandro

Schedule

On 8/11/2016

Evidence of Completion

Sign-ins and agenda

Action Step 4 5

CHAMPS training schoolwide

Person Responsible

Marisol Rubio

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Sign-ins and agendas

Action Step 5 5

Actively engage all stockholders in monthly Family Involvement

Person Responsible

Marisol Rubio

Schedule

Monthly, from 8/9/2016 to 5/26/2017

Evidence of Completion

Action Step 6 5

Join City Council of DeLeon Springs, Seville and Pierson

Person Responsible

Jeff Miller

Schedule

On 6/7/2017

Evidence of Completion

Membership and agendas

Action Step 7 5

Develop alternative plans to ISS and OSS

Person Responsible

Chuck Munk

Schedule

On 5/26/2017

Evidence of Completion

The alternate plan

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Conduct Learning and Data walks

Person Responsible

Chuck Munk

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Learning walk tool data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Conduct Classroom walk-throughs

Person Responsible

Jeff Miller

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Classroom walk-through notes

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Coaching Observations

Person Responsible

Tracy Haigh

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Coaching Notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

SLT meetings to analyze school data

Person Responsible

Jeff Miller

Schedule

Monthly, from 8/8/2016 to 5/26/2017

Evidence of Completion

Monthly data walks, Observational Notes, EWS report, SLT minutes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B2.S1.A1 A299120	Identify positive behavior interventions and Early Warning Systems through PBIS Professional...	Alejandro, Efrain	8/1/2016	Sign-ins and agenda	8/3/2016 one-time
G2.B2.S1.A3 A299122	Model PBIS Expectations with Procedures during pre-planning week	Alejandro, Efrain	8/11/2016	Sign-ins and agenda	8/11/2016 one-time
G1.B1.S1.A1 A299108	Provide Professional Learning on the instructional shifts for the School Leadership Team (SLT) and...	Miller, Jeff	6/8/2016	Sign in sheets, agendas, minutes	8/15/2016 one-time
G1.B1.S1.A5 A299112	Survey the faculty on their level of understanding concerning content, literacy standards, and...	Haigh, Tracy	6/8/2016	Results from survey	10/21/2016 one-time
G1.MA1 M303390	SIP Progress Monitoring Meeting	Miller, Jeff	10/31/2016	SIP Progress Monitoring Meeting Minutes and Sign-in Sheet	10/31/2016 monthly
G2.MA1 M303398	SIP Progress Monitoring Meeting	Miller, Jeff	10/31/2016	SIP progress monitoring meeting minutes and sign-in sheet	10/31/2016 one-time
G1.MA2 M303391	SIP Midyear Review	Miller, Jeff	2/14/2017	Midyear review in CIMS	2/14/2017 one-time
G2.MA2 M303399	SIP Mid-year review	Miller, Jeff	2/14/2017	Mid-year review in CIMS	2/14/2017 one-time
G1.B1.S1.A2 A299109	Provide Professional Learning on instructional shifts for the faculty (ERPL)	Miller, Jeff	6/8/2016	Sign in sheets, agenda, minutes	4/28/2017 monthly
G1.B1.S1.A3 A299110	PLC's will meet regularly to review data and Plan lessons that address the instructional shifts and...	Miller, Jeff	6/8/2016	Sign in sheets, agenda, minutes, learning walk data	4/28/2017 biweekly
G1.B1.S1.A4 A299111	Celebrate implementation of instructional shifts to the rigor of the standards at faculty meetings	Miller, Jeff	8/15/2016	Awards	4/28/2017 monthly
G1.MA4 M303393	District Assessment Data	Rubio, Marisol	8/22/2016	Reports from eduphoria	5/26/2017 quarterly
G1.B1.S1.MA1 M303385	Conduct Learning and Data Walks	Miller, Jeff	9/1/2016	Learning walk tool data	5/26/2017 monthly
G1.B1.S1.MA4 M303387	Coaching Observations	Miller, Jeff	8/15/2016	Coaching Notes	5/26/2017 weekly
G2.B2.S1.MA1 M303394	SLT meetings to analyze school data	Miller, Jeff	8/8/2016	Monthly data walks, Observational Notes, EWS report, SLT minutes	5/26/2017 monthly
G2.B2.S1.MA1 M303395	Conduct Learning and Data walks	Munk, Chuck	9/12/2016	Learning walk tool data	5/26/2017 monthly
G2.B2.S1.MA2 M303396	Conduct Classroom walk-throughs	Miller, Jeff	8/15/2016	Classroom walk-through notes	5/26/2017 weekly
G2.B2.S1.MA3 M303397	Coaching Observations	Haigh, Tracy	8/15/2016	Coaching Notes	5/26/2017 weekly
G2.B2.S1.A2 A299121	Identify positive behavior interventions and Early Warning Systems through School Based...	Alejandro, Efrain	8/31/2016	Sign-ins and agenda	5/26/2017 monthly
G2.B2.S1.A4 A299123	CHAMPS training schoolwide	Rubio, Marisol	8/11/2016	Sign-ins and agendas	5/26/2017 monthly
G2.B2.S1.A5 A299124	Actively engage all stockholders in monthly Family Involvement	Rubio, Marisol	8/9/2016		5/26/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A7 A299126	Develop alternative plans to ISS and OSS	Munk, Chuck	8/15/2016	The alternate plan	5/26/2017 one-time
G1.B1.S1.MA1 M303384	School Leadership Team Meetings to analyze school data	Miller, Jeff	8/15/2016	Monthly Data Walks, Observational Notes, Lesson Plans, SLT Minutes	5/31/2017 monthly
G1.B1.S1.MA2 M303386	Classroom Walk-Throughs	Miller, Jeff	8/15/2016	Classroom Walk-Through notes	5/31/2017 weekly
G1.B1.S1.A6 A299113	Complete and Maintain School Calendar to set attendance expectation	Rubio, Marisol	6/8/2016	School Calendar	5/31/2017 weekly
G1.B1.S1.A7 A299114	Send meeting requests for PLCs and ERPLs through the outlook calendar to faculty to set expectation...	Rubio, Marisol	6/8/2016	Outlook Calendars	5/31/2017 weekly
G1.B1.S1.A8 A299115	Coaches provide professional learning on the IPGs to be utilized as planning and reflection tools	Haigh, Tracy	9/5/2016	Sign-in sheets and agendas	5/31/2017 monthly
G2.B2.S1.A6 A299125	Join City Council of DeLeon Springs, Seville and Pierson	Miller, Jeff	6/8/2016	Membership and agendas	6/7/2017 one-time
G1.MA3 M303392	State Assessment Results	Miller, Jeff	5/25/2017	Step Zero for 2017-2018 SIP	7/11/2017 annually
G2.MA3 M303400	State Assessment Results	Miller, Jeff	5/25/2017	Step Zero for 2017-2018 SIP	7/11/2017 annually

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If Taylor Middle High implements instruction based on instructional shifts to the rigor of the standards, then student achievement will increase.

G1.B1 Lack of knowledge of instructional shifts

G1.B1.S1 When we develop a plan for the implementation of instructional shifts, all stakeholders' knowledge and implementation will be increased

PD Opportunity 1

Provide Professional Learning on the instructional shifts for the School Leadership Team (SLT) and Academic Team Leader (ATL)

Facilitator

Various District Personnel

Participants

Administrators, Coaches, and ATLS

Schedule

On 8/15/2016

PD Opportunity 2

Provide Professional Learning on instructional shifts for the faculty (ERPL)

Facilitator

Academic Coaches and ATLS

Participants

Administrators and faculty

Schedule

Monthly, from 6/8/2016 to 4/28/2017

PD Opportunity 3

Coaches provide professional learning on the IPGs to be utilized as planning and reflection tools

Facilitator

School Based Coaches

Participants

Faculty

Schedule

Monthly, from 9/5/2016 to 5/31/2017

G2. If Taylor Middle High implements a system of positive behavior interventions and supports, then positive behaviors will increase and Early Warnings Systems risks will decrease.

G2.B2 Mindset and culture of teachers and students

G2.B2.S1 Develop a plan that will increase positive behaviors and decrease Early Warning Risk factors

PD Opportunity 1

Identify positive behavior interventions and Early Warning Systems through PBIS Professional Learning

Facilitator

PBIS Trainers

Participants

PBIS Team

Schedule

On 8/3/2016

PD Opportunity 2

Identify positive behavior interventions and Early Warning Systems through School Based Professional Learning

Facilitator

PBIS Team

Participants

Faculty

Schedule

Monthly, from 8/31/2016 to 5/26/2017

PD Opportunity 3

CHAMPS training schoolwide

Facilitator

Champ Facilitators

Participants

Faculty

Schedule

Monthly, from 8/11/2016 to 5/26/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If Taylor Middle High implements instruction based on instructional shifts to the rigor of the standards, then student achievement will increase.

G1.B1 Lack of knowledge of instructional shifts

G1.B1.S1 When we develop a plan for the implementation of instructional shifts, all stakeholders' knowledge and implementation will be increased

TA Opportunity 1

Send meeting requests for PLCs and ERPLs through the outlook calendar to faculty to set expectation for attendance

Facilitator

Marisol Rubio

Participants

Taylor Faculty

Schedule

Weekly, from 6/8/2016 to 5/31/2017

VII. Budget

1	G1.B1.S1.A1	Provide Professional Learning on the instructional shifts for the School Leadership Team (SLT) and Academic Team Leader (ATL)	\$0.00
2	G1.B1.S1.A2	Provide Professional Learning on instructional shifts for the faculty (ERPL)	\$0.00
3	G1.B1.S1.A3	PLC's will meet regularly to review data and Plan lessons that address the instructional shifts and meet the rigor of the standards	\$0.00
4	G1.B1.S1.A4	Celebrate implementation of instructional shifts to the rigor of the standards at faculty meetings	\$0.00
5	G1.B1.S1.A5	Survey the faculty on their level of understanding concerning content, literacy standards, and instructional shifts to determine if professional learning needs to be adjusted	\$0.00
6	G1.B1.S1.A6	Complete and Maintain School Calendar to set attendance expectation	\$0.00
7	G1.B1.S1.A7	Send meeting requests for PLCs and ERPLs through the outlook calendar to faculty to set expectation for attendance	\$0.00
8	G1.B1.S1.A8	Coaches provide professional learning on the IPGs to be utilized as planning and reflection tools	\$0.00
9	G2.B2.S1.A1	Identify positive behavior interventions and Early Warning Systems through PBIS Professional Learning	\$0.00

10	G2.B2.S1.A2	Identify positive behavior interventions and Early Warning Systems through School Based Professional Learning	\$0.00
11	G2.B2.S1.A3	Model PBIS Expectations with Procedures during pre-planning week	\$0.00
12	G2.B2.S1.A4	CHAMPS training schoolwide	\$0.00
13	G2.B2.S1.A5	Actively engage all stockholders in monthly Family Involvement	\$0.00
14	G2.B2.S1.A6	Join City Council of DeLeon Springs, Seville and Pierson	\$0.00
15	G2.B2.S1.A7	Develop alternative plans to ISS and OSS	\$0.00
			Total: \$0.00