

Volusia County Schools

T. Dewitt Taylor Middle High School



2018-19 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>High School 6-12</p>	<p>2017-18 Title I School</p> <p>Yes</p>	<p>2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>77%</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>66%</p>

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE’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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2018-19 DA Category and Statuses for T. Dewitt Taylor Middle High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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, year two of Restorative Practice, 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 and ninth graders. This year we continued a transition program that included our incoming sixth and 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 the 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.

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

The School Leadership Team, in cooperation with the school's student services team (PBIS) and the AVID site 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 the instructional 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 supervision is always in place.

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 gates and fences. In addition classroom doors are locked.

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. This year we have added a part time Social Emotional Leader to address additional issues with our middle school students.

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.

The administrative team and teacher leaders began their training for Restorative Practices. The middle school teachers began training during pre-planning with several additional training scheduled throughout the year. Teachers and administrators received training in PBIS Practices.. The PBIS team developed an implementation plan that starts with middle school and has now expanded to the high 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. Taylor Middle High is the second year of a Restorative Practices program that complements the PBIS program and are implemented simultaneously.

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 and Restorative Practice initiatives. 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 Program - Take Stock in Children
2. Social Emotional Learning Counselor
3. Anti Bullying Program
4. Student Leadership teams (SGA, Key Club, Student Leaders)

Take Stock Students meet with mentors weekly, during nonacademic time, to establish and/or monitor goals, discuss barriers, and identify progress or solutions. Our Social Emotional Leader runs small group counseling 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	20	17	19	19	21	16	12	124
One or more suspensions	0	0	0	0	0	0	17	24	30	20	13	8	9	121
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	0	66	79	76	80	66	34	401
Prior Retentions	0	0	0	0	0	0	0	30	39	59	53	46	44	271

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: 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), and Restorative Practice at the middle school. Grade level meetings are done for EWS, .

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/657596>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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 have community member that serve, Key Club and Lions 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

1. School Leadership Team

a. Membership

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

Name	Title
Gibbons, Kathy	Principal
Rubio, Marisol	Assistant Principal
Braswell, Donna	Instructional Media
Jackson, Ian	Teacher, K-12
Richter, Sean	Dean
Cogdell, Kimyatta	Instructional Coach
Fenwick, Bonnie	Instructional Coach
Haigh, Tracy	Instructional Coach
Cronise, Jessica	Instructional Coach
Henderson, Serene	Other
Munk, Chuck	Assistant Principal
LaMondie, Laurie	Assistant Principal
Pearce, Jonathan	Assistant Principal
Costa, Mary	Teacher, K-12
McMaster, Jessica	Teacher, K-12
Vasanjee, Shyam	Teacher, K-12
Whitmore, Logan	Teacher, K-12
Forstater, Amanda	Teacher, K-12
Hutcherson, Kinsey	Teacher, K-12

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, Kathy Gibbons, is an instructional leader with a shared vision for the student academic achievement. She supports continuous professional development opportunities for all teachers. The principal oversees school wide safety and efficient operations and she is in constant communication and collaboration with the surrounding community

and its stakeholders.

All assistant principals, Jonathan Pearce, Laurie LaMondie, Charles Munk, and Marisol Rubio are all instructional leaders 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, Restorative Practice & PBIS, Professional development, Title I documentation, SAC, 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, Bonnie Fenwick, 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, Kimyata Cogdell, 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, Jessica Cornise, 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, and supports all the new teacher at Taylor Middle High.

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

Serene Henderson has taken on the role of Graduation Assurance coach. She will work with the administrative staff and the guidance staff to identify and support students to meet graduation requirements.

The teacher leaders, Donna Braswell, Ian Jackson, Amanda Fostater, and Logan Whitmore are part of the leadership team. They worked during the summer updating the SIP goals and strategies. At the beginning of this school year our team decided to merge the AVID site team with the SLT in an effort to towards a school wide AVID school. During the school year the members work with the faculty to listen for trending needs and bring them back to the committee to work on solutions. They also disseminate district information to the faculty.

Overall, the leadership team works collaboratively on the following items: PLCs, common planning,

MTSS, classroom walk-throughs 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 a minimum of one time per month in PLC meetings to analyze data and to collaborate on curriculum planning and share instructional strategies. Academic coaches host one on one coaching sessions to assist individual teachers on a weekly basis. 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 clerk 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

Career and Technical Education

- 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 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
Donna Braswell	Teacher
Pablo Rodriguez	Parent
Maria Mendoza	Parent
Maria Rodriguez	Parent
Carol Dunn	Parent
Cindy Hoblick	Parent
Marion Hagstrom	Student
Denise Metts	Parent
Angela Henderson	Parent
Angel Schumaker	Teacher
Britney Tagle	Student
Jerry Hunter	Business/Community
Jonathan Pearce	Teacher
Kathy Gibbons	Principal

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 reviewed last year's school improvement plan in conjunction with 2018 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 was 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 was 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 in determining 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
Gibbons, Kathy	Principal
Rubio, Marisol	Assistant Principal
Braswell, Donna	Instructional Media
Henderson, Serene	Instructional Coach
Haigh, Tracy	Instructional Coach
Cronise, Jessica	Instructional Coach
Jackson, Ian	Teacher, K-12
Cogdell, Kimyatta	Instructional Coach
Fenwick, Bonnie	Instructional Coach
LaMondie, Laurie	Assistant Principal
Munk, Chuck	Assistant Principal
Pearce, Jonathan	Assistant Principal
Richter, Sean	Dean
Costa, Mary	Teacher, K-12
Forstater, Amanda	Teacher, K-12
Hutcherson, Kinsey	Teacher, K-12
McMaster, Jessica	Teacher, K-12
Vasanjee, Shyam	Teacher, K-12
Whitmore, Logan	Teacher, K-12

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 developments 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Professional Learning Communities, and data chats are 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 regular PLC infrastructure ensures 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 school based leadership team (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)
10. Providing New teacher and teachers new to Taylor Middle High school with quality peer mentors that are within close proximity to them on a daily basis.

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 Teacher Induction Program 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, monthly teacher learning walks, 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.

Weekly coaching meetings and monthly 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: Before School Program

Minutes added to school year: 3,600

School tutoring offered before school, 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 30 minutes 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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 and 9th 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. Guidance hosts a Financial Aid night for grade 11 and 12 students and their parents. Guidance also hosts sessions to assist students and families to create FASFA accounts. Transition planning meetings are also held for ESE students, with a focus on post-secondary 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, 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.

Taylor Middle High School is working to create an academy program that reflects the needs of our unique community.

1. Students are expressing interest in entering the medical field. Currently the only medical skills class offered is First Aid with an idea to formulate a program for Athletic Trainers.
2. Working with teachers in the Agriculture classes to create an academy.
3. Integrate OJT program to focus on students in the business/technology classes to work in their field of choice for elective credit.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 School focuses on high yield, research-based strategies, cultivating a positive school culture then student achievement will increase.

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 School focuses on high yield, research-based strategies, cultivating a positive school culture then student achievement will increase. **1a**

G100575

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	54.0
Math Gains	48.0
4-Year Grad Rate (Standard Diploma)	81.0
FCAT 2.0 Science Proficiency	70.0
ELA/Reading Lowest 25% Gains	54.0
U.S. History EOC Pass	62.0
Math Lowest 25% Gains	54.0
High School Acceleration	54.0
Middle School Acceleration	74.0
FSA Mathematics Achievement	54.0
FSA ELA Achievement	54.0

Targeted Barriers to Achieving the Goal **3**

- Professional Learning
- New Leadership Team
- Communication
- Instructional expectations

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Title 1 Funding
- SAC
- DLTL (District Leader Teacher Learner)
- AVID, CHAMPS, PBIS
- Book studies
- PL/EWS/SLT/PLC
- Parent Involvement
- School district Liaison's for curriculum support
- Cultural Task Force - Restorative Practice

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Kathy Gibbons

Schedule

Monthly, from 10/30/2017 to 4/30/2018

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-in Sheet

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible

Kathy Gibbons

Schedule

On 2/13/2018

Evidence of Completion

Midyear review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Kathy Gibbons

Schedule

Annually, from 5/31/2018 to 6/29/2018

Evidence of Completion

Step Zero for 2019-2020SIP

Plan to Monitor Progress Toward G1. 8

District Assessment Data

Person Responsible

Jonathan Pearce

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion


Reports from eduphoria

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 School focuses on high yield, research-based strategies, cultivating a positive school culture then student achievement will increase. **1**

 G100575

G1.B1 Professional Learning **2**

 B271331

G1.B1.S1 Early Release Professional Development **4**

 S287194

Strategy Rationale

Provide opportunities for teacher growth

Action Step 1 **5**

TMHS will use the early release professional development days to provide learning opportunities for faculty.

Person Responsible

Kathy Gibbons

Schedule

Every 6 Weeks, from 8/6/2018 to 12/20/2018

Evidence of Completion

Faculty sign-in sheet

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

Implementation will be monitored through the VSET process

Person Responsible

Kathy Gibbons

Schedule

Semiannually, from 8/7/2018 to 5/31/2019

Evidence of Completion

Attendance at ERPL events

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

School Leadership Team will meet to evaluate the effectiveness of the activity

Person Responsible

Kathy Gibbons

Schedule

Monthly, from 8/6/2018 to 5/31/2019

Evidence of Completion

SLT Meeting Minutes

G1.B2 New Leadership Team 2

 B271332

G1.B2.S1 Introduce each administrator allowing the faculty the opportunity to get to know their background and goals. 4

 S287195

Strategy Rationale

Developing the relationship between the administration and instructional staff will improve communication and allows teams to work together.

Action Step 1 5

The Administrative staff will present their biographies to the faculty

Person Responsible

Kathy Gibbons

Schedule

On 8/7/2018

Evidence of Completion

Pre-planning agenda

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Faculty will be involved in a Kahoot to test their knowledge of the Administrative staff

Person Responsible

Marisol Rubio

Schedule

On 8/9/2018

Evidence of Completion

Photos of the winners of the Kahoot competition.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Faculty will win prizes based on how well they know the administrative staff

Person Responsible

Marisol Rubio

Schedule

On 8/9/2018

Evidence of Completion

Photo and social media posts

G1.B2.S2 Book Study - 55 Essentials by Ron Clark 4

 S287196

Strategy Rationale

Review and discuss this book to determine common values that the entire faculty shares

Action Step 1 5

the TMHS faculty will join together to read and discuss

Person Responsible

Kathy Gibbons

Schedule

Monthly, from 8/6/2018 to 5/31/2019

Evidence of Completion

Faculty Meeting Agendas and Minutes

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

At selected faculty meetings teachers will share their impressions and ideas covered by the book

Person Responsible

Kathy Gibbons

Schedule

Monthly, from 8/6/2018 to 5/31/2019

Evidence of Completion

Faculty Meeting agendas and minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

SLT team will discuss and evaluate the effectiveness of the book study.

Person Responsible

Kathy Gibbons

Schedule

On 5/31/2019

Evidence of Completion

Faculty SURvey

G1.B3 Communication 2

B271333

G1.B3.S1 Motivational Monday Email 4

S287197

Strategy Rationale

Increase communication with faculty and staff

Action Step 1 5

Assistant Principal sends out an email that includes a motivation quote and faculty shout outs in an effort to start the week on a positive note

Person Responsible

Chuck Munk

Schedule

Weekly, from 8/13/2018 to 5/27/2019

Evidence of Completion

Emails

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Emails will be reviewed at weekly admin meeting

Person Responsible

Chuck Munk

Schedule

Weekly, from 5/27/2019 to 5/27/2019

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Teacher Surveys

Person Responsible

Kathy Gibbons

Schedule

Quarterly, from 10/15/2018 to 5/31/2019

Evidence of Completion

Each quarter the administrative staff will survey to determine if teachers appreciate the email.

G1.B3.S2 Principal will send out Wildcat Weekly 4

 S287198

Strategy Rationale

Communicate glows and grows of the faculty and staff

Action Step 1 5

Wildcat Weekly will be sent to the staff weekly to celebrate glows and grows

Person Responsible

Kathy Gibbons

Schedule

Weekly, from 7/2/2018 to 5/31/2019

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Weekly will be reviewed at weekly administrative meeting

Person Responsible

Kathy Gibbons

Schedule

Weekly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Administration will provide input and ideas for weekly

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Teacher Surveys

Person Responsible

Kathy Gibbons

Schedule

Quarterly, from 10/15/2018 to 5/31/2019

Evidence of Completion

Teachers will be surveyed quarterly in an effort to progress monitor efforts to communicate to staff.

G1.B4 Instructional expectations 2

 B271334

G1.B4.S1 Classroom Walk-through's 4

 S287199

Strategy Rationale

Collect evidence for celebration and support

Action Step 1 5

Coaches work with district curriculum specialist to provide professional learning to increase faculty practices on standards based instruction.

Person Responsible

Schedule

Monthly, from 8/6/2018 to 5/31/2019

Evidence of Completion

IPG and Dta collection review

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Review of collected evidence

Person Responsible

Kathy Gibbons

Schedule

Monthly, from 8/6/2018 to 5/31/2019

Evidence of Completion

IPG tools calendar of walk-through's

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administration, coaches and district staff will meet to discuss evidence collected and support strategies.

Person Responsible

Kathy Gibbons

Schedule

Monthly, from 8/6/2018 to 5/31/2019

Evidence of Completion

IPG tools

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 School focuses on high yield, research-based strategies, cultivating a positive school culture then student achievement will increase.

G1.B1 Professional Learning

G1.B1.S1 Early Release Professional Development

PD Opportunity 1

TMHS will use the early release professional development days to provide learning opportunities for faculty.

Facilitator

Multiple

Participants

TMHS faculty

Schedule

Every 6 Weeks, from 8/6/2018 to 12/20/2018

VI. Technical Assistance Items

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



VII. Budget

1	G1.B1.S1.A1	TMHS will use the early release professional development days to provide learning opportunities for faculty.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			6633 - T. Dewitt Taylor Middle High	Title, I Part A		\$4,000.00
			<i>Notes: PLC Workshops - subs</i>			
2	G1.B2.S1.A1	The Administrative staff will present their biographies to the faculty				\$0.00
3	G1.B2.S2.A1	the TMHS faculty will join together to read and discuss				\$875.20
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			6633 - T. Dewitt Taylor Middle High	Title, I Part C		\$875.20
			<i>Notes: Copies of the book (55 Essentials by Ron Clark) for all members of the TMHS faculty.</i>			
4	G1.B3.S1.A1	Assistant Principal sends out an email that includes a motivation quote and faculty shout outs in an effort to start the week on a positive note				\$0.00
5	G1.B3.S2.A1	Wildcat Weekly will be sent to the staff weekly to celebrate glows and grows				\$0.00
6	G1.B4.S1.A1	Coaches work with district curriculum specialist to provide professional learning to increase faculty practices on standards based instruction.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			6633 - T. Dewitt Taylor Middle High	Title, I Part A		\$4,000.00
			<i>Notes: Teacher Learning Walks - subs for teachers</i>			
					Total:	\$8,875.20

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G1.MA2 M425463	SIP Midyear Review	Gibbons, Kathy	2/13/2018	Midyear review in CIMS	2/13/2018 one-time
G1.MA1 M425462	SIP Progress Monitoring Meeting	Gibbons, Kathy	10/30/2017	SIP Progress Monitoring Meeting Minutes and Sign-in Sheet	4/30/2018 monthly
G1.MA4 M425465	District Assessment Data	Pearce, Jonathan	8/14/2017	Reports from eduphoria	5/31/2018 quarterly
G1.MA3 M425464	State Assessment Results	Gibbons, Kathy	5/31/2018	Step Zero for 2019-2020SIP	6/29/2018 annually
G1.B2.S1.A1 A389455	The Administrative staff will present their biographies to the faculty	Gibbons, Kathy	8/7/2018	Pre-planning agenda	8/7/2018 one-time
G1.B2.S1.MA1 M425452	Faculty will win prizes based on how well they know the administrative staff	Rubio, Marisol	8/9/2018	Photo and social media posts	8/9/2018 one-time
G1.B2.S1.MA1 M425453	Faculty will be involved in a Kahoot to test their knowledge of the Administrative staff	Rubio, Marisol	8/9/2018	Photos of the winners of the Kahoot competition.	8/9/2018 one-time
G1.B1.S1.A1 A389454	TMHS will use the early release professional development days to provide learning opportunities for...	Gibbons, Kathy	8/6/2018	Faculty sign-in sheet	12/20/2018 every-6-weeks
G1.B3.S1.MA1 M425457	Emails will be reviewed at weekly admin meeting	Munk, Chuck	5/27/2019		5/27/2019 weekly
G1.B3.S1.A1 A389457	Assistant Principal sends out an email that includes a motivation quote and faculty shout outs in...	Munk, Chuck	8/13/2018	Emails	5/27/2019 weekly
G1.B1.S1.MA1 M425450	School Leadership Team will meet to evaluate the effectiveness of the activity	Gibbons, Kathy	8/6/2018	SLT Meeting Minutes	5/31/2019 monthly
G1.B1.S1.MA1 M425451	Implementation will be monitored through the VSET process	Gibbons, Kathy	8/7/2018	Attendance at ERPL events	5/31/2019 semiannually
G1.B3.S1.MA1 M425456	Teacher Surveys	Gibbons, Kathy	10/15/2018	Each quarter the administrative staff will survey to determine if teachers appreciate the email.	5/31/2019 quarterly
G1.B4.S1.MA1 M425460	Administration, coaches and district staff will meet to discuss evidence collected and support...	Gibbons, Kathy	8/6/2018	IPG tools	5/31/2019 monthly
G1.B4.S1.MA1 M425461	Review of collected evidence	Gibbons, Kathy	8/6/2018	IPG tools calendar of walk-through's	5/31/2019 monthly
G1.B4.S1.A1 A389459	Coaches work with district curriculum specialist to provide professional learning to increase...		8/6/2018	IPG and Dta collection review	5/31/2019 monthly
G1.B2.S2.MA1 M425454	SLT team will discuss and evaluate the effectiveness of the book study.	Gibbons, Kathy	5/31/2019	Faculty Survey	5/31/2019 one-time
G1.B2.S2.MA1 M425455	At selected faculty meetings teachers will share their impressions and ideas covered by the book	Gibbons, Kathy	8/6/2018	Faculty Meeting agendas and minutes	5/31/2019 monthly
G1.B2.S2.A1 A389456	the TMHS faculty will join together to read and discuss	Gibbons, Kathy	8/6/2018	Faculty Meeting Agendas and Minutes	5/31/2019 monthly
G1.B3.S2.MA1 M425458	Teacher Surveys	Gibbons, Kathy	10/15/2018	Teachers will be surveyed quarterly in an effort to progress monitor efforts to communicate to staff.	5/31/2019 quarterly

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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
G1.B3.S2.MA1  M425459	Weekly will be reviewed at weekly administrative meeting	Gibbons, Kathy	8/13/2018	Administration will provide input and ideas for weekly	5/31/2019 weekly
G1.B3.S2.A1  A389458	Wildcat Weekly will be sent to the staff weekly to celebrate glows and grows	Gibbons, Kathy	7/2/2018		5/31/2019 weekly