

Volusia County Schools

# T. Dewitt Taylor Middle High School



2019-20 Schoolwide Improvement Plan

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# T. Dewitt Taylor Middle High School

100 E WASHINGTON AVE, Pierson, FL 32180

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

## Demographics

Principal: Jonathan Pearce

Start Date for this Principal: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (50%) 2017-18: C (52%) 2016-17: C (48%) 2015-16: C (45%) 2014-15: C (49%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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# T. Dewitt Taylor Middle High School

100 E WASHINGTON AVE, Pierson, FL 32180

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p><b>2018-19 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">77%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">66%</p>

## School Grades History

<b>Year</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Grade</b>	C	C	C	C

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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>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

### School Mission and Vision

#### 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.

#### 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.

### School Leadership Team

#### Membership

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

Name	Title	Job Duties and Responsibilities
Gibbons, Kathy	Principal	
Rubio, Marisol	Assistant Principal	
Munk, Chuck	Assistant Principal	
Price, Angela	Teacher, K-12	
Pearce, Jonathan	Assistant Principal	
Berger, Sean	Teacher, K-12	
Davis, Jamie	Teacher, K-12	
RAULERSON, JAMIE	Teacher, K-12	
LaMondie, Laurie	Assistant Principal	

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	182	157	187	171	131	144	149	1121
Attendance below 90 percent	0	0	0	0	0	0	22	16	21	18	12	19	38	146
One or more suspensions	0	0	0	0	0	0	3	5	0	0	1	1	1	11
Course failure in ELA or Math	0	0	0	0	0	0	9	6	15	8	15	26	35	114
Level 1 on statewide assessment	0	0	0	0	0	0	73	79	72	54	48	52	59	437

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	17	11	18	11	17	19	0	93

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	5	17	1	0	1	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**FTE units allocated to school (total number of teacher units)**

72

**Date this data was collected or last updated**

Monday 9/2/2019

**Prior Year - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**Prior Year - Updated**

**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	27	22	32	34	21	35	42	213
One or more suspensions	0	0	0	0	0	0	27	37	47	48	22	19	19	219
Course failure in ELA or Math	0	0	0	0	0	0	3	3	10	5	5	17	17	60
Level 1 on statewide assessment	0	0	0	0	0	0	73	79	72	54	48	52	59	437

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	29	35	43	39	23	35	36	240



## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	39%	52%	56%	38%	49%	53%
ELA Learning Gains	45%	49%	51%	42%	48%	49%
ELA Lowest 25th Percentile	42%	37%	42%	29%	37%	41%
Math Achievement	41%	48%	51%	32%	50%	49%
Math Learning Gains	45%	49%	48%	39%	42%	44%
Math Lowest 25th Percentile	36%	38%	45%	37%	34%	39%
Science Achievement	54%	76%	68%	47%	72%	65%
Social Studies Achievement	48%	69%	73%	55%	68%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	182 (0)	157 (0)	187 (0)	171 (0)	131 (0)	144 (0)	149 (0)	1121 (0)
Attendance below 90 percent	22 ( )	16 ( )	21 ( )	18 ( )	12 ( )	19 ( )	38 ( )	146 (0)
One or more suspensions	3 ( )	5 ( )	0 ( )	0 ( )	1 ( )	1 ( )	1 ( )	11 (0)
Course failure in ELA or Math	9 ( )	6 ( )	15 ( )	8 ( )	15 ( )	26 ( )	35 ( )	114 (0)
Level 1 on statewide assessment	73 ( )	79 ( )	72 ( )	54 ( )	48 ( )	52 ( )	59 ( )	437 (0)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	32%	50%	-18%	54%	-22%
	2018	33%	48%	-15%	52%	-19%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2019	34%	47%	-13%	52%	-18%
	2018	38%	47%	-9%	51%	-13%
Same Grade Comparison		-4%				
Cohort Comparison		1%				
08	2019	41%	50%	-9%	56%	-15%
	2018	46%	56%	-10%	58%	-12%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-5%				
Cohort Comparison		3%				
09	2019	41%	51%	-10%	55%	-14%
	2018	44%	50%	-6%	53%	-9%
Same Grade Comparison		-3%				
Cohort Comparison		-5%				
10	2019	43%	50%	-7%	53%	-10%
	2018	36%	49%	-13%	53%	-17%
Same Grade Comparison		7%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	26%	48%	-22%	55%	-29%
	2018	35%	49%	-14%	52%	-17%
Same Grade Comparison		-9%				
Cohort Comparison						
07	2019	34%	47%	-13%	54%	-20%
	2018	33%	44%	-11%	54%	-21%
Same Grade Comparison		1%				
Cohort Comparison		-1%				
08	2019	41%	29%	12%	46%	-5%
	2018	24%	37%	-13%	45%	-21%
Same Grade Comparison		17%				
Cohort Comparison		8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	48%	57%	-9%	48%	0%
	2018	46%	60%	-14%	50%	-4%
Same Grade Comparison		2%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	61%	72%	-11%	67%	-6%
2018	63%	65%	-2%	65%	-2%
Compare		-2%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	42%	68%	-26%	71%	-29%
2018	52%	66%	-14%	71%	-19%
Compare		-10%			

  

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	63%	-10%	70%	-17%
2018	58%	63%	-5%	68%	-10%
Compare		-5%			

  

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	46%	54%	-8%	61%	-15%
2018	36%	57%	-21%	62%	-26%
Compare		10%			

  

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	54%	55%	-1%	57%	-3%
2018	40%	55%	-15%	56%	-16%
Compare		14%			

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	38	40	18	37	29	26	17		90	11
ELL	13	34	41	22	34	40	25	26	46	71	24
BLK	24	48		13	8						
HSP	33	43	41	36	43	39	49	42	71	85	35
WHT	51	50	41	52	52	27	67	59	68	87	60
FRL	35	44	43	37	42	35	51	43	69	85	33

  

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	40	35	14	29	31	16	37		81	29
ELL	9	32	38	15	39	38	19	35			
BLK	16	17		19	45						
HSP	35	44	40	33	47	42	51	54	75	79	48
WHT	53	48	41	46	48	39	68	69	76	85	43
FRL	36	44	39	33	46	41	54	55	72	80	42

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	5	18	16	12	36	34	25	37		77	
ELL	8	26	26	12	27	23	13	20		77	30
BLK	17	17		9	30		18	33			
HSP	34	40	30	28	36	33	38	51	74	85	47
WHT	49	49	29	41	43	43	65	66	79	79	50
FRL	34	39	29	28	37	36	42	49	76	80	40

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	591
Total Components for the Federal Index	12
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
<b>White Students</b>	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Math achievement in Learning Gains of the Lowest 25%

- \* An ineffective teacher was released after first semester, then the class had over a month of substitutes
- \* Students unmotivated with fear of failure

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

Social Studies achievement

- \* One of two teachers with the majority of students -- including all regular education and ESE students (4 of 7 sections) was new to TMHS and teaching Civics
- \* Lack of teacher priority for EoC prep

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Social Studies achievement

- \* One of two teachers with the majority of students -- including all regular education and ESE students (4 of 7 sections) was new to TMHS and teaching Civics
- \* Lack of teacher priority for EoC prep

**Which data component showed the most improvement? What new actions did your school take in this area?**

Math Achievement:

- \* Introduction of a Math Coach

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

- \* Retention in the Same Grade

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

1. Social Studies Achievement
2. Math Lowest 25% Achievement
3. ELA Achievement
- 4.
- 5.

## Part III: Planning for Improvement

Areas of Focus:

<b>#1</b>	
<b>Title</b>	FSA ELA Achievement
<b>Rationale</b>	Our FSA ELA achievement (39%) was our second lowest reporting category for our school grade with a -2% decrease. By focusing on overall FSA ELA Achievement, we will also increase our ESSA subgroups, which were some of our lowest percentages meeting proficiency (SWD--14%, ELL--13%, Blk--24%).
<b>State the measurable outcome the school plans to achieve</b>	Increase percentage of students proficient on FSA ELA assessment from 39% to 54%.
<b>Person responsible for monitoring outcome</b>	Kathy Gibbons (kgibbons@volusia.k12.fl.us)
<b>Evidence-based Strategy</b>	Higher level/Rigorous Questioning (Costa's Levels of Questioning)
<b>Rationale for Evidence-based Strategy</b>	Hattie effect size: 0.41 The most effective questions are high order 'why?' 'how?' and 'which is best?' questions that really make students think . They need to be given time to think too, and can do better if they work in pairs than work alone.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Selected teacher-leaders attend AVID summer conference</li> <li>2. Professional Development during Pre-Planning activities</li> <li>3. Data collection tool created by SLT to monitor levels of questioning through "Questioning Pop-Ins"</li> <li>4. Monitoring/Coaching through "Questioning Pop-Ins" -- data reviewed with SLT and discussed at PLCs</li> <li>5. District and School-based learning walks</li> <li>6. Faculty Book Study (teachers will choose between one of four book studies in which to participate)</li> </ol>
<b>Person Responsible</b>	Kathy Gibbons (kgibbons@volusia.k12.fl.us)

<b>#2</b>	
<b>Title</b>	FSA Math Lowest 25% Achievement
<b>Rationale</b>	Our FSA Math Lowest 25% achievement (36%) was our lowest reporting category for our school grade with a -5% decrease. Many of our ESSA subgroup students are also in our Math L25 achievement group [SWD--29%, ELL--40%].
<b>State the measurable outcome the school plans to achieve</b>	Increase percentage of our L25 students proficient on FSA Math assessment from 36% to 54%
<b>Person responsible for monitoring outcome</b>	Kathy Gibbons (kgibbons@volusia.k12.fl.us)
<b>Evidence-based Strategy</b>	Common planning for curriculum areas to facilitate PLCs
<b>Rationale for Evidence-based Strategy</b>	Richard DuFour, a national expert on PLCs and other forms of collaboration, says professional learning communities have a profound impact on the structure and culture of schools, as well as the assumptions and practices of educators inside them.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Build master schedule to accommodate common planning for curriculum areas</li> <li>2. Provide professional learning on effective PLCs</li> <li>3. District and School-based learning walks</li> <li>4. Academic coaches working with PLCs</li> <li>5. District assessment data monitored through PLCs with emphasis on ESSA subgroups</li> <li>6. Faculty Book Study (teachers will choose between one of four book studies in which to participate)</li> </ol>
<b>Person Responsible</b>	Kathy Gibbons (kgibbons@volusia.k12.fl.us)



<b>#3</b>	
<b>Title</b>	Social Studies End of Course Assessment Achievement
<b>Rationale</b>	Social Studies End of Course Assessment Proficiency was our largest decrease from the previous year (-11% overall); when dis-aggregated for grade level, our Civics percent proficient showed a decrease of 10% and our US History percent proficient showed a decrease of 5% from the previous year. Our ESSA subgroups having the lowest proficiency were SWDs -- 17% and ELLs -- 26%.

<b>State the measurable outcome the school plans to achieve</b>	Increase percentage of students proficient on the Social Studies End of Course Assessments (7th grade Civics and 11th grade US History) from 48% to 54% Civics -- from 42% to 54% US History -- from 53% to 62%
<b>Person responsible for monitoring outcome</b>	Kathy Gibbons (kgibbons@volusia.k12.fl.us)
<b>Evidence-based Strategy</b>	School-wide Focused Note-Taking (Cornell Notes)
<b>Rationale for Evidence-based Strategy</b>	Hattie effect size: 0.69 Current research tells us that when done effectively, note-taking is an efficient, engaging strategy for learners to process, organize, and transform information (Fryer, 2014; Hattie, 2012).

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teacher-leaders attended AVID summer conference</li> <li>2. Pre-planning workshop for all teachers on Cornell Notes</li> <li>3. District and School-based learning walks</li> <li>4. District Specialist meeting with Civics teachers to monitor EoC assessment prep</li> <li>5. District DIA assessment scored monitored in PLCs with emphasis on ESSA subgroups</li> <li>5. Faculty Book Study (teachers will choose between one of four book studies in which to participate)</li> </ol>
<b>Person Responsible</b>	Kathy Gibbons (kgibbons@volusia.k12.fl.us)

**Additional Schoolwide Improvement Priorities (optional)**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

**Part IV: Title I Requirements**

**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

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, Gradebook 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.

**PFEP Link**

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

**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. Student Leadership teams (SGA, Key Club, Student Leaders)
5. SEL Homeroom curriculum in Middle School

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.

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

At the annual Middle School Showcase, incoming 6th graders are provided school information, such as middle school promotion requirements, sports, elective choices, and meet their teachers and guidance counselor. Transition services are offered to incoming students from private and home school settings. Placement review, progress monitoring, and collaboration between counselor, transition teacher, and

classroom teachers provides a supportive environment for a successful transition.

Although our 8th grade students experience a limited transition, activities graduation requirements, high school procedures, as well as the activities and privileges they will have in high school are provided. A grade level meeting during the last grading period presents information and expectations for the transition to high school. In addition, "Algebra Camp" and "Step up to Stem" summer programs for algebra and biology 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 "College and Career" activities. Many students graduate with certificates in technical or computer applications as a result of CTE courses taken in high school. Students are 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 assistance to complete the profile and account information. Daytona State College, along with other local educational institutions, are invited on campus and interested students are provided time to meet with college recruiters. Guidance hosts a Financial Aid night for students and their parents to assist in creating FASFA accounts. Transition meetings are held for ESE students, with a focus on post-secondary opportunities and community resources and agencies.

**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 SLT meets monthly to review student progress data and to monitor progress on SIP goals.

Grade level PLC meetings are supported by an administrator. Core teachers will continue to implement the Florida Standards (FS). All content area teachers will incorporate the English/Language Arts Florida Standards (ELAFS).

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. School Improvement funds are awarded to the school based on a per pupil funding formula and distributed via the SAC. The SAC meets monthly.

School Improvement funds will be used for PLCs to plan and review data,

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

- Academic Coaches
- Family Liaison
- Supplemental Tutoring before school
- Supplemental materials and supplies
- Supplemental funds

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.

### Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. The progress of ELL students is monitored to identify specific needs.

### 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)

Remedial and supplemental instructional resources are provided to students who fail to meet performance levels.

### Violence Prevention Programs

- Student Mentoring Program
- Anti-Bullying Program

### Nutrition Programs

- Free and Reduced Meal Plan
- Wellness Policy School Plan

**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.