T. Dewitt Taylor Middle High School

2022-23 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: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (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*
School Grades History	2021-22: C (45%) 2018-19: C (50%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

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.](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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100 E WASHINGTON AVE, Pierson, FL 32180

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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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. 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Pearce, Jonathan	Principal	
Rubio, Marisol	Assistant Principal	
LaMondie, Laurie	Assistant Principal	
Beans, Lori	Instructional Coach	
Sampson, Rebecca	Assistant Principal	
Blinn, Tracy	Assistant Principal	

Demographic Information

Principal start date
Friday 7/1/2022, Jonathan Pearce

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
80

Total number of students enrolled at the school
1,141

Identify the number of instructional staff who left the school during the 2021-22 school year.
3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	164	148	166	161	175	165	132	1111
Attendance below 90 percent	0	0	0	0	0	0	54	47	57	65	67	62	98	450
One or more suspensions	0	0	0	0	0	0	58	48	54	21	21	17	1	220
Course failure in ELA	0	0	0	0	0	0	8	2	13	35	27	20	6	111
Course failure in Math	0	0	0	0	0	0	3	14	3	48	37	15	3	123
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	55	79	90	63	65	45	34	431
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	67	74	78	68	46	33	24	390
Number of students with a substantial reading deficiency	0	0	0	0	0	0	24	53	44	36	44	6	5	212
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	59	66	71	69	67	44	39	415

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	3	0	12	8	0	2	25
Students retained two or more times	0	0	0	0	0	0	1	3	1	6	7	7	2	27

Date this data was collected or last updated

Thursday 8/4/2022

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	
Number of students enrolled	0	0	0	0	0	0	166	146	175	167	184	170	128	1136
Attendance below 90 percent	0	0	0	0	0	0	35	28	29	29	38	34	37	230
One or more suspensions	0	0	0	0	0	0	4	1	2	0	1	0	0	8
Course failure in ELA	0	0	0	0	0	0	2	7	29	18	20	11	11	98
Course failure in Math	0	0	0	0	0	0	5	7	14	16	32	20	22	116
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	43	51	82	69	61	50	31	387
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	37	65	66	76	47	35	25	351
Number of students with a substantial reading deficiency	0	0	0	0	0	0	26	39	26	5	3	3	0	102

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	21	21	49	30	37	31	23	212

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	0	5	3	15	5	2	2	32
Students retained two or more times	0	0	0	0	0	0	1	3	3	8	5	8	3	31

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	
Number of students enrolled	0	0	0	0	0	0	166	146	175	167	184	170	128	1136
Attendance below 90 percent	0	0	0	0	0	0	35	28	29	29	38	34	37	230
One or more suspensions	0	0	0	0	0	0	4	1	2	0	1	0	0	8
Course failure in ELA	0	0	0	0	0	0	2	7	29	18	20	11	11	98
Course failure in Math	0	0	0	0	0	0	5	7	14	16	32	20	22	116
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	43	51	82	69	61	50	31	387
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	37	65	66	76	47	35	25	351
Number of students with a substantial reading deficiency	0	0	0	0	0	0	26	39	26	5	3	3	0	102

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

Indicator	K	1	2	3	4	5	Grade Level 6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	21	21	49	30	37	31	23	212

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	Grade Level 6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	5	3	15	5	2	2	32
Students retained two or more times	0	0	0	0	0	0	1	3	3	8	5	8	3	31

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	34%	46%	51%				39%	52%	56%
ELA Learning Gains	36%						45%	49%	51%
ELA Lowest 25th Percentile	27%						42%	37%	42%
Math Achievement	33%	33%	38%				41%	48%	51%
Math Learning Gains	39%						45%	49%	48%
Math Lowest 25th Percentile	39%						36%	38%	45%
Science Achievement	40%	30%	40%				54%	76%	68%
Social Studies Achievement	53%	40%	48%				48%	69%	73%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	32%	50%	-18%	54%	-22%
Cohort Comparison						
07	2022					
	2019	34%	47%	-13%	52%	-18%
Cohort Comparison		-32%				
08	2022					
	2019	41%	50%	-9%	56%	-15%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	26%	48%	-22%	55%	-29%
Cohort Comparison						
07	2022					
	2019	34%	47%	-13%	54%	-20%
Cohort Comparison		-26%				
08	2022					
	2019	41%	29%	12%	46%	-5%
Cohort Comparison		-34%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	48%	57%	-9%	48%	0%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	72%	-11%	67%	-6%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	42%	68%	-26%	71%	-29%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	63%	-10%	70%	-17%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	46%	54%	-8%	61%	-15%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	54%	55%	-1%	57%	-3%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	6	24	22	10	24	32	10	24		90	21
ELL	15	25	26	22	32	33	14	41	52	89	25
BLK	24	40		12	40						
HSP	29	34	30	29	38	40	35	54	57	94	46
MUL	60										
WHT	41	39	25	41	40	33	47	52	58	88	63
FRL	29	34	26	28	35	39	34	47	46	90	48
2021 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 2019-20	C & C Accel 2019-20
SWD	8	21	20	10	28	32	31	33		84	12
ELL	17	30	28	22	26	30	29	32		90	11
BLK	27	45		17	45						
HSP	30	38	32	28	30	30	48	45	77	86	31
WHT	45	47	32	33	35	42	67	60	76	91	45
FRL	30	38	32	27	30	32	52	44	76	86	35
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	532
Total Components for the Federal Index	12
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
Hispanic Students	
Federal Index - Hispanic Students	43

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
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%	0
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Math Achievement across grade levels increased, ELA achievement across grade levels decreased; HS acceleration increased; SS is trending up last three years; science achievement is trending down; discipline referrals trending down for first three grading periods with large spike in fourth grading period.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA Achievement shows a downward trend (41--39--35--34)
ELA Learning Gains shows a downward trend (45--45--41--36)
ELA LQ shows a downward trend (39--42--33--27)
MS Acceleration had a significant drop (78--56)

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

ELA -- lack of an Academic/Literacy Coach coupled with 4 of 6 MS ELA/Reading teachers being first-year teachers and out of field; 9th grade ELA teacher's first full-year teaching

MS Acceleration -- strategic placement of students in math courses based on historical data (due to gap year of assessment scores) led to students with a 3 on FSA Math not being placed in Algebra 1 Honors as 8th graders

New actions: hire Literacy Coach for ELA; review of students' math scores for proper placement

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

HS Acceleration increased 22 points; FSA Math Achievement, Learning Gains, and LQ showed improvement, are still far below district and state average

What were the contributing factors to this improvement? What new actions did your school take in this area?

Clear focus on increasing HS Acceleration with strategic placement of students in Dual Enrollment and Advanced Placement courses. The Graduation Assurance team met monthly to progress monitor senior students. We have added a new AP course (AP Computer Science). The math coach and district support focused on math instruction and best practices with teachers as well as providing small group pull-out remediation and tutoring.

Implementing MTSS and PBIS structures and supports across grade levels and teaming in the middle school will help teachers and staff identify student needs and address them more effectively.

What strategies will need to be implemented in order to accelerate learning?

Implementation of MTSS and PBIS structures
Middle School teaming
Professional Learning on the BEST standards in Math and ELA
Stocktake process for progress monitoring

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Training for teachers on MTSS and PBIS; Training on AVID strategies; professional learning on BEST standards
Literacy Coach, Math Coach, and Science Intervention will receive professional learning through district; administration will receive professional learning through monthly Assistant Principal and Principal meetings

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

New MTSS chairperson; continuation and improvement on PBIS reward systems; implementation of Middle School teams

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our Area of Focus is aligned with District Strategic Goal 1: Engage all students in high levels of learning. With new B.E.S.T. standards being implemented for SY22-23 and new materials last school year, and a trending decrease in ELA Achievement, Learning Gains, and Lowest Quartile, a focus on Instructional Practice in ELA is needed. Even though Math proficiency, learning gains, and lowest quartile increased they are far below district and state average, implementation of the new B.E.S.T. standards with new curriculum materials, a focus on Instructional Practice is needed. In addition, most of our lowest quartile are also identified in our EWS and one or more of our ESSA subgroups (including migrant students.)
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of SY22-23, 100% of students in grades 6-10 will be proficient on the ELA state assessments and 100% of students in grades 6-8 will be proficient on the math state assessment or Algebra 1 EoC.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	* Progress monitoring state assessments for proficiency and growth * District Assessments * Admin Data Chats with teachers for progress monitoring * Teacher data chats with students for progressing monitoring
Person responsible for monitoring outcome:	Jonathan Pearce (jpearce@volusia.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	6-8/9-12 will utilize resources from the district's curriculum map and pacing guide to differentiate instruction and provide Tier 1 foundational instructional practices aligned to the English Language Arts B.E.S.T standards and Math B.E.S.T. standards.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Utilizing the district's curriculum map and pacing guide will ensure on-grade level instruction with differentiated instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

MS teams and HS PLCs review district assessment data monthly.

Person Responsible	Marisol Rubio (mrubio@volusia.k12.fl.us)

Quarterly data chats with teachers regarding pacing and BEST

Person Responsible	Marisol Rubio (mrubio@volusia.k12.fl.us)

Monthly PLC to determine progress of lowest quartile, including ESSA subgroups, (including migrant students) making progress towards 70% proficiency on Unit/Chapter Assessments in ELA and Math

Person Responsible	Marisol Rubio (mrubio@volusia.k12.fl.us)

Faculty training in Data Review

Person Responsible	Laurie LaMondie (lalamond@volusia.k12.fl.us)

Administration and SLT training in StockTake process

Person Responsible	Jonathan Pearce (jpearce@volusia.k12.fl.us)

Professional Learning on implementation of BEST standards in Math and ELA

Person Responsible	Tracy Blinn (thblinn@volusia.k12.fl.us)

#2. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Support	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The area of focus is aligned to the District Strategic Plan Goal 3: Provide a Safe, healthy, and supportive environment. Reviewing discipline data for SY21-22, the number of referrals decreased during the first three grading periods then increased 100% from GP3 to GP4. There was a lack of integration of the PBIS structures and supports which led to increase in negative behaviors and a decrease in student achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of SY22-23, we will decrease the number of discipline incidents by 10% and total number of OSS days by 10%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Office Discipline Referrals will be monitored both at the district level and school level monthly during PBIS PLCs to increase core instruction in behavior for all students and intensifying monitoring of disproportionate rates of discipline.
Person responsible for monitoring outcome:	Laurie LaMondie (lalamond@volusia.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	The evidence-based strategy being implemented is a multi-disciplinary approach through district-wide MTSS framework. Outcomes will be measured & monitored: Office Discipline Referrals will be monitored by the by the school based PBIS PLCs on a monthly basis.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	PBIS is grounded in strategic analysis of data collected through Progress Monitoring and Data-based Decision Making. Based upon research, the PBIS Implementation Checklist is a quick checklist to assess the degree of implementation for actively implementing schools. It gives teams a sense of what has-been-done and what needs-to-be-done in the PBIS implementation process. The Benchmarks of Quality survey is intended to guide both initial implementation and sustained use of PBIS Tier 1. Kincaid, D., Childs, K., & George, H. (2010). These assessments contains 53-items divided into ten critical elements that make up an effective PBIS Tier 1 system. Completion of the BoQ produces scale and subscale scores indicating the extent to which these critical elements are in place.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monthly review of discipline incident data

Person Responsible	Rebecca Sampson (rlsampso@volusia.k12.fl.us)

Monthly review of suspension data

Person Responsible	Rebecca Sampson (rlsampso@volusia.k12.fl.us)

Monthly review of number of discipline incidents by reporter

Person Responsible	Rebecca Sampson (rlsampso@volusia.k12.fl.us)

PBIS training for PBIS team

Person Responsible	Laurie LaMondie (lalamond@volusia.k12.fl.us)

Completion of PBIS Implementation Checklist
* Fall, Mid-Year, End of the Year

Person Responsible	Laurie LaMondie (lalamond@volusia.k12.fl.us)

Implement quarterly rewards system campus wide

Person Responsible	Rebecca Sampson (rlsampso@volusia.k12.fl.us)

Professional Learning on MTSS/PBIS

Person Responsible	Jonathan Pearce (jpearce@volusia.k12.fl.us)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Focusing on the "Wildcat Way" across all grade levels incorporates our school wide expectations through active involvement of all stakeholders through the following activities:
- parental involvement opportunities, parent/teacher conferences like IEP/EP & ELL meetings, such as orientation, financial aid night, registration night, awards celebrations and other events related to core instructional areas
- workshop opportunities for families to receive free materials and gain strategies for increasing skills in reading and math.
- assisting students with decisions regarding dual enrollment and advanced placement learning opportunities. Parents have access to school counselors at the events above 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 Gifted, 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.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Teachers promote a positive culture by having parent conferences for individual students to address and offer strategies for their academic achievement. Counselors guide students in achieving their personal goals alongside their parents. Administration support and facilitate remediation and acceleration opportunities and always include celebrations. School Advisory Council (SAC) annually reviews climate survey data to make recommendations for school improvement. And meets monthly to discuss and review all aspects of school life. College and Career counselor who promotes and provides on-going support for after high school road map to both parents and students.