

Flagler Schools

# Buddy Taylor Middle School



## 2022-23 Schoolwide Improvement Plan

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# Buddy Taylor Middle School

4500 BELLE TERRE PKWY, Palm Coast, FL 32164

www.flaglerschools.com

## Demographics

Principal: Cara Cronk

Start Date for this Principal: 11/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	60%
<b>2021-22 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 Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: C (50%) 2018-19: C (53%) 2017-18: C (53%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TSI
* 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 Flagler 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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## Buddy Taylor Middle School

4500 BELLE TERRE PKWY, Palm Coast, FL 32164

[www.flaglerschools.com](http://www.flaglerschools.com)

### 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)
Middle School 6-8	Yes	60%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

### School Grades History

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

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<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.

Flagler County Public Schools ensures educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

#### Provide the school's vision statement.

As a courageous, innovative leader in education, Flagler County Public Schools will be the Nation's premier learning organization where ALL students graduate as socially responsible citizens with the skills necessary to reach their maximum potential.

### 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
Cronk, Cara	Principal	Responsible for providing leadership that ensures high-quality instruction is aligned to academic standards and meets the needs of all students. Emphasizes the importance of school safety and maintains an environment that is both physically and emotionally safe for all stakeholders and aligns with the mission and vision of the school.
Bovino, Rachel	Assistant Principal	Responsible for ensuring teachers are equipped with high-quality, standards-aligned curriculum and instruction that is challenging and accessible to all students in a way that is equitable and focuses on student achievement. Data analysis that is deliberate and provides real-time feedback that guides instructional practices, student supports, and professional learning.
Roberson, Toussaint	Assistant Principal	Responsible for developing and communicating clearly-defined, school-wide behavior expectations. Provide supports to students and families in transition as well as support students social-emotional wellbeing and mental health. As well as provide continued support to teachers, staff and students that maintains a safe learning environment throughout campus.
Fries, Jessica	Assistant Principal	Responsible for providing teachers with the support and resources needed to reduce the challenges and barriers that impact student success in effort to increase access to the content for all students. Coordinates Title 1 efforts with a goal of increasing student achievement, teacher development and parent involvement.

### Demographic Information

**Principal start date**

Sunday 11/1/2020, Cara Cronk

**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**

57

**Total number of students enrolled at the school**

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

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

20

**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	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	0	0	0	0	0	0	0	

**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	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Wednesday 7/27/2022

**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	0	521	536	0	0	0	0	1057
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	0	0	0	0	0	0	0	

**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	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	0	0	521	536	0	0	0	0	1057
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### 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	0	0	0	0	0	0	0	

#### 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	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## 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	41%	50%	50%				51%	59%	54%
ELA Learning Gains	41%						53%	61%	54%
ELA Lowest 25th Percentile	31%						44%	51%	47%
Math Achievement	56%	32%	36%				55%	67%	58%
Math Learning Gains	60%						52%	62%	57%
Math Lowest 25th Percentile	55%						43%	54%	51%
Science Achievement	42%	65%	53%				48%	55%	51%
Social Studies Achievement	64%	63%	58%				73%	77%	72%

**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					
Cohort Comparison						
07	2022					
	2019	45%	54%	-9%	52%	-7%
Cohort Comparison		0%				
08	2022					
	2019	55%	62%	-7%	56%	-1%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019	51%	61%	-10%	54%	-3%
Cohort Comparison		0%				
08	2022					
	2019	40%	49%	-9%	46%	-6%
Cohort Comparison		-51%				

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	47%	54%	-7%	48%	-1%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	75%	-3%	71%	1%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	60%	20%	61%	19%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	87%	61%	26%	57%	30%

## 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	7	25	24	16	43	44	11	30	31		
ELL	17	41	48	32	49	52	10	51	40		
ASN	48	52		77	65		58	67	79		
BLK	22	32	24	33	48	42	17	48	53		
HSP	36	41	46	53	58	60	27	69	57		
MUL	51	43	20	62	67	61	50	63	64		
WHT	48	43	34	64	63	63	52	68	64		
FRL	32	35	30	48	57	54	31	59	52		
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	13	31	28	17	30	31	8	31	13		
ELL	23	33	28	46	55	47	10	46			

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
ASN	61	47		83	76			70	70		
BLK	34	40	33	27	36	43	27	40	25		
HSP	41	36	25	45	36	39	39	36	44		
MUL	55	46		63	40	31	44	77	72		
WHT	49	41	33	56	48	51	45	66	56		
FRL	38	38	31	44	41	46	36	51	46		
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	13	31	30	17	34	30	11	38	11		
ELL	21	54		43	50			70			
ASN	74	71		72	75		73		82		
BLK	32	44	37	28	39	38	20	55	46		
HSP	45	49	45	48	45	28	37	76	60		
MUL	55	55	40	52	45	27	45	64	71		
WHT	57	56	49	64	57	49	58	79	55		
FRL	43	49	45	50	50	42	39	70	51		

### 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	52
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	62
Total Points Earned for the Federal Index	515
Total Components for the Federal Index	10
Percent Tested	96%
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%	3

English Language Learners	
Federal Index - English Language Learners	40
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	64
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
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	53
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	55
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

ELA exhibited a decrease of 5 points based on the Federal Percent of Points Index (FPPI) over the last two years. Bottom Quartile (BQ) learning gains showed the greatest need for improvement (8th grade): reporting fewer than 50% of students for the last 5 years. Earning a rating of "F."

Science (8th Grade) showed slight improvement: Earning a rating of "C."

Students with Disabilities showed an increase of 4 points in 2022, however, this subgroup earned 26%. Black/African American Student Subgroup has reported a 1% increase, however it remains less than 40% for (4) years.

Math - Learning Gains increased by 16% and Learning Gains (BQ) increased by 10%, earning a rating of "B".

Social Studies - Achievement increased by 7%, earning a rating of "A".

Middle School Acceleration (Algebra/Geometry) increased by 10%, earning a rating of "A".

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

English Language Arts (ELA) Learning Gains

Students with Disabilities (SWD)

Black/African American (BAA) subgroups

Science Achievement (8th Grade)

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

Student accountability is a priority that needs to be clearly defined to allow for consistency. This year we will have a school-wide process for authentic, data-based remediation with a focus on academic growth for all students in each core content area.

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

Math Achievement/Learning Gains (all areas)

Social Studies Achievement

Algebra/Geometry Proficiency

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

Timely remediation/grade recovery to communicate student accountability and increase focus on academic growth.

Increased participation in teacher collaboration by grade level.

Targeted Eagle Advisory groups for intensive support.

Algebra/Geometry students had the same teacher, allowing for a smooth/cohesive transition year to year.

High level of student engagement, conceptualization of math concepts and high expectations were communicated with consistency.

Social Studies - Increased focus on primary and secondary sources, spiraling for review of previous year's content, and increased vocabulary instruction.

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

Deliberate planning between grade levels to understand how standards scaffold across grade levels.

Planning and data analysis that support students' transition from 6th - 8th grade.

Project/Problem-based activities to accelerate learning.

Consistency of school-wide systems and expectations between departments/grade levels.

Accountability and support for all stakeholders with a continued focus on student achievement.

**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.**

Co-Teach Model (SWD/MTSS supported classrooms)

Spiral review (Math/Science/Social Studies)

Learning Walks - Allow teachers to observe colleagues

Writing Strategy - School-wide Initiative

Engaging with Text (Text Marking/Notice and Note/Summarizing)

Intensive Reading - Rewards and Foundational Skills Instruction

Classroom Management

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

Systematic collection/analysis of data to strategically support students toward academic achievement.

Targeted intervention and acceleration groups to meet the needs of all students. Intervention groups will use a co-teach model (where applicable), staffing classrooms with the support they need to increase effectiveness.

**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 Standards-aligned Instruction****Area of Focus****Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Grade 7 ELA learning gains by students in the lowest quartile have been consistently and significantly low. A review of ELA data showed a decrease of 5 points based on the Federal Percent of Points Index (FPPI) over the last two years. Bottom Quartile (BQ) learning gains showed the greatest need for improvement in Grade 7, reporting less than 50% for the last 5 years, earning a rating of "F."

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

For this year, the focus will be on improving learning gains by 3 percentage points.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Common summative data (FAST, Common Summatives, IReady) will be analyzed on a continual basis. Standards-based remediation and re-assessment will allow the leadership team to measure academic growth and progress toward our intended goal.

**Person responsible for monitoring outcome:**

Rachel Bovino (bovinor@flaglerschools.com)

**Evidence-based****Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

- 1.) Structured Remediation - common assessment, reteach, retest for data analysis toward standards mastery.
- 2.) Instructional Learning Walks (Teachers to Model Classrooms)
- 3.) Systematic approach to annotating and decoding text across subject areas.

Data shows a need for a more structured, deliberate approach to instruction with our highest need students.

This will be accomplished using the following strategies and professional learning opportunities:

**Rationale for****Evidence-based****Strategy:**

**Explain the rationale for selecting this specific strategy.**

**Describe the resources/criteria used for selecting this strategy.**

**Remediation:**

Remediation is an effective strategy to help students who are behind academically when struggling students are provided multiple opportunities to demonstrate success.

<https://files.eric.ed.gov/fulltext/ED616057.pdf>

**Learning Walks:**

Allow for teachers to observe colleagues in a non-evaluative way in order to identify and reflect on best practices. Teachers can self-evaluate their own classroom practices and plan next steps to improve the quality of their instruction.

<http://www.scsk12.org/memo/files/files/learning%20walk2.pdf>

**Reading for Meaning:**

Teachers across subject areas who incorporate explicit reading instruction strategies into their daily routines support struggling readers toward successful

outcomes.

[https://www.reallygreatreading.com/sites/default/files/rgr\\_white\\_paper\\_decoding\\_strategies\\_for\\_success.pdf](https://www.reallygreatreading.com/sites/default/files/rgr_white_paper_decoding_strategies_for_success.pdf)

Vocabulary Instruction in Science:

Vocabulary that is taught across subject areas, is explicit and allows for students to have multiple opportunities for exposure shows the greatest outcome in student learning.

<https://www.texasldcenter.org/teachers-corner/five-research-based-ways-to-teach-vocabulary>

### 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.

Literacy Across Subject Areas:

- 1.) Instructional Coaching - school-wide literacy across subject areas using modeling/learning walks.
- 2.) Ongoing data analysis to remediate for mastery.
- 3.) Professional learning:
  - (a) - Co-teach Model
  - (b) - Engaging with Text across Subject Areas Using Graphic Organizers and RACE
  - (c) - University of North Florida (UNF) Writing
  - (d) - Read and Responds (strategies for reading and analyzing and responding to text)

**Person Responsible** Jaime Everage (everagej@flaglerschools.com)

Literacy Specific to Science Instruction:

- 1.) Increase frequency of vocabulary instruction & utilize visuals to aid in comprehension.
- 2.) Remediate/reteach previously taught science standards from grades using Penda.
- 3.) Implementation of Quarter 4 SSA Strategic Review.

**Person Responsible** Angela Mason (masona@flaglerschools.com)

**#2. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Our 2021-2022 data indicated that our Federal Index for Students with Disabilities was at 26%. This would be the third consecutive year that the index fell below 32%.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If BTMS is strategic in scheduling our Students with Disabilities in order to provide targeted intervention and opportunity for acceleration, then we will see and increase in growth throughout this subgroup from 26% to 31%.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

IReady Data will be monitored (monthly) - students are expected to complete lessons with a 70% or higher pass rate to demonstrate growth.

"F" report will be pulled weekly to monitor Students with Disabilities (SWD).

**Person responsible for monitoring outcome:**

Jessica Fries (friesj@flaglerschools.com)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

1.) Co-teach model - all supported classrooms will have both a GenEd teacher and ESE teacher present to help provide students with access to the content.  
2.) Supported Eagle Advisory classes with a focus on student success.  
3.) Progress monitoring of student learning through the i-ready assessment. All students will take a diagnostic assessment. Progress will be monitored monthly using the Growth Monitoring assessment. Students are expected to pass lessons on their learning path with a 70% or greater.

Co-Teach Model:

"Co-teaching draws on the strengths of both the general educator, who understands the structure, content, and pacing of the general education curriculum, and the special educator, who can identify unique learning needs of individual students to enhance the curriculum and instruction to match these needs" (Hanover Research, 2012)

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Remediation:

Remediation is an effective strategy to help students who are behind academically when struggling students are provided multiple opportunities to demonstrate success.

<https://files.eric.ed.gov/fulltext/ED616057.pdf>

**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.

- 1.) Provide teachers with training on the Co-teach model.
- 2.) Continuous targeted monitoring of student data to measure growth and progress.

**Person Responsible**

Jaime Everage (everagej@flaglerschools.com)

- 1.) Strategic scheduling of students based on data
- 2.) Implementation of small group/differentiation school-wide (Intensive Reading groups and Eagle Advisory) .

**Person Responsible**

Jessica Fries (friesj@flaglerschools.com)

**#3. Positive Culture and Environment specifically relating to Social Emotional Wellbeing****Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

A review of the discipline data from the 2021-2022 school year indicates that 279 students received out-of-school suspensions for a total of 847 days. These students accounted for 58% of our failed courses from the same school year. The data suggests a strong correlation between out of school suspensions and academic achievement.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

The number of students with one or more out of school suspensions will be reduced by 5% as measured by the total percentage of students that received an out of school suspension for the 22-23 school year.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

The student service team will meet monthly to review discipline and attendance data by grade level and down to individual students.

**Person responsible for monitoring outcome:**

Toussaint Roberson (robersont@flaglerschools.com)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

Buddy Taylor Middle School will implement a House system to increase students' sense of well being, acceptance and motivation, reduce bullying and reduce disciplinary incidents.

How Being Part of a 'House' within a School Helps Students Gain a Sense of Belonging By Gail Cornwall  
<https://www.kqed.org/mindshift/50960/how-being-part-of-a-house-within-a-school-helps-students-gain-a-sense-of-belonging>

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Lake Canyon Elementary school in Galt, California saw a 100% decrease in out of school suspensions from 2016 to 2017 after implementing the house system.

**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.

In order to create a schoolwide culture with a focus on relationships, leadership and team building, teachers and staff have been trained by CKH (Changing Kids Hearts) which provides a framework and curriculum to support our House System activities. Implementation of group activities by students and staff establish goals and objectives. Houses will meet monthly, whole-group.

**Person Responsible**

Cara Cronk (cronkc@flaglerschools.com)

Discipline data will be monitored monthly by the student services team and compared to our ongoing academic data review in order to measure progress toward our goal.

**Person Responsible**

Toussaint Roberson (robersont@flaglerschools.com)

Small-group activities will be embedded into our Eagle Advisory curriculum weekly to continually develop and strengthen relationships on our campus between students, teachers and staff.

**Person Responsible**

Angela Mason (masona@flaglerschools.com)

**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.**

Capturing Kids Hearts (CKH) is a district initiative for which the majority of faculty and staff has been trained. It's focus is to lower social anxiety and create a schoolwide culture that nurtures relationships through communication and trust. Students and staff have a shared vision of service and leadership as they work through its leadworthy character curriculum. These activities are built into our Eagle Advisory lessons weekly and schoolwide community-service projects are used to demonstrate these character traits.

Positive Behavior Intervention & Support (PBIS) involves students in the decision-making process and encourages them through continued support, redirection and positive reinforcement. Students have the opportunity to earn points on our PBIS app. They can use those points to purchase items from our school store. Students who don't have any referrals for the quarter are invited to a schoolwide PBIS celebration and other PBIS events (dance, students vs. staff challenges, etc.). These incentives are used to reward students for following the schoolwide expectations; Bring your best, Treat others with respect, Model exceptional leadership, & Strive to be your best.

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

Toussiant Roberson - Assistant Principal who oversees student services.

Steven Everage - Dean of Students, who oversees PBIS.

Narayana Hines - Behavior Interventionist who provides intervention using restorative practices.

Kayla Robinson & Donna Bright - Advisors or Principal's Advisory Committee (PAC) - promote/communicate CKH initiatives schoolwide.