

Flagler Schools

# Buddy Taylor Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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## Buddy Taylor Middle School

4500 BELLE TERRE PKWY, Palm Coast, FL 32164

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

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## I. School Information

### School Mission and Vision

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

To provide a safe environment and positive school climate where learning is ensured for ALL students by a dedicated staff in partnership with families and our community.

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

Buddy Taylor Middle School will empower and inspire ALL students to achieve high academic success and personal resiliency, so they are prepared to succeed in high school and contribute responsibly to their communities.

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

#### School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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.
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.
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.

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At the end of our 22-23 school year we send out an online survey for stakeholders to submit strategies for Parent and Family Engagement. In addition, we asked for input on parental concerns and how to remove barriers for parents to participate in their child educational journey. For the 23-24 school year BTMS will present the draft SIP and ask for stakeholder input prior to submitting.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

In effort to ensure continuous improvement and fidelity of implementation, The SIP will be monitored biquarterly by the leadership team. In addition, the leadership team will meet weekly to debrief data collected during instructional walkthroughs.

**Demographic Data**

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 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>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	45%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	60%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	TSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<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 (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C

	2019-20: C 2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	2	24	26	52	
One or more suspensions	0	0	0	0	0	0	4	75	93	172	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	4	9	6	19	
Course failure in Math	0	0	0	0	0	0	4	9	6	19	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	157	127	154	438	
Level 1 on statewide Math assessment	0	0	0	0	0	0	106	107	82	295	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	255	222	286	763	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	124	125	165	414	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	4	9	6	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	

## Prior Year (2022-23) As Initially Reported (pre-populated)

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



Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

**The number of students identified retained:**

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

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

**The number of students identified retained:**

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

**II. Needs Assessment/Data Review****ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	45	54	49	41	50	50	46		
ELA Learning Gains				41			40		
ELA Lowest 25th Percentile				31			31		
Math Achievement*	57	60	56	56	32	36	50		
Math Learning Gains				60			44		
Math Lowest 25th Percentile				55			45		
Science Achievement*	47	57	49	42	65	53	42		
Social Studies Achievement*	66	71	68	64	63	58	57		
Middle School Acceleration	49	63	73	63	54	49	53		
Graduation Rate					52	49			
College and Career Acceleration					72	70			
ELP Progress	56	55	40	62	70	76	90		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	320
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	515
Total Components for the Federal Index	10
Percent Tested	96
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	4	4
ELL	44			
AMI				
ASN	68			
BLK	37	Yes	4	
HSP	56			
MUL	54			
PAC				
WHT	57			

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
FRL	48			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	26	Yes	3	3
ELL	40	Yes	1	
AMI				
ASN	64			
BLK	35	Yes	3	
HSP	51			
MUL	53			
PAC				
WHT	55			
FRL	45			

**Accountability Components by Subgroup**

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

**2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	45			57			47	66	49			56
SWD	11			23			7	37	29		5	
ELL	33			53			25	54			5	56
AMI												
ASN	61			87			70	50	73		5	
BLK	32			39			26	38	48		5	
HSP	43			56			48	75	40		6	71
MUL	46			59			46	70	48		5	

## 2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	50			61			53	71	50		5	
FRL	37			50			42	57	39		6	60

## 2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	41	41	31	56	60	55	42	64	63			62
SWD	7	25	24	16	43	44	11	30	31			
ELL	17	41	48	32	49	52	10	51	40			62
AMI												
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			63
MUL	51	43	20	62	67	61	50	63	64			
PAC												
WHT	48	43	34	64	63	63	52	68	64			
FRL	32	35	30	48	57	54	31	59	52			50

## 2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	46	40	31	50	44	45	42	57	53			90
SWD	13	31	28	17	30	31	8	31	13			
ELL	23	33	28	46	55	47	10	46				90
AMI												
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			86
MUL	55	46		63	40	31	44	77	72			
PAC												
WHT	49	41	33	56	48	51	45	66	56			
FRL	38	38	31	44	41	46	36	51	46			88

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
07	2023 - Spring	47%	52%	-5%	47%	0%
08	2023 - Spring	41%	50%	-9%	47%	-6%
06	2023 - Spring	40%	52%	-12%	47%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	46%	55%	-9%	54%	-8%
07	2023 - Spring	32%	45%	-13%	48%	-16%
08	2023 - Spring	70%	65%	5%	55%	15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	45%	55%	-10%	44%	1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	56%	40%	50%	46%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	51%	49%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	71%	-7%	66%	-2%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

6th grade ELA, 7th grade math, Students with Disabilities and Black African American subgroups had the lowest performance. We attribute the decline in performance to the transition to middle school for our 6th grade students in addition to inconsistent staffing. We had two teachers leave during first quarter and had two open positions due to the teacher shortage.

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

7th grade math showed the greatest decline from the 21-22 school year. We attribute this decline to inconsistent staffing for 2/3 of the 7th grade math department.

**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.**

7th grade math showed the greatest decline from the 21-22 school year. We attribute this decline to inconsistent staffing for 2/3 of the 7th grade math department.

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

8th grade math showed the most improvement from the 21-22 school year with an increase of 22%.

This department implemented data centered PLCs in addition to spiral reviews and remediation.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Two areas of concern for BTMS are attendance and the number of students not making adequate progress (course failures).

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

Students With Disabilities  
Literacy  
Math

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)



**#1. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our 2022-2023 preliminary data indicated that our Federal Index for Students with Disabilities was projected to be approximately 22% which is down by 4% from 2021-2022. This is the fourth 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 providing a framework for the 90-minute instructional block with a focus on differentiated, small group instruction, we will see an increase in achievement among our SWDs from 22% to 32%.

**Monitoring:**

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

Teachers will be provided with a framework for the 90- minute instructional block which outlines the overarching goals, instructional resources and roles of each staff member during each designated time period. Fidelity of implementation will be monitored through instructional walkthroughs conducted by administration. Continuous feedback will be provided to teachers.

**Person responsible for monitoring outcome:**

Jessica Fries (friesj@flaglerschools.com)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based strategy being implemented for the Area of Focus is explicit, small group instruction. Teachers will set aside time in their instructional block to provide explicit, data-driven instruction in a small group setting.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Small group instruction and cooperative learning have a significant impact on student achievement (Hattie, 2009). This method of teaching allows teachers to individualize learning, pre teach, reteach or enhance student learning as well as provide feedback in a smaller student to teacher ratio.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Provide teachers with training on the 90-minute framework

**Person Responsible:** Jessica Fries (friesj@flaglerschools.com)

**By When:** August 9, 2023

Strategic scheduling of students based on data

**Person Responsible:** Jessica Fries (friesj@flaglerschools.com)

**By When:** August 9, 2023

Implementation of explicit small group/differentiation across content areas

**Person Responsible:** Jessica Fries (friesj@flaglerschools.com)

**By When:** Quarter 1 23-24 school year.

Continuous targeted monitoring of student data to measure growth and progress.

**Person Responsible:** Jessica Fries (friesj@flaglerschools.com)

**By When:** Ongoing monthly monitoring of student data

**#2. Instructional Practice specifically relating to Professional Learning Communities****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on our 22-23 data, our achievement for ELA was 4% below the state average. BTMS math achievement was 12% below the state average. Our 8th grade math team implemented data-driven PLCs and had an increase from 48% to 70%.

**Measurable Outcome:**

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

If BTMS holds weekly Professional Learning Communities (PLC) with a focus on standards-based instruction, data analysis and evidence-based strategies, we will see an increase in ELA student achievement of 5 points from 2023 to 2024 as measured by FAST PM 3 data.

**Monitoring:**

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

Teachers will meet weekly to collaboratively develop lessons that include instructional look fors (explicit instruction, higher order questioning, student collaboration and data-based remediation/enrichment). Administration will walk through all core classrooms, once weekly. Data will be collected to indicate which instructional look fors were observed during each visit.

**Person responsible for monitoring outcome:**

Rachel Bovino (bovinor@flaglerschools.com)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will meet weekly through professional learning communities (PLCs). During this time, teachers will use agendas weekly to guide them through the process. They will prioritize essential benchmarks, determine learning targets, share instructional strategies and analyze common formative data throughout the unit to ensure students are learning according to essential learning outcomes. For those who are not, a plan is developed collectively to remediate those students toward mastery.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Flagler Schools has partnered with Solution Tree to provide high quality and deliberate learning opportunities for teachers through professional learning communities (PLCs). These PLCs are founded on a “focus on student learning”, “building a collaborative culture”, and a “focus on results.” These are achieved with

a shared mission and vision as well as shared values and goals, collaborative teams, collective inquiry, a commitment to continuous improvement, and an action and results-oriented mindset.

PLCs enable teachers to continually learn from one another via shared data analysis and standards-aligned planning with a focus on student achievement. PLCs that make data a part of an ongoing cycle of instructional improvement, establish a clear vision for schoolwide data use, and provide support that foster a data-driven culture have been shown to promote positive change in student outcomes measures.

**Sources:**

<https://ies.ed.gov/ncee/wwc/PracticeGuide/12>

<https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/blogs/RELMW-ESSA-Tiers-Video-Handout-508.pdf>

### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **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.

School Administrator will participate in instructional walkthroughs in all core classrooms, once weekly. They will collect data based on established look fors. The data will be used to identify instructional support needs. Academic coaches will provide tiered coaching support to specified teachers in order to continually improve Tier 1 instruction school wide.

**Person Responsible:** Rachel Bovino (bovinor@flaglerschools.com)

**By When:** October 31, 2023

Academic coaching will be based on student state assessment data and instructional walkthrough data.

Tier 1 Support - Walkthrough trends are evident most of the time on all look fors. Student data is at or above the schoolwide proficiency.

Tier 2 Support - Walkthrough trends are evident on most look fors. Student data is within 10% of schoolwide proficiency.

Tier 3 Support - Walkthrough trends are not evident on multiple look fors. Student data is within <10% of schoolwide proficiency.

**Person Responsible:** Rachel Bovino (bovinor@flaglerschools.com)

**By When:** January 31, 2024

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

During the 2022-2023 school year 600 BTMS students received 3241 discipline referrals. Each referral requires the student to be removed from the classroom resulting in the loss of instructional time.

**Measurable Outcome:**

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

BTMS will reduce office discipline referrals by 2% resulting in a decrease in the loss of instructional time.

**Monitoring:**

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

The student service team will meet monthly to review school data, identify areas of concern and provide supports and interventions for students in need.

**Person responsible for monitoring outcome:**

Toussaint Roberson (robersont@flaglerschools.com)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

If BTMS utilizes the Capturing Kids' Hearts EXCEL Model in addition to continuing implementation of our House System and the implementation of grade level teams, we will see an increase in student engagement as measured by student attendance, discipline, and academic achievement.

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 Intervention:**

Explain the rationale for selecting this specific 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.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Student Services team review of student attendance and discipline data.

**Person Responsible:** Toussaint Roberson (robersont@flaglerschools.com)

**By When:** 5/30/2024

Student-led Data Tracking - Students will track data weekly in Eagle Advisory. This data will include: attendance, academics and discipline incidences. Students will set goals and revisit them weekly in an ongoing attempt to continually improve both socially and academically.

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

**By When:** October 31, 2023

**#4. Instructional Practice specifically relating to Instructional Coaching/Professional Learning****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on our 22-23 data, our achievement for ELA was 4% below the state average. BTMS math achievement was 12% below the state average. Students with Disabilities was projected to be approximately 22% which is down by 4% from 2021-2022.

**Measurable Outcome:**

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

If BTMS implements Practice Profiles it will provide quality Tier 1 instructional strategies that will increase the overall effectiveness of literacy instruction across content areas. we will see an increase in student achievement of 5 points on standardized assessments from 2023 to 2024 as measured by FAST PM 3.

**Monitoring:**

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

Administrative walkthroughs and data collection based on specific look fors. Data will indicate if there's a need for Tier 2 or Tier 3 coaching support. Coaches will initiate a coaching cycle that focuses on the area of need and debrief with administration weekly. Academic Interventionist will continue to monitor Tier 2 and Tier 3 data in effort to ensure that the appropriate students are being targeted for support.

**Person responsible for monitoring outcome:**

Jaime Everage (everagej@flaglerschools.com)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Florida Department of Education's Practice Profiles clearly define the best practices of core reading instruction in a way that is teachable, learnable, doable, and assessable in practice. These practice profiles are research-based, aligned to effective reading instruction, and related to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. Routines will focus on Explicit Instruction, Systematic Instruction, Scaffolded Instruction, Corrective Feedback and Differentiated Instruction.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

"The panel considers the level of evidence supporting this recommendation to be strong, on the basis of five randomized experimental studies and additional evidence from a single subject design study that examined the effects of teaching main idea summarization on adolescents' comprehension of narrative and informational texts. In addition, this body of research is supported by numerous other studies that vary in research design and quality and by additional substantive reviews of the research."

[https://ies.ed.gov/ncee/www/Docs/PracticeGuide/adlit\\_pg\\_082608.pdf](https://ies.ed.gov/ncee/www/Docs/PracticeGuide/adlit_pg_082608.pdf)

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### 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.

*No action steps were entered for this area of focus*

### CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

### Reading Achievement Initiative for Scholastic Excellence (RAISE)

#### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

**Grades 3-5: Instructional Practice specifically related to Reading/ELA**

#### Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2 Measurable Outcomes**



**Grades 3-5 Measurable Outcomes****Monitoring****Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs****Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

**Rationale:**

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

**Action Steps to Implement**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step****Person Responsible for Monitoring**

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

BTMS holds monthly SAC meetings where we review the Title I plan, budget, and activities are discussed and reviewed with parents. Parents on the SAC committee have input into the SW plan implementation, review, and monitoring. Parents have input into the PFEP via SAC, PFEP event feedback and the Title I parent survey. The SIP is housed on the website and at the front desk in a summary version for easy parent access. The summary is also sent to parents electronically through our Skyward parent portal.

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

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Parents have input into the PFEP via SAC, PFEP event feedback and the Title I parent survey. Each PFEP event has a survey that parents complete at the end to provide feedback on the event from parents and parents also have an opportunity to request personal support on individual student related issues or needs.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

BTMS is strategic in scheduling students during Eagle Advisory to ensure that students are grouped to maximize opportunity for remediation and enrichment through the use of i-ready Individualized Learning Path (remediation) in addition to Standards Mastery (enrichment). MTSS Academic Interventionist will utilize evidence-based resources (Rewards and Corrective Reading) to address learning gaps. Our ESOL Resource Teacher (ESSER) will have three sections of Intensive Reading.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

n/a

### Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

In effort to ensure that BTMS is meeting the needs of ALL students outside the academic subject areas, our School Counselors and MTSS Behavior Interventionist are strategic in pulling small groups with a focus on the Resilience Model.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

In order to provide our students with opportunities for postsecondary awareness, BTMS will host a Career Fair for our 8th grade students in collaboration with the Junior Chamber of Commerce. This event will have several preceding activities intended to gauge student interest and promote goal setting.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

BTMS utilizes PBIS as a Tier 1 support for all students. In addition, our Behavior Interventionist supports identified students individually as part of Tier 2 and Tier 3 intervention.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

In order to support our 2023-24 School Improvement goals, BTMS teachers and paraprofessionals will engage in professional learning through Keys to Literacy and Practice Profiles. In addition, Paraprofessional will take a five-part course through the Master Educator.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

N/A

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$86,781.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5200	0150	0011 - Buddy Taylor Middle School	Title, I Part A	2.0	\$67,756.00
			Notes: ACADEMIC PARAPROFESSIONAL (2) to support Grade 8 Science and Grade 7 Civics for students who are identified as a SWD or are in the MTSS process. The support will include: Small Group Instruction, and assessment support with a focus on reading comprehension, fluency, vocabulary and math fluency. The paraprofessionals will have a			

			<i>schedule of classes/teachers that outline the targeted students. The total for this activity with salary and benefits is \$67,756.08</i>			
	5100	0522	0011 - Buddy Taylor Middle School	Title, I Part A		\$4,025.00
			<i>Notes: \$4,025 Rewards Curriculum to use in Intensive Reading courses grades 6-8 (Approx. 400 students) The total for this activity is \$4,025.00</i>			
	5200	0120	0011 - Buddy Taylor Middle School	Title, I Part A		\$15,000.00
			<i>Notes: (\$15,000) 25 employees X \$200/day = 5,000 X 3 days Stipends for our intervention team (Academic Intervention, Behavior Intervention, MTSS coordinator, ESE teachers, Deans &amp; supporting GenEd teachers) to come in over the summer to review data and make instructional decisions for Semester 1 for our ESE and MTSS students. The total salary and benefits for this activity is \$15,000.00</i>			
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Professional Learning Communities</b>				<b>\$19,577.40</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	0120	0011 - Buddy Taylor Middle School	Title, I Part A		\$18,158.26
			<i>Notes: \$18,185.26 tutoring stipends for 10 teachers - for tutoring in content areas (English, math, science, social studies). Students will be targeted based upon state progress monitoring data, i-Ready and grades. Remediation The total for this activity with salary and benefits is \$18,158.26</i>			
	5100	0750	0011 - Buddy Taylor Middle School	Title, I Part A		\$1,419.14
			<i>Notes: (\$1,419) 129/day X 11 subs: Subs for data chats in order to provide teachers an opportunity to make real-time instructional decisions following PM1, PM2, PM3 The total for this activity is \$1,419.14</i>			
<b>3</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Other</b>				<b>\$107,777.32</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	0311	0011 - Buddy Taylor Middle School	Title, I Part A		\$2,000.00
			<i>Notes: (1 Family Engagement Consultant @ \$100hr x 18 hrs) Development and presentation of two Parent/Family Workshops. Topics include: Connection between Attendance &amp; a Student's Success/Achievement , Supporting Literacy at Home and Understanding State Testing and Strategies to Help My Child Succeed for families with a focus on ESE, 504, ELL, FIT, Foster and Gifted. \$350 (\$35/hr x 2 hours= \$70 x 5 employees) Stipends for employees to support PFEP events for families and \$226.78 Materials for Parent Workshops. The total for this activity with salary and benefits is \$2,000</i>			
	5200	0120	0011 - Buddy Taylor Middle School	Title, I Part A		\$1,582.46
			<i>Notes: (1 hour zoom + 1 hour planning= 2 hours x \$35 = \$70 x 3 zooms = \$210 x 7 employees) Transition to Middle School Zoom Series Stipends for teachers and paraprofessionals to support our transitional moving to middle school zoom series. This event will provide resources and personalized support for ESE, 504, ELL, FIT, Foster and Gifted students. As well as provide families with insight into the programs offered at BTMS (Spring Event) The total for this activity with salary and benefits is 1,582.46</i>			
	5100	0130	0011 - Buddy Taylor Middle School	Title, I Part A	1.0	\$87,301.10
			<i>Notes: BEHAVIOR INTERVENTIONIST (1) for grades 6-8 to support students receiving MTSS Tier 3 behavior interventions. This interventions will provide both academic support and behavior monitoring to our Tier 3 students during instructional and transition time. The total for this activity with salary and benefits is \$87,301.10</i>			
	5100	0369	0011 - Buddy Taylor Middle School	Title, I Part A		\$3,950.00

			<i>Notes: \$3,950 PBIS Reward App System. This is a school wide token economy that rewards students for demonstrating our school wide expectations. We have been using this system since the 21-22 school year and have been met with great success. The total for this activity is \$3,950.00</i>			
	5100	0120	0011 - Buddy Taylor Middle School	Title, I Part A		\$4,364.76
			<i>Notes: Title 1 Coordinator Stipend We will utilize our PFE data and attendance to gauge parent participation in school community.</i>			
	5100	0510	0011 - Buddy Taylor Middle School	Title, I Part A		\$5,763.00
			<i>Notes: Supplies for students</i>			
	5100	0374	0011 - Buddy Taylor Middle School	Title, I Part A		\$2,816.00
			<i>Notes: (\$2,016) Postcard postage is .48 cents per postcard. We will have approximately 1400 students next year. We will send postcards 3 times per year and (\$800) Postcards- In order to boost interest and involvement in our House System (linked to PBIS) and to increase school to home communication, we will send postcards home approx. 3 times per year. The total for this activity is \$2,816.00</i>			
<b>4</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning</b>				<b>\$168,122.82</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	0120	0011 - Buddy Taylor Middle School	Title, I Part A		\$2,260.65
			<i>Notes: Stipends for literacy event - \$2,260.65 (\$35 per hour x 3 hours=\$105 x 21 employees) Stipends for teachers, paraprofessionals, and some clerical to support our Evening Event. This event will promote literacy for BTMS Students, Parents, and Families. BTMS will provide literacy materials and resources at this event to help our Eagle Families support literacy at home. ( Mid-year event) The total for this activity with salary and benefits is \$2,260.65</i>			
	5200	0120	0011 - Buddy Taylor Middle School	Title, I Part A	2.0	\$145,936.17
			<i>Notes: ACADEMIC INTERVENTIONIST (3) for grade 6, grade 7, and grade 8 to support students who have been identified through the MTSS process. These interventionists provide Tier 3 interventions in ELA and Math during small group instruction for identified students. The impact will be on approximately 300-400 students. The total for this activity with salary and benefits is \$145,936.17</i>			
	6400	0311	0011 - Buddy Taylor Middle School	Other		\$19,926.00
			<i>Notes: Keys to comprehension 2-day professional learning and teacher companion books.</i>			
<b>Total:</b>						<b>\$382,258.54</b>

## Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes