

Flagler Schools

Buddy Taylor Middle School



2021-22 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 7-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (53%) 2017-18: C (53%) 2016-17: C (51%) 2015-16: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* 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 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.

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

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

Name	Title	Job Duties and Responsibilities
Cronk, Cara	Principal	The principal is responsible for creating and maintaining required records and reports, for providing leadership for instruction that meets the needs of all children, and for ensuring that teachers follow the appropriate standards.
Collier, Stacia	Assistant Principal	Curriculum & Instruction, Title 1, SAC, ESOL
Roberson, Toussaint	Assistant Principal	Student Services, ESE, Attendance, Family Engagement
Ackerman, Celeste	Instructional Coach	Curriculum & Instructional Support related to Literacy and Social Studies
Bovino, Rachel	Math Coach	Curriculum & Instructional Support related to Math & Science

Demographic Information

Principal start date

Sunday 11/1/2020, Cara Cronk

Number of teachers with a 2019 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.*

1

Number of teachers with a 2019 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.*

13

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

975

Identify the number of instructional staff who left the school during the 2020-21 school year.

11

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

10

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 7/28/2021

2020-21 - As Reported

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	0	0	0	0	0	0
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 ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2020-21 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	493	471	0	0	0	0	964
Attendance below 90 percent	0	0	0	0	0	0	0	150	178	0	0	0	0	328
One or more suspensions	0	0	0	0	0	0	0	77	97	0	0	0	0	174
Course failure in ELA	0	0	0	0	0	0	0	192	220	0	0	0	0	412
Course failure in Math	0	0	0	0	0	0	0	192	220	0	0	0	0	412
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	140	92	0	0	0	0	232
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	140	92	0	0	0	0	232

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	199	200	0	0	0	0	399

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	12	12	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

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).

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
07	2021					
	2019	45%	54%	-9%	52%	-7%
Cohort Comparison						
08	2021					
	2019	55%	62%	-7%	56%	-1%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2021					
	2019	51%	61%	-10%	54%	-3%
Cohort Comparison						
08	2021					
	2019	40%	49%	-9%	46%	-6%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	47%	54%	-7%	48%	-1%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	72%	75%	-3%	71%	1%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	80%	60%	20%	61%	19%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	87%	61%	26%	57%	30%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

We will use iReady Diagnostics and Quarterly Data.

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	44	NA
	Economically Disadvantaged Students With Disabilities			NA
	English Language Learners			NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21	22	NA
	Economically Disadvantaged Students With Disabilities			NA
	English Language Learners			NA
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	82	68	NA
	Economically Disadvantaged Students With Disabilities	54	46	NA
	English Language Learners	72	58	NA

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38	42	NA
	Economically Disadvantaged			
	Students With Disabilities			NA
	English Language Learners			NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	12	NA
	Economically Disadvantaged			
	Students With Disabilities			NA
	English Language Learners			NA
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	60	70	NA
	Economically Disadvantaged			
	Students With Disabilities	25	37	NA
	English Language Learners	52	48	NA

Subgroup Data Review

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
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		

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
FRL	43	49	45	50	50	42	39	70	51		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	34	35	17	36	30	9	26	17		
ASN	58	55		67	36			70			
BLK	28	41	43	36	45	38	23	44	41		
HSP	61	58	48	60	49	56	62	55	76		
MUL	65	50		69	59		67	57	56		
WHT	56	52	43	68	57	52	65	66	61		
FRL	47	48	42	54	50	45	49	55	55		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	476
Total Components for the Federal Index	9
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	75
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	38
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	48
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	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
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	58
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	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO

Economically Disadvantaged Students

Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0
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Analysis

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?

Several trends emerge throughout the data of the 2020-2021 school year. Our data dropped in nearly every category. Our English/Language Arts data dropped the most significantly, especially in learning gains for the bottom quartile. Our Algebra and Geometry scores did increase and surpassed the state averages as well. Students with disabilities (SWD) data has decreased consistently for the past (4) years.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Students in the lowest quartile making learning gains in English/Language Arts and Students with Disabilities.

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

Authentic writing lacked emphasis. Students accountability and/or involvement in dialogue about their data and goal setting wasn't consistent throughout the department. Common assessments were altered, impacting the quality of data obtained. The level of questioning observed in the classroom setting during multiple walkthroughs were: Emerging 50%, Proficient 36%, and Advanced 14%, indicating a need to increase the complexity of questioning for our students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Algebra and Geometry proficiency.

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

Students who moved from 7th grade algebra to 8th grade geometry "looped" up with their math teacher. High level of student engagement, conceptualization of mathematical concepts, and high expectations are consistently observed.

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

- Focused, result-oriented leadership
- Alignment of action, resources and results
- Standards-based curriculum and
- High impact instruction
- Effective and efficient systems
- Active engagement of all stakeholders

Accountability (Employees & Students)

Staff commitment to learning, growing and developing authentic relationships with students

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.

Self-paced, teacher-selected professional development opportunities in the following focus areas:

R.A.C.E. Writing Strategy

Text Marking Across Contents (Notice and Note)

Collaborative Structures in the classroom

Questioning

Effective Use of Error Analysis and Feedback

Increasing Student Engagement

Math-Number Talks

Effective Use of Anchor Charts

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 and analysis of data to guide a range of decisions toward continuous improvement. Collaborative data teams will analyze data as they problem solve together toward a student centered focus on academic achievement. They will work together to adapt systems, resources and instruction, based on that information.

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Excellence in Education

Area of Focus Description and Rationale: Staff changes over the past 5 years have resulted many new to the district, new to the school, and new to the profession teachers at BTMS.
 Given this trend, many BTMS teachers may struggle with district and school level protocols regarding lesson planning and classroom environment.

Measureable Outcome: BTMS currently has 9 new to the district or new to the school or new to the profession teachers. For this year, 75% of the 9 teachers will earn an effective (or higher) evaluation rating in domains 1 & 2 of the Danielson Evaluation System. Domain 1 refers to instructional planning and domain 2 refers to classroom environment.

Monitoring: Each teacher receives 2 informal observations and 2 formal observations. After the first informal has been completed, the assistant principal and academic coaches will assess the observational feedback and provide instructional coaching cycles where needed. They will repeat the process after the subsequent evaluations.

Person responsible for monitoring outcome: Stacia Collier (colliers@flaglerschools.com)

Evidence-based Strategy: The following strategy will be used:
 Instructional coaching cycles centered around the Danielson Evaluation Framework (domains 1 & 2)

Rationale for Evidence-based Strategy: BTMS has 9 new to district/campus/profession teachers that may exhibit a need for improvement in instructional planning and classroom environment. Research from Instructional Coaching for Implementing Visible Learning: A Model for Translating Research into Practice by Jim Knight shows strong evidence that the most effective professional learning (to promote teacher effectiveness) includes job-embedded support with teachers and coaches acting as partners.

Action Steps to Implement

- Step 1: Meet with all new district/campus/profession teachers each month.
- Step 2: Have each new teacher complete 1 instructional coaching cycle after their first informal observation.
- Step 3: Provide teachers with job embedded support on the Danielson Evaluation Framework through instructional coaching.
- Step 4: Repeat the process

Person Responsible Stacia Collier (colliers@flaglerschools.com)

#2. Other specifically relating to Student Academic Success: Literacy

Area of Focus Description and Rationale:	A review of student performance data over the last five years indicates a need to increase literacy proficiency and use of metacognitive strategies while students are reading. BTMS has recently shown a decline in reading proficiency compared to state averages.
Measureable Outcome:	Student Academic Success. Grade 7 & 8 ELA performance is currently below the state average. For this year, the focus will be on improving student performance on grade 7 ELA proficiency by 3 percentage-points to a 55%. This will be measured by summative performance on the statewide standardized ELA assessment at the end of the 2021-22 school year.
Monitoring:	Students will take a fall and winter reading diagnostic. Results from these tests will help BTMS determine which students need interventions so that we can provide support with increasing literacy awareness and use of metacognitive strategies. Students that show diagnostic results that are 3 grade levels below their actual grade level will receive interventions. These diagnostics have been shown to have a high correlation with FSA outcomes.
Person responsible for monitoring outcome:	Stacia Collier (colliers@flaglerschools.com)
Evidence-based Strategy:	Schoolwide text marking strategy. Learning Walks to be conducted by coaches, administration and district personnel to gather specific data. Teachers will also participate in learning walks to help develop and support literacy awareness.
Rationale for Evidence-based Strategy:	Metacognitive strategies showed improvement in the students' understanding of a text and provides implications that the teachers should evolve instructional practices to allow for students to become confident in reading harder texts.
Evidence-based Strategy:	https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1238&context=education_ETD_masters

Action Steps to Implement

- Step 1: Meet with each content area department to review the metacognitive strategies.
 Step 2: Provide support to teachers, in the classroom, as they use the strategies with students.
 Step 3: Observe teachers using the strategies in planned and unplanned instances.
 Step 4: Provide feedback to teachers on their use of the strategies.

Person Responsible Celeste Ackerman (ackermanc@flaglerschools.com)

#3. Other specifically relating to Student Equity & Access: Positive Behavior Interventions and Supports

Area of Focus Description and Rationale: A review of student discipline data from the 2020-2021 school year indicates that 174 students had a suspension event. Of those 174 students, 102 of them failed one or more of their core content area courses. This data shows a strong correlation between suspension events and course failures.

Measureable Outcome: Student Suspension Events. Number of students with suspension events will be reduced by 10% to 160 students. This will be measured by number of suspension events for the 2021-2022 school year.

Monitoring: Student Positive Behavior Intervention and Supports will be provided and monitored through PBIS Rewards, an online PBIS platform. Number of discipline referrals for each student will be monitored. Once a student receives 5 level 1 or higher referrals, intervention will take place. Behavior Interventionist will meet with and provide specific behavior interventions to students who have had a suspension event. The student services team will meet monthly to review PBIS & Suspension data by grade level and down to the individual student.

Person responsible for monitoring outcome: Toussaint Roberson (robersont@flaglerschools.com)

Evidence-based Strategy: Positive behavior intervention and supports is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.

Evidence-based Strategy: The Impact of Positive Behavior Intervention Support (PBIS) on Suspensions by Race and Ethnicity in an Urban School District Steven M. Baule, PhD Assistant Professor Educational Leadership Department University of Wisconsin, Superior Superior, WI
<https://www.aasa.org/uploadedFiles/Publications/JSPWinter2020.FINAL.v1.pdf#page=45>

Rationale for Evidence-based Strategy: The number of students who were suspended at least once was reduced from 1,228 in the 2014 School Year to 843 in the 2017 School Year. This was a reduction from 31% of secondary students to 26% of secondary students or a reduction of 17% in the two years since the decision to implement PBIS.
<https://www.aasa.org/uploadedFiles/Publications/JSPWinter2020.FINAL.v1.pdf#page=45>

Action Steps to Implement

- Step 1: Meet regularly with the Student Services Team to review student discipline data.
- Step 2: Identify students who meet intervention criteria throughout the year.
- Step 3: MTSS/Student Services team meeting to discuss possible interventions.
- Step 4: Provide interventions to the targeted students.
- Step 5: Review the interventions effectiveness on reducing suspension events.

Person Responsible Toussaint Roberson (robersont@flaglerschools.com)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: ESSA data indicates that over the past (5) years, Students with Disabilities (SWD) are scoring below their peers in academic achievement. SWD scored the lowest earning an “F” rating consistently for five years. This trend indicates the need for an emphasis on data-based, individualized instruction to meet the unique needs of students with disabilities on campus.

Measurable Outcome: Students in this subgroup will demonstrate a 3% increase in proficiency on the Math Florida Standards Assessment (FSA) to 53%.

Monitoring: Small group instruction and intervention supports will be provided to students through the MTSS system and the ESE support facilitation. Students earning a level 2 or a low level 3, that are currently in MTSS or are a Student with a Disability will be specifically targeted for additional intervention & supports. Academic interventionists and ESE teachers will provide interventions during Eagle Advisory. The curriculum team (academic coaches, interventionists and assistant principal) will meet monthly to review data and intervention effects.

Person responsible for monitoring outcome: Stacia Collier (colliers@flaglerschools.com)

Evidence-based Strategy: Data Driven Decision Making: driven by data requires data infrastructure, accessible data, and a culture of data use. It also requires careful attention that data are both relevant and diagnostic for each decision maker and decision.

Proponents of data-driven decision making have encouraged schools and districts to move toward a continuous quality improvement orientation, involving ongoing goal setting, measurement, and feedback processes that aim to (1) monitor and evaluate programs and processes and (2) link the results to individual and organizational outcomes

Rationale for Evidence-based Strategy: Wayman, J. C., Midgley, S., & Stringfield, S. (2017). Leadership for data-based decision making: Collaborative educator teams. In Learner-Centered Leadership (pp. 189-206). Routledge. <https://bit.ly/SIPBTMS>
<https://mathematica.org/publications/a-conceptual-framework-for-data-driven-decision-making>
https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/technicalassistance/Data_Use_Infographic.pdf

Action Steps to Implement

Students will take common summative/quarterly assessments in Performance Matters and I-Ready. This will enable administration, coaches and teachers to assess the needs, strengths, progress and performance of students.

Teachers will develop and revise instruction with the support of academic coaches and provide remediation/credit recovery real-time, preventing students from falling further behind.

Classroom activities will communicate high expectations, while ensuring accessibility to all students to improve equity-driven, academic success for students in this subgroup.

Person Responsible Rachel Bovino (bovinor@flaglerschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

BTMS reported 3.7 incidents per 100 students. When compared to all middle/junior schools statewide, it falls into the moderate category. BTMS was deemed very high drug/public order incidents and high for total reported suspensions. Our primary area of concern is reducing the number of students who have a suspension event, and our secondary concern is reducing the number of incidents related to drugs/public order. This year we are using PBIS Rewards online platform to track positive behavior supports and the interventions we provide through out Behavior Interventionist.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Buddy Taylor Middle School uses PBIS Rewards online platform to reward positive behavior and track interventions. Students earn points that can be "cashed in" at our Eagle's Nest store. They can purchase BTMS spirit gear and other school related items. Additionally, we began our Eagle Advisory (homeroom) course this school year. Students report to this class each day for 50 minutes and learn academic management skills (study skills, time management, email etiquette, etc) and discuss social and emotional learning topics.

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

Toussiant Roberson-Assistant Principal who oversees student services.
 Mindi Scala-Dean of Students, who oversees Positive Behavior Interventions and Supports
 Josh Reinert-Behavior Interventionist, provide provide intervention
 Caitlin Hutsell- Media Specialist oversees curriculum/course for Eagle Advisory.

Part V: Budget

1	III.A.	Areas of Focus: Other: Excellence in Education				\$4,478.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	750-Other Personal Services	0011 - Buddy Taylor Middle School	Title, I Part A		\$4,058.00
<i>Notes: Leadership Development substitute pay. Embedded professional learning.</i>						
	6400	590-Other Materials and Supplies	0011 - Buddy Taylor Middle School	Title, I Part A		\$170.00
<i>Notes: Books for Leadership PL - Strength Finder From Gallop- 10 at \$17/bk</i>						
	6400	510-Supplies	0011 - Buddy Taylor Middle School	Title, I Part A		\$250.00
<i>Notes: Assessments for Leadership PL (GALLUP) 10 @ \$25 ea.</i>						
2	III.A.	Areas of Focus: Other: Student Academic Success: Literacy				\$216,939.26
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0011 - Buddy Taylor Middle School	Title, I Part A		\$69,005.98
<i>Notes: ELA Intervention Teacher-Salary, retirement, social security, social security medicare, group insurance, group Insurance protection, workers compensation.</i>						
			0011 - Buddy Taylor Middle School	Title, I Part A		\$69,005.98
<i>Notes: math Intervention Teacher-Salary, retirement, social security, social security medicare, group insurance, group Insurance protection, workers compensation.</i>						
			0011 - Buddy Taylor Middle School	Title, I Part A		\$56,340.45
<i>Notes: Paraprofessionals to support students in Social Studies and Science on Literacy Components-Salary, retirement, social security, social security medicare, group insurance, group Insurance protection, workers compensation.</i>						
			0011 - Buddy Taylor Middle School	Title, I Part A		\$1,764.75
<i>Notes: Professional Learning for new teachers and teachers teaching intensive reading. Stipend, retirement, social security, social security medicare, group insurance,</i>						
			0011 - Buddy Taylor Middle School	Title, I Part A		\$2,470.65
<i>Notes: Professional Learning to support Eagle Advisory Course development. Stipend, retirement, social security, social security medicare, group insurance,</i>						

			0011 - Buddy Taylor Middle School	Title, I Part A		\$2,000.00
			<i>Notes: Apex Site Licenses - 10 @ \$200 ea.</i>			
	6150	120-Classroom Teachers	0011 - Buddy Taylor Middle School	Title, I Part A		\$7,059.00
			<i>Notes: After School parent conferences</i>			
	6150	369-Technology-Related Rentals	0011 - Buddy Taylor Middle School	Title, I Part A		\$149.00
			<i>Notes: SMORE annual Site License Renewal (Parent Newsletters)</i>			
	6150	370-Communications	0011 - Buddy Taylor Middle School	Title, I Part A		\$532.00
			<i>Notes: Postage - Mailouts for Parent Involvement Events</i>			
	6150	510-Supplies	0011 - Buddy Taylor Middle School	Title, I Part A		\$468.00
			<i>Notes: Paper and toner costs</i>			
	6150	390-Other Purchased Services	0011 - Buddy Taylor Middle School	Title, I Part A		\$600.00
			<i>Notes: Printing-Post Cards/Flyers (color) Printing- Magnets w/ school information</i>			
	6150	530-Periodicals	0011 - Buddy Taylor Middle School	Title, I Part A		\$468.00
			<i>Notes: Middle Years- Online periodical for parents (English/Spanish) 8 issues for 900 families</i>			
	5900	120-Classroom Teachers	0011 - Buddy Taylor Middle School	Title, I Part A		\$6,375.45
			<i>Notes: FSA "BootCamp" standards driven tutoring to prepare students for statewide assessments-stipend, retirement, social security, social security medicare</i>			
	5900	510-Supplies	0011 - Buddy Taylor Middle School	Title, I Part A		\$600.00
			<i>Notes: Student Success Supplies for FSA Bootcamps-pencils, pens, folders, graph paper, chart paper, markers and consumable supplies for science labs.</i>			
	6400	510-Supplies	0011 - Buddy Taylor Middle School	Title, I Part A		\$100.00
			<i>Notes: Supplies for new teacher professional learning</i>			
3	III.A.	Areas of Focus: Other: Student Equity & Access: Positive Behavior Interventions and Supports				\$84,994.74
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0011 - Buddy Taylor Middle School	Title, I Part A		\$74,729.87
			<i>Notes: Behavior Interventionist-Salary, retirement, social security, social security medicare, group insurance, group Insurance protection, workers compensation.</i>			
	5100	510-Supplies	0011 - Buddy Taylor Middle School	Title, I Part A		\$3,224.72
			<i>Notes: Materials for student supply station (Consumable Supplies)</i>			

	6150	120-Classroom Teachers	0011 - Buddy Taylor Middle School	Title, I Part A		\$2,353.00
			<i>Notes: BTMS Block Party-Stipends, retirement, social security, social security medicare.</i>			
	6150	510-Supplies	0011 - Buddy Taylor Middle School	Title, I Part A		\$1,040.00
			<i>Notes: Consumable Supplies for BTMS Block Party</i>			
	6150	120-Classroom Teachers	0011 - Buddy Taylor Middle School			\$1,764.75
			<i>Notes: Parent workshops-stipends, retirement, social security, social security medicare</i>			
	6150	120-Classroom Teachers	0011 - Buddy Taylor Middle School	Title, I Part A		\$1,882.40
			<i>Notes: Home Visit Stipends, retirement, social security, social security Medicare</i>			
			0011 - Buddy Taylor Middle School			\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
					Total:	\$306,412.00