

Taylor County School District

Taylor County Primary School



2023-24

Schoolwide Improvement Plan (SIP)

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Taylor County Primary School

1000 HOWARD ST, Perry, FL 32347

https://www.edline.net/pages/perry_primary_school

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.

Taylor County Primary School's mission is to enable and inspire our students to achieve academic excellence and make positive contributions to our community.

Provide the school's vision statement.

Taylor County Primary School's vision is to prioritize academic excellence and self-efficacy by preparing students to be lifelong learners.

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
Smyrnios, Misty	Principal	<p>Knowledge of the current trends, research and best practices related to assignment. Knowledge of personnel procedures. Knowledge of the organization and operation of a school district. Knowledge of federal, state and district rules, regulations and policies as they relate to job function. Knowledge of the hardware and software applications used throughout the district. Understanding and knowledge of the current technology. Skill in human interaction and conflict resolution. Ability to handle constituents' problems, concerns and emotional distress with sensitivity and tact. Ability to read and interpret applicable laws, rules, policies and procedures. Ability to communicate both orally and in writing. Ability to plan, organize and establish priorities related to assignment. Ability to make presentations to a variety of audiences. Ability to develop and manage budgets. Ability to carry out job responsibilities. Ability to handle sensitive information in a confidential manner. Ability to work independently and make decisions with minimum supervision. Ability to handle multiple tasks in a professional and courteous manner. Ability to handle highly stressful situations. Ability to delegate and monitor assignments. Ability to select, assign, and evaluate personnel in accordance with collective bargaining agreements. Ability to understand the unique needs, growth problems and characteristics of high school students. Ability to use group dynamics within the context of cultural diversity.</p>
Bethea, Courtney	Assistant Principal	<p>Assist the principal with administrative and instructional functions and the development and implementation of the school improvement plan to meet the needs of students and to carry out the mission and goals of the school and the district. Knowledge of the current educational trends, research and best practices related to assignment. Knowledge of human growth and development. Knowledge of group dynamics. Knowledge of personnel management, interaction, conflict resolution, and supervisory techniques. Ability to prepare and manage the school budget. Ability to enforce collective bargaining agreements. Ability to use effective public relations skills. Ability to analyze data. Ability to use effective interview techniques, coaching procedures and evaluation procedures. Ability to use public speaking skills effectively and make presentations to a variety of audiences. Ability to use problem-solving skills. Knowledge of the organization and operation of a school district. Knowledge of practices related to the assignment. Knowledge of the hardware and software applications used throughout the district. Ability to use current technology. Knowledge and understanding of all positions supervised. Ability to read and interpret applicable laws, rules, policies and procedures. Ability to</p>

Name	Position Title	Job Duties and Responsibilities
		<p>communicate orally and in writing. Ability to plan, organize and establish priorities related to assignment. Ability to carry out job responsibilities and handle sensitive information in a confidential manner. Ability to work independently and make decisions with minimum supervision. Ability to handle multiple tasks in a professional and courteous manner. Ability to tolerate highly stressful situations. Ability to delegate and monitor assignments.</p>
<p>Gray, Laura</p>	<p>Assistant Principal</p>	<p>Assist the principal with administrative and instructional functions and the development and implementation of the school improvement plan to meet the needs of students and to carry out the mission and goals of the school and the district.</p> <p>Knowledge of the current educational trends, research and best practices related to assignment.</p> <p>Knowledge of human growth and development. Knowledge of group dynamics.</p> <p>Knowledge of personnel management, interaction, conflict resolution, and supervisory techniques. Ability to prepare and manage the school budget. Ability to enforce collective bargaining agreements. Ability to use effective public relations skills. Ability to analyze data. Ability to use effective interview techniques, coaching procedures and evaluation procedures. Ability to use public speaking skills effectively and make presentations to a variety of audiences. Ability to use problem-solving skills. Knowledge of the organization and operation of a school district.</p> <p>Knowledge of practices related to the assignment. Knowledge of the hardware and software applications used throughout the district. Ability to use current technology. Knowledge and understanding of all positions supervised. Ability to read and interpret applicable laws, rules, policies and procedures. Ability to communicate orally and in writing. Ability to plan, organize and establish priorities related to assignment. Ability to carry out job responsibilities and handle sensitive information in a confidential manner. Ability to work independently and make decisions with minimum supervision. Ability to handle multiple tasks in a professional and courteous manner. Ability to tolerate highly stressful situations. Ability to delegate and monitor assignments.</p>
<p>Bowden, Amy</p>	<p>Instructional Coach</p>	<p>Provide curriculum training and support to teachers and aides working with pre-school/early Intervention programs provided through the Taylor County School System, including Pre-K Handicapped students, infants and toddlers in the Teen Parent Day Care System, Early Intervention Teachers in contracted programs such as Head Start or other community day care and responsible in the day-to-day management of Early Intervention Project through collection and maintenance of applicable records and reports.</p>

Name	Position Title	Job Duties and Responsibilities
Cantrell, Kay	Instructional Coach	<p>Assist teachers in developing strategies for effective student learning with an emphasis on core content area standards. Work with students as needed. Gathers student data through observation, dialogue, testing tools, etc., to design alternative strategies to meet diagnosed student needs. Facilitates the use of data for increased student achievement. Implements ways to facilitate parental involvement and parent education in order to increase student learning. Assist teachers in the implementation of curriculum integration with special emphasis on communication skills. Models effective strategies for teaching content area skills and their application. Supports teachers in the implementation of the Common Core State Standards and district initiatives in all curricular areas. Serves as the official coaching liaison between school and district. Serves as “Lead Learner” in Professional Learning Communities. Serves as a consultant in the selection of instructional materials, supplies and equipment. Involved with the implementation and monitoring of the School’s Improvement Plan.</p>
Williams, Lauren	Dean	<p>Knowledge of laws, rules, and policies pertaining to attendance and student discipline. Communication skills of listening, speaking, and writing. Technical knowledge and skills to operate computer, enter data, analyze, and process information. Evidence of effective decision making, management skills, high energy level, tolerance for stress, and strong work standards. Ability to apply principles of group dynamics, conflict resolution, and problem-solving. Create an atmosphere within the school which will enable students to achieve maximum benefits from all programs, services, and opportunities in a safe and orderly environment.</p>

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.

The SIP will be shared with stakeholders at the School Advisory Council meeting as well as Title I family involvement meetings. Input for the school improvement plan is based on data review, current school culture, and feedback from staff and stakeholders.

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))

We will review goals and data at each assessment and end of each quarter. BSI will visit school monthly and review data and support teacher improvement. Feedback from assessment monitoring and BSI visits will lead to adjustment in action steps toward the goals set.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-2
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	35%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	<i>Data will be uploaded when available</i>
2021-22 ESSA Identification	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	
School Improvement Rating History	
DJJ Accountability Rating History	

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	88	70	81	0	0	0	0	0	0	239
One or more suspensions	31	14	36	0	0	0	0	0	0	81
Course failure in English Language Arts (ELA)	43	25	33	0	0	0	0	0	0	101
Course failure in Math	19	14	10	0	0	0	0	0	0	43
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	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.	36	42	53	0	0	0	0	0	0	131

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	49	40	49	0	0	0	0	0	0	138

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	27	10	10	0	0	0	0	0	0	47
Students retained two or more times	0	0	1	0	0	0	0	0	0	1

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	62	73	38	0	0	0	0	0	0	173
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	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	0
Students retained two or more times	0	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	62	73	38	0	0	0	0	0	0	173
One or more suspensions	7	24	15	0	0	0	0	0	0	46
Course failure in ELA	17	33	26	0	0	0	0	0	0	76
Course failure in Math	13	11	13	0	0	0	0	0	0	37
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	49	40	49	0	0	0	0	0	0	138

The number of students identified retained:

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Retained Students: Current Year	27	10	10	0	0	0	0	0	0	47
Students retained two or more times	0	0	1	0	0	0	0	0	0	1

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.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	37			37			54		
ELA Learning Gains	40			37			57		
ELA Lowest 25th Percentile	37			31			56		
Math Achievement*	46			45			65		
Math Learning Gains	44			33			63		
Math Lowest 25th Percentile	41			37			56		
Science Achievement*	33			37			53		

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress									

* 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)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	278
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 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	33	Yes	1	
ELL				
AMI				
ASN				

2021-22 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%
BLK	29	Yes	1	1
HSP	63			
MUL	45			
PAC				
WHT	43			
FRL	38	Yes	1	

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)

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	37	40	37	46	44	41	33					
SWD	23	30	31	37	45	43	24					
ELL												
AMI												
ASN												
BLK	23	31	31	30	36	36	15					
HSP	39	80		61	70							
MUL	42	63		41	50		27					
PAC												
WHT	42	39	37	52	46	42	43					
FRL	35	41	40	41	42	40	26					

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	37	37	31	45	33	37	37					
SWD	26	39	31	31	31	33	32					
ELL												

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
AMI												
ASN												
BLK	19	31	23	23	26	25	13					
HSP	20			33								
MUL	37	44		37	31		38					
PAC												
WHT	45	39	35	55	36	40	46					
FRL	30	32	27	38	34	39	31					

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	54	57	56	65	63	56	53					
SWD	39	49	57	52	62	61	41					
ELL												
AMI												
ASN												
BLK	43	55	56	56	59	54	33					
HSP	50	46		61	62		50					
MUL	55	62		63	86		50					
PAC												
WHT	58	58	58	69	62	55	59					
FRL	51	55	53	63	60	55	51					

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.

School, District and State data will be uploaded when available.

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.

Although the correlation from 2021-2022 i-Ready data to FAST assessment shows an increase in both ELA and Math, Math showed a decline in kindergarten at 33% and ELA showed a lower than expected proficiency in 2nd grade ELA at 36%. Contributing factors to the decline was a teacher vacancies, new benchmarks, and new testing platforms.

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

Kindergarten proficiency in math fell from 39% in i-Ready to 33% on PM 3 FAST assessment. Students adjusting to a different testing platform as well as the above grade level expectations contributed to the decline. Kindergarten through 2nd grade demonstrate a lower than state expectations in both reading and math proficiency.

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.

A continued focus is on both ELA and Math proficiency for all grade levels. Overall, all grade levels in reading and math demand attention and change in practice compared to the proficiency at the state level. A turn-over in teachers, new state benchmarks, and change in planning practices were contributors to the gap.

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

In contrast ELA proficiency improved for kindergarten students from 37% on i-Ready the prior year and increased to 63% on PM 3 for FAST. Focus boards, benchmark planning, and monitoring from literacy coach contributed to the increase. In addition, the literacy coach leading collaborative planning with an emphasis on benchmark planning contributed to the improvement.

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

Areas of concern are suspensions related to behavior and number of days absent. According to the data from EWS, school suspensions were 81 for the year contributing to the culture of the school and the number of days absent for students.

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

1. Instructional practices
2. Teacher retention
3. Positive behavior

Area of Focus

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

:

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

Due to the teacher deficit of 19 vacancies in K-5, a focus is on teacher recruitment and retention. A New Teacher Next Steps program will be implemented to support teachers and encourage teachers to remain in Taylor County.

Measurable Outcome:

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

Teacher vacancies will decrease by 50% in following school year.

Monitoring:

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

A climate survey will be given monthly and following each professional learning opportunity.

Person responsible for monitoring outcome:

Misty Smyrnios (misty.smyrnios@taylor.k12.fl.us)

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.)

New Teacher Next Steps program for new teachers 0-3 years will support teachers with high yield instructional practices, coaching, mentoring with useable feedback.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale is to ensure and equip all of the classes with certified and highly qualified teachers.

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?

Yes

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.

According to IESWWC (What Works Clearinghouse),

Creating a mentoring team.

Person Responsible: Misty Smyrnios (misty.smyrnios@taylor.k12.fl.us)

The mentoring team is developing plan of implementation

Person Responsible: Kay Cantrell (kay.cantrell@taylor.k12.fl.us)

The initial meeting of mentors and mentees will occur during pre-planning week.

Person Responsible: Kay Cantrell (kay.cantrell@taylor.k12.fl.us)

Professional learning opportunities will occur monthly based on teacher needs assessment.

Person Responsible: Kay Cantrell (kay.cantrell@taylor.k12.fl.us)

A reflection will occur mid-year and end of year to evaluation the effectiveness of the program.

Person Responsible: Misty Smyrnios (misty.smyrnios@taylor.k12.fl.us)

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

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.

The rationale for focus on instructional practice is to increase the effect of tier one instruction and to raise student achievement. A change in classroom instruction will be focused to ensure student engagement and student learning progress as a result.

Measurable Outcome:

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

Benchmark-aligned instruction will be evident by 75% of teacher's classroom instruction being aligned to ELA and math benchmarks. In addition, an increase in student achievement evident in proficiency will occur. ELA proficiency to increase according to the following: Kindergarten from 63% to 68%, 1st grade from 46% to 50%, and 2nd grade from 36% to 40%. Math proficiency will also increase from the following: Kindergarten: 33% to 40%, 1st grade from 57% to 62% and 2nd grade from 46% to 50% by spring 2024 state progress monitoring.

Monitoring:

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

Monitoring will occur by using classroom walk through rubric on a quarterly basis. Reflection and classroom practice changes will be monitored monthly as a follow up from professional learning opportunities. Monitoring by instructional coaches through collaborative planning and professional learning will occur weekly and monthly.

Person responsible for monitoring outcome:

Misty Smyrnios (misty.smyrnios@taylor.k12.fl.us)

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 receive additional collaborative planning not to exceed 4 hours per month outside of contract hours. Additionally, math coaching through model classrooms will be utilized to support teacher instruction and student learning. Also, additional professional learning opportunities will occur monthly not to exceed 2 hours.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Assessment data proves the need for coaching support in math for teachers and students. School data reflects the need for a change in instructional practices. Professional learning opportunities will strengthen classroom practices and equip teachers with more instructional tools to support student achievement.

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?

Yes

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.

According to IES WWC (What Works Clearinghouse) and eMints professional development on teacher and student achievement, common planning and instructional coaching impacts instructional and student achievement.

Instructional coach provides continuous modeling and coaching of instructional strategies for classroom instruction.

Person Responsible: Laura Gray (laura.gray@taylor.k12.fl.us)

Teachers use additional collaborative planning based on instructional coach feedback to create instructional practices and tasks aligned with benchmarks.

Person Responsible: Laura Gray (laura.gray@taylor.k12.fl.us)

Individualized coaching will be adapted based on quarterly classroom walkthrough feedback.

Person Responsible: Laura Gray (laura.gray@taylor.k12.fl.us)

#3. Positive Culture and Environment specifically relating to Early Warning System

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.

A decrease in student suspensions and student absences based on EWS. According to the EWS data, school suspensions increased for the past school year contributing to the change in culture as well as a shift in attendance issues.

Measurable Outcome:

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

Student suspensions will decrease from 81 to fewer than 50 by end of 2023-2024 school year. In decreasing suspensions and increasing positive behavior supports, a change in behavior expectations and increase of days attended in school will change.

Monitoring:

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

Quarterly reporting through FOCUS to be analyzed by leadership team. Monthly leadership team meetings and PBS team meetings will concentrate on analyzing behavioral data. Changes will be made on data as an increase in positive behavior supports and restorative practices shift school culture.

Person responsible for monitoring outcome:

Courtney Bethea (courtney.bethea@taylor.k12.fl.us)

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.)

School will increase in a focused effort on Positive Behavior Supports and Restorative Practices in classrooms and individual supports through an addition of an assistant principal of discipline and dean to implement and monitor. Implementation of positive rewards and recognition combined with restorative practices expectations in all classes school-wide will support the change in behavior.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Positive Behavior Supports with a focus on increasing Restorative Practices will increase positive behavior and fewer punitive consequences leading to a decrease in student suspensions. In addition, an increase in positive rewards and recognition will shift mindset and school culture. Using restorative practices school-wide will equip our students and staff to better handle conflict and promote problem solving among students.

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?

Yes

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.

According to What Works Clearing House, "Examining the Effects of Schoolwide Positive Behavioral Interventions and Supports on Student Outcomes: Results from a Randomized Controlled Effectiveness

Trial in Elementary Schools," Positive Behavior Supports interventions implemented will change behavior culture for the school.

Create a PBS reward system for individual students and classrooms.

Person Responsible: Lauren Williams (lauren.williams@taylor.k12.fl.us)

Training for teachers on PBS rewards and restorative practices for implementation with fidelity. Continuous monitoring will take place.

Person Responsible: Courtney Bethea (courtney.bethea@taylor.k12.fl.us)

Monitoring of PBS rewards and restorative circles and practices in the classroom. PBS practices will occur daily. Restorative circles will occur school-wide weekly.

Person Responsible: Courtney Bethea (courtney.bethea@taylor.k12.fl.us)

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).

The district shall support and monitor the distribution of all grant funds to ensure schools with the greatest need receive the highest percentage of resources. The LEA's Director of Instruction meets with the administrative assistance on a monthly basis to ensure the budget is being spent and all items are properly coded. The Director of Instruction will then send an updated budget to each school to inform them of the amount of funding that is available and what can be purchased in those specific line items. The Director of Instruction meets with each school based administration team to review all grants. The school administration shares this information with their school advisory counsel and the Director of Instruction shares the budgets with the stakeholders during the District Advisory Counsel Meetings. Each counsel, School Advisory Counsel and District Advisory Counsel, meets four times per year.

Data is used to determine if the resources written in the grant are still the area with the greatest need. If not, an amendment would be written to better align the funding with the resources needed.

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.

TCPS SIP plan will be posted on the district website as well as TCPS webpage. In addition, a copy will be available for parent review in the lobby of the front office. The SIP will be displayed and reviewed at the first School Advisory Committee meeting as well as the annual Title I meeting.

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))

TCPS family engagement plan includes opportunities to engage families at least once a quarter on campus on topics directly related to curriculum and student achievement. In addition, families will have a chance once a semester to conference with teachers about student needs and achievement. A monthly newsletter will be posted on the school website and sent home to parents in weekly folder.

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 II of the SIP. (ESSA 1114(b)(7)ii))

TCPS area of focus for student achievement is in increasing instructional practices. An uninterrupted reading time is included in the master schedule as well as intervention time with additional small group instruction with wheel teachers and teacher aids. An addition of exact path and reading rangers will assist in individualized learning paths providing data reports to monitor learning progress.

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))

Local childcare centers and VPKs join a training for school expectations. Kindergarten readiness expectations are presented so all local centers understand the importance of kindergarten preparation. The training occurs once a year in the spring.

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))

Students will be following the state resiliency plan by implementing Wellness Wednesday focusing on state expectations. In addition, schoolwide boxed breathing practices, restorative circles, and daily "gut checks" will ensure a continuous monitoring of students resiliency. Students will be referred to school/district mental health team when issues arise.

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))

N/A

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).

TCPS will be monitoring behavior through MTSS and the implementation of Positive Behavior Supports and Restorative Practices.

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))

1. Monthly professional learning opportunities during planning will be offered focusing on best practices for instruction to include high yield strategies (summarizing, text dependent questioning, writing to raise achievement) and student engagement strategies such as collaboration.
2. Additional professional learning opportunities will be monthly after school for practical strategies such as

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))

TCPS will be using strategies recommended in Apples training to prepare students for kindergarten. In addition, PreK teachers will also receive the professional learning opportunities offered to primary teachers.

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: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$15,807.76

Budget Approval

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

Yes