

**Taylor County District School Board
Office of the Superintendent
Agenda Item for School Board Approval**

Date Submitted 10/20/2022 Board Meeting Date 11/01/2022

Date agenda item is due in the Superintendent's Office 10/21/2022

Person submitting the item: Jill Rudd- Director of Instruction

Name of document placed on agenda: TCPS SIP 22-23

Summary description regarding this action item:
Please review and approve the TCPS Schoolwide
Improvement Plan for the 22-23 school year

APPROVED

NOV 01 2022

By Taylor County
School Board

Signatures Required

Yes No

Reviewed by:

Director of Finance _____

The action described above is provided for and is consistent with relevant contract and grant provisions and the Board approved budget as amended.

Director of Personnel _____

The action described above is provided for and is consistent with the Board approved staffing plan and collective bargaining agreements.

Director of Instruction Jill Rudd

The action described above is provided for and is consistent with relevant Federal programs and the Board approved School Improvement, Instructional and Curriculum Plans.

Superintendent _____

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Taylor County Primary School

1000 HOWARD ST, Perry, FL 32347

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

Demographics

Principal: Kelli Brannen

Start Date for this Principal: 7/1/2019

2019-20 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&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 Taylor 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.

Taylor County Primary School's mission is to provide high quality education and childcare in a safe, respectful, and inclusive environment that builds a foundation for life-long learning.

Provide the school's vision statement.

Taylor County Primary School's vision is a community where all children feel loved, respected, and encouraged to develop individuality, self-growth, and responsibility while using a variety of strategies and cooperative efforts to learn throughout home, school, and community.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Brannen, Kelli	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>
Gray, Laura	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.</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. 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>
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>
Bowden, Amy	Instructional Coach	<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
Williams, Lauren	Dean	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.

Demographic Information

Principal start date

Monday 7/1/2019, Kelli Brannen

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

0

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

0

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

658

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

11

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

12

Demographic Data

Early Warning Systems

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	225	210	176	0	0	0	0	0	0	0	0	0	0	611
Attendance below 90 percent	62	73	38	0	0	0	0	0	0	0	0	0	0	173
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	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

Tuesday 9/13/2022

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	225	210	176	0	0	0	0	0	0	0	0	0	0	611
Attendance below 90 percent	62	73	38	0	0	0	0	0	0	0	0	0	0	173
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	19	31	27	0	0	0	0	0	0	0	0	0	0	77
Course failure in Math	13	16	9	0	0	0	0	0	0	0	0	0	0	38
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	16	21	13	0	0	0	0	0	0	0	0	0	0	50

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	26	18	10	0	0	0	0	0	0	0	0	0	0	54
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	225	210	176	0	0	0	0	0	0	0	0	0	0	611
Attendance below 90 percent	62	73	38	0	0	0	0	0	0	0	0	0	0	173
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	19	31	27	0	0	0	0	0	0	0	0	0	0	77
Course failure in Math	13	16	9	0	0	0	0	0	0	0	0	0	0	38
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	16	21	13	0	0	0	0	0	0	0	0	0	0	50

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	26	18	10	0	0	0	0	0	0	0	0	0	0	54
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		40%	56%					73%	57%
ELA Learning Gains		42%	61%					75%	58%
ELA Lowest 25th Percentile		39%	52%					56%	53%
Math Achievement		48%	60%					78%	63%
Math Learning Gains		46%	64%					78%	62%
Math Lowest 25th Percentile		42%	55%					56%	51%
Science Achievement		35%	51%					53%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	23	30	31	37	45	43	24				
BLK	23	31	31	30	36	36	15				
HSP	39	80		61	70						
MUL	42	63		41	50		27				
WHT	42	39	37	52	46	42	43				
FRL	35	41	40	41	42	40	26				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	26	39	31	31	31	33	32				
BLK	19	31	23	23	26	25	13				
HSP	20			33							
MUL	37	44		37	31		38				
WHT	45	39	35	55	36	40	46				
FRL	30	32	27	38	34	39	31				
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

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES

ESSA Federal Index	
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	278
Total Components for the Federal Index	7
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	63
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	45
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	43
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

The trend that emerged across grade levels was that our core instruction in ELA and Math needs more rigor to support our level 3, 4 and 5 students. Data showed that our typically higher performing students regressed in comparison to our tier 2 and tier 3 students.

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

Based on our iReady progress monitoring data from 2021-2022 a high percentage of our students are struggling to show achievement in the area of math.

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

Our focus was strongly on improving our ELA achievement levels, so there was a deficiency in math instruction. We introduced a new core math curriculum. We have also introduced a new online math fluency program to our students. We have strategically scheduled 90 minutes of math instruction in every classroom, including time for math remediation groups as needed.

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

Based on progress monitoring we were able to show great improvement in moving our Tier 2 and Tier 3 students in the areas of ELA and math. This is due to the emphasis we were able to place on differentiated instruction.

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

1) An uninterrupted reading block was scheduled for all students at the onset of the school day. This allowed us to ensure that all students were able to receive differentiated tier 1 instruction. 2) Tier 3 students were provided with pullout interventions during special area. 3) We were able to provide Heggerty, a phonemic awareness curriculum, to enhance student competency in reading.

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

Implementation of a more structured MTSS intervention block focusing on all achievement levels, ensuring that student needs at all levels are met. Collaborative planning will have a standards based focus and occur weekly for all grade levels. We will continue to enhance Tier 2 and Tier 3 interventions.

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.

Professional development with our Tier 1 ELA programs and math education will be on going throughout the year. We have invited members of PAEC to assist our second grade teachers with reading and writing advancements. We are doing a book study with all teachers using "Teach Like a Pirate". We will also be doing a deep dive with the new BEST Math Standards as we move through the year. Collaborative planning occurs weekly for all grade levels.

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

We will continue with PD in our Tier 1, 2 and 3 programs. PD will be provided to support regular and intervention teachers. Collaborative planning and transition meetings will be held between the grade levels to ensure each grade is sending students prepared for the next grade level. Support staff is readily available to assist as needed.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

English Language Arts iReady data from the 2021-2022 school year showed 40% of TCPS students made achievement level or higher on AP3. 60% of kindergarten students, 57% of first grade students, and 62% second grade students did not show grade-level competence on AP3 progress monitoring.

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

42% of all TCPS student will reach proficiency in ELA for the 2022-2023 school year. TCPS' students will make 60% learning gains by the end of the 2022-2023 school year.

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

Progress monitoring will be conducted using the FAST program as well as iReady progress monitoring testing. These tests are administered three times a year (once at the beginning of the year, once in January, and once at the end of the year).

Person responsible for monitoring outcome:

Kelli Brannen (kelli.brannen@taylor.k12.fl.us)

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

- Daily 120 minute uninterrupted reading block with differentiated instruction
- Heggerty
- MTSS intervention for Tier 3 students
- Weekly data driven lesson planning with the instructional coach during collaborative planning.
- Utilizing resources and personnel from PAEC to enhance our second grade curriculum.
- Daily 120 minute uninterrupted reading block: allows differentiated instruction for all students.
- Heggerty: focuses on phonemic awareness and progresses students towards reading
- MTSS intervention for Tier 3 students: utilizes Sound Partners to provide the most intensive support
- Weekly data driven lesson planning with the instructional coach during collaborative planning: this allows for student growth and development.
- Utilizing resources and personnel from PAEC to enhance our second grade curriculum: provides extra support for teachers to provide more rigor for high-scoring students as well as Tier 3 students.

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

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

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

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

Math iReady data from the 2021-2022 school year showed 35% of TCPS student made achievement level or higher on AP3. 59% of kindergarten students, 49% of first grade students, and 48% second grade students did not show grade-level competence on AP3 testing.

Measurable Outcome:

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

41% of TCPS students will reach proficiency in mathematics for the 2022-2023 school year. TCPS' student will make 60% learning gains by the end of the 2022-2023 school year.

Monitoring:

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

Progress monitoring will be conducted using the FAST program as well as iReady progress monitoring testing. These tests are administered three times a year (once at the beginning of the year, once in January, and once at the end of the year).

Person responsible for monitoring outcome:

Kelli Brannen (kelli.brannen@taylor.k12.fl.us)

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

- Daily 90 minute math block: allows for differentiated instruction
- Weekly data driven lesson planning with the instructional coach during collaborative planning.
- Implementation of Big Ideas curriculum which aligns to the Florida BEST Standards

Rationale for Evidence-based Strategy:

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

- Daily 90 minute math block with differentiated instruction:
- Weekly data driven lesson planning with the instructional coach during collaborative planning: this allows for student growth and development.
- Implementation of Big Ideas curriculum which aligns to the Florida BEST Standards: based on research-based methods

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

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

TCPS did not have a statewide assessment in the 2021-2022 school year. Using the data from iReady it is possible to see that 60% of kindergarten students, 57% of first grade students, and 62% second grade students did not show grade-level competence on AP3 testing. TCPS is a direct feeder school to TCES therefore we own their data from the 2021-2022 school year.

In order to improve our ELA proficiency for the 22-23 school year TCPS is using pull out groups to try accelerate our level 4 and 5 students, and extra remediation groups with our level 1 students.

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

Not applicable. Taylor County Primary School is a kindergarten through second grade school.

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 new 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: Measureable Outcome(s)

TCPS students will have 42% achievement in ELA, and all students will make 60% learning gains.

Grades 3-5: Measureable Outcome(s)

Not applicable. Taylor County Primary School is a kindergarten through second grade school.

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 take place with evaluating impact at the end of the year.

Progress monitoring will be conducted using the FAST program as well as iReady progress monitoring testing. These tests are administered three times a year (once at the beginning of the year, once in January, and once at the end of the year).

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Cantrell, Kay, kay.cantrell@taylor.k12.fl.us

Evidence-based Practices/Programs:

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. Â§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?

- Daily 120 minute uninterrupted reading block with differentiated learning
- Heggerty
- MTSS intervention for Tier 3 students
- Weekly data driven lesson planning with the instructional coach during collaborative planning.
- Utilizing resources and personnel from PAEC to enhance our second grade curriculum.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific 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 practices/programs show proven record of effectiveness for the target population?

All methods that were selected were research based and approved by the state of Florida.

- Wonders
- Heggerty

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
<p>Literacy Coaching: TCPS is participating in the Literacy Leadership Cadre with PAEC to ensure understanding of the different standards and their application in the classroom. We are utilizing the instructional coach to assist in developing data-driven lesson plans to meet the needs of our students.</p>	<p>Cantrell, Kay, kay.cantrell@taylor.k12.fl.us</p>
<p>Professional Learning: TCPS is utilizing "Teach Like a Pirate" to build relationships and collaboration amongst school stakeholders. We are utilizing the methods in "Teach Like a Pirate" to revamp our school culture and the ways in which we approach ELA education. We started off the year by attending a training with FDLRS that revolved around the practices in "Teach Like a Pirate".</p>	<p>Cantrell, Kay, kay.cantrell@taylor.k12.fl.us</p>

Positive Culture & Environment

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

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

TCPS will have a PBS team made up of teachers and support staff to build a community based on positive culture. Using the Wonders Reading Curriculum we are able to support the student as a whole. We have four different positive behavior events that can be earned quarterly.

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

TCPS looks to gain community input and collaboration by asking members of the community, parents, and teachers to assess different areas of our school culture. Membership of our PTO and SAC is voluntary and allows insight and contribution from all areas of our community. In addition, the administrative team communicates with the district mental health coordinator to meet needs as needed.