

Agenda Item Number 7.02(4)

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

APPROVED

OCT 07 2025

By Taylor County
School Board

Date Submitted 09/26/2025 Board Meeting Date 10/07/2025

Date agenda item is due in the Superintendent's Office 09/26/2025

Person submitting the item: Jill Rudd

Name of document placed on agenda: TCPS School Improvement Plan

Summary description regarding this action item:

Please review and approve TCPS School

Improvement plan for the 2025-2026 school year.

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 _____

TCSB # 0607-3

Taylor County School District

TAYLOR COUNTY PRIMARY SCHOOL

APPROVED

OCT 07 2025

By Taylor County
School Board



2025-26 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 7
 - D. Early Warning Systems 8
- II. Needs Assessment/Data Review 11
 - A. ESSA School, District, State Comparison 12
 - B. ESSA School-Level Data Review 13
 - C. ESSA Subgroup Data Review 14
 - D. Accountability Components by Subgroup..... 15
 - E. Grade Level Data Review 18
- III. Planning for Improvement..... 19
- IV. Positive Learning Environment 24
- V. Title I Requirements (optional)..... 26
- VI. ATSI, TSI and CSI Resource Review 30
- VII. Budget to Support Areas of Focus 31

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Taylor County Primary School's mission is to equip our students with foundational skills that will allow them to develop academically, socially, and physically into lifelong learners who positively impact their community.

Provide the school's vision statement

Taylor County Primary School's vision is to commit to preparing students to achieve academic success and to reach their full potential as productive citizens.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Laura Gray

laura.gray@taylor.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Knowledge of the current trends, research and best practices related to school 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 primary school students. Ability to use group dynamics within the context of cultural diversity.

Leadership Team Member #2

Employee's Name

Courtney Bethea

courtney.bethea@taylor.k12.fl.us

Position Title

Assitant Principal

Job Duties and Responsibilities

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 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.

Leadership Team Member #3

Employee's Name

Lauren Williams

lauren.williams@taylor.k12.fl.us

Position Title

Dean

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name

Amy Bowden

amy.bowden@taylor.k12.fl.us

Position Title

Early Childhood Coordinator

Job Duties and Responsibilities

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 special needs 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.

Leadership Team Member #5

Employee's Name

Kay Cantrell

kay.cantrell@taylor.k12.fl.us

Position Title

Instructional Coach

Job Duties and Responsibilities

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.

Leadership Team Member #6**Employee's Name**

Tracy Hall

tracy.hall@taylor.k12.fl.us

Position Title

ESE Staffing Specialist

Job Duties and Responsibilities

The ESE Staffing Specialist is responsible for coordinating staffing and educational planning within TCPS. This role involves developing appropriate Individualized Education Programs (IEPs) for exceptional students, ensuring parents receive draft IEPs for annual reviews, and assisting in the staffing committee's development of IEPs. The ESE Staffing Specialist also provides speech and/or hearing screening tests for students referred by the in-school staffing committee and acts as a consistent member of the ESE instructional team.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

The SIP was developed through input from the school leadership, School Advisory Council meeting as well as Title I family involvement meetings. Parent surveys and data analysis with the stakeholders from the SAC team provided input for the school improvement plan. The input is based on data review, current school culture, and feedback from staff and stakeholders.

SAC stakeholders:

Laura Gray, Principal

Courtney Bethea, Assistant Principal

Kay Cantrell, Instructional Coach

Darrae Moss, Parent Liaison

Joey Franklin, SRO/ Community Partner

Holly English, TCPS Office Manager

Rylee Wolfe, Teacher/ Parent

Savannah Cantrell, Parent

Jennifer Dorman, Parent

Justin Brock, Parent

Rentia Malone, Teacher

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

We will review goals and data at each assessment and end of each quarter. Plan will be reviewed and monitored by School administration, Teachers, District Staff, and SAC members. Feedback from assessment monitoring and district visits will lead to adjustment in action steps toward the goals set. We will pull the data from FOCUS at midterms and have data chats with teachers as needed. Changes have been made, and will continue to be made, to intervention ensuring additional support in the classrooms to prevent the high number of retentions.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-2
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
	STUDENTS WITH DISABILITIES (SWD)
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: C 2022-23: C 2021-22: 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	195	168	198							561
Absent 10% or more school days	93	64	87							244
One or more suspensions	46	29	43							118
Course failure in English Language Arts (ELA)	0	0	0							0
Course failure in Math	0	0	0							0
Level 1 on statewide ELA assessment	44	59	64							167
Level 1 on statewide Math assessment	28	17	44							89
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	21	7	27							55
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	40	16	27							83

Current Year 2025-26

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	64	43	66							173

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	22	17	24							63
Students retained two or more times	22	37	49							108

Prior Year (2024-25) As Last 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 school days	76	82	96							254
One or more suspensions	10	28	21							59
Course failure in English Language Arts (ELA)	25	32	20							77
Course failure in Math	12	4	10							26
Level 1 on statewide ELA assessment	20	31	81							132
Level 1 on statewide Math assessment	26	47	34							107
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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	27	55	66							148

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	27	7	18							52
Students retained two or more times			1							1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025		2024		2023**	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	45	48	59	37	40	57
Grade 3 ELA Achievement	54	56	59	37	39	58
ELA Learning Gains	48	50	60	44	47	60
ELA Lowest 25th Percentile	46	46	56	55	56	57
Math Achievement*	53	55	64	44	47	62
Math Learning Gains	44	48	63	41	45	62
Math Lowest 25th Percentile	33	35	51	41	43	52
Science Achievement	47	50	58	37	41	57
Social Studies Achievement*			92			50
Graduation Rate						52
Middle School Acceleration						54
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)		63			61	59

*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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	46%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	370
Total Components for the FPPI	8
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
46%	42%	48%	40%	37%		58%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	45%	No		
Black/African American Students	38%	Yes	4	
Hispanic Students	41%	No		
Multiracial Students	48%	No		
White Students	50%	No		
Economically Disadvantaged Students	43%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	45%	54%	48%	46%	53%	44%	33%	47%					
Students With Disabilities	40%	56%	47%	38%	53%	47%	35%	46%					
Black/African American Students	34%	47%	47%	56%	38%	30%	26%	22%					
Hispanic Students	27%				55%								
Multiracial Students	49%	56%	37%		53%	44%							
White Students	50%	56%	50%	43%	59%	51%	34%	57%					
Economically Disadvantaged Students	41%	48%	46%	46%	46%	40%	33%	43%					

Page 16 of 32

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
								GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	42%	45%			56%			50%		
Students With Disabilities	33%	41%			50%			45%		
Black/African American Students	26%	30%			34%			19%		
Hispanic Students	62%				70%					
Multiracial Students	43%				55%			75%		
White Students	47%	53%			65%			59%		
Economically Disadvantaged Students	40%	40%			53%			50%		

E. 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.

There is no assessment data available for this school.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component that increased the most was K-2 grades math. Kindergarten increased 13%, 1st grade increased 6%, and 2nd grade increased 5%. One of the changes we made was departmentalizing 1st grade, and continuing to keep 2nd grade departmentalized. Teachers met weekly in collaborative planning to dig into data regularly, as well as being sure to plan for the benchmarks.

Lowest Performance

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

2nd grade reading finished the year with only 37% reading achievement. We had multiple teachers who were out for extended leave in 2nd grade reading classrooms.

Greatest Decline

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

2nd grade reading scores dropped 11% from the 23-24 to 24-25 school year. We had multiple teachers who were out for extended leave in 2nd grade reading classrooms.

Greatest Gap

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.

The largest gap in data when compared to state average was 2nd grade ELA, they were 14% below the state average. We had multiple ELA teachers who were out for extended leave through the school year.

EWS Areas of Concern

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

One area of concerns is still our african American population. Another area of concern is student

attendance.

Highest Priorities

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

Approve achievement in ELA in 1st and 2nd grade.

Improve achievement for our african american subgroup.

Improve positive behavior support for all our students.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Data from the end of 24-25 school year indicates that there is a need for stronger tiered instruction. We will continue focusing on differentiated instruction in both ELA and math. During collaborative planning we will also discuss instructional practices using the Practice Profiles to improve instruction.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

K ELA was at 54% achievement at the end of 24-25, our goal is to reach 55% for 25-26 based on STAR progress monitoring PM 3.

K Math achievement at the end of 24-25 was 47%, our goal is to reach 50% for 25-26 based on STAR progress monitoring PM 3.

1st grade ELA data for 24-25 is 49% achievement. The goal for 25-26 is to improve from 49% to 52% achievement in ELA evidenced in STAR progress monitoring 3 at the end of the year.

1st grade Math data for 24-25 is 69% achievement. The goal for 25-26 is to maintain that math achievement in 1st grade.

2nd grade ELA data for 24-25 is 37% achievement. The goal for 25-26 is to improve from 37% to 40% achievement in ELA evidenced in STAR progress monitoring 3 at the end of the year.

2nd grade Math data for 24-25 is 68% achievement. The goal for 25-26 is to maintain that math achievement in 1st grade.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Instructional practices with a focus on ELA and Math will be monitored by the following:

Classroom walkthroughs with timely feedback by instructional coach and administration.

Collaborative planning weekly with instructional coach, using practice profiles to improve instructional

practices therefore improving student achievement.

Student progress monitoring through STAR 3 times a year

Data chats quarterly with teachers, instructional coach, and administration.

Person responsible for monitoring outcome

Laura Gray

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

SRA Reading Mastery Signature Edition

Rationale:

Using the supplemental program to differentiate learning and support student proficiency.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Number Worlds by McGraw Hill

Rationale:

Using the supplemental program to differentiate learning and support student proficiency.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the schoolwide sub group reading achievement data, Black /African American students showed an increase in ELA achievement, but are still below 41%.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on 2024-2025 progress monitoring data, Black /African American students were at 37% achievement in ELA. The goal for Black /African American students in 2025-2026 is improvement in achievement from 37% to 41% evident on progress monitoring 3.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Students will be monitored for achievement through progress monitoring 3 times for the year. Data chats analyzing data will be done quarterly with teacher and students.

Person responsible for monitoring outcome

Laura Gray

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

SRA Reading Mastery UFLI remediation in small group

Rationale:

Students will receive small group instruction to try to close the achievement gap in ELA classrooms.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Small group intervention in ELA classrooms

Person Monitoring:

Laura Gray

By When/Frequency:

After each progress monitoring cycle

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

SRA and UFLI will be used in small group interventions in the classrooms. Students will be monitored by teachers and administration. Data chats and frequent classroom walkthroughs will be used to monitor the impact.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Student suspensions limit student learning in the classroom. A focus on positive behavior will support strengthen student learning and contribute to the school's positive culture.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on student referral data from 2024-2025, students had suspensions. For 2025-2026, student suspensions will decrease by 15% at the end of the school year monitored by FOCUS report.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Referral data will be monitored quarterly by the school's dean and students with frequent referrals will receive additional support through implementation of a behavior plan.

Person responsible for monitoring outcome

Courtney Bethea and Lauren Williams

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives. PBIS not only engages students but families and community members to co-create culturally responsive practices. This program encourages regularly checks of the effectiveness of their practices and uses data to identify strengths, uncover needs, and monitor student progress.

Rationale:

The rationale behind PBIS is the belief that a positive behavioral support system can significantly improve students' academic behavior outcomes in school learning environments.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

The leadership team will review and discuss school wide data as it relates to student behavior. The team will make changes based off of discipline data and teacher input.

Person Monitoring:

Courtney Bethea and Lauren Williams

By When/Frequency:

Monthly Leadership meeting

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All teachers will follow the framework that aligns with the PBIS program including using the TCPS Focus rewards system.

Action Step #2

Classroom Management professional development

Person Monitoring:

Lauren Williams and Courtney Bethea

By When/Frequency:

Monthly Leadership Meeting

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Leadership team will review and discuss disciplinary data, focusing on student referrals by class to identify teachers in need of additional support/ professional development in behavior management. Additionally, the assistant principal will conduct classroom observation and offer feedback to teacher who have a high number of student referrals.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

<https://perryprimary.fl.tcpp.schoolinsites.com/>

The SIP is disseminated, after school board approval, to all Stakeholders, via School Advisory Meetings, District Parent Advisory Meetings, and Title I parent /family events. It is also available on the district website <https://www.taylor.k12.fl.us/> and the school website:

<https://perryprimary.fl.tcpp.schoolinsites.com/>

The SIP is shared during the TCPS Leadership meetings, during the TCSD Peer Review, and during the TCSD board meetings when each school site presents.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://perryprimary.fl.tcpp.schoolinsites.com/>

The SIP is disseminated, after school board approval, to all Stakeholders, via School Advisory Meetings, District Parent Advisory Meetings, and Title I parent /family events. It is also available on the district website <https://www.taylor.k12.fl.us/> and the school website:

<https://perryprimary.fl.tcpp.schoolinsites.com/>

The SIP is shared during the TCPS Leadership meetings, during the TCSD Peer Review, and during

the TCSD board meetings when each school site presents.

Plans to Strengthen the Academic Program

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Uninterrupted daily reading block

Daily intervention time implemented into master schedule

Teacher aides supporting student learning in classroom

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Our plans align with Federal grant requirements; State Statutes; and local district board policies.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(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. 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.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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 assistant 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 council and the Director of Instruction shares the budgets with the stakeholders during the District Advisory Council Meetings. Each council, School Advisory Council and District Advisory Council, 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.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

During the school day, Wonders reading and interventions will be used. In addition, Sound Partners will be used as an intervention for our tier 3 students. Reading Eggs and Reading Rangers from Edmentum will be used for afterschool tutoring targeting reading deficiencies.

The resources mentioned have a strong level of effectiveness according to ESSA review. Progress will be monitored quarterly by school administration and instructional coach.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00