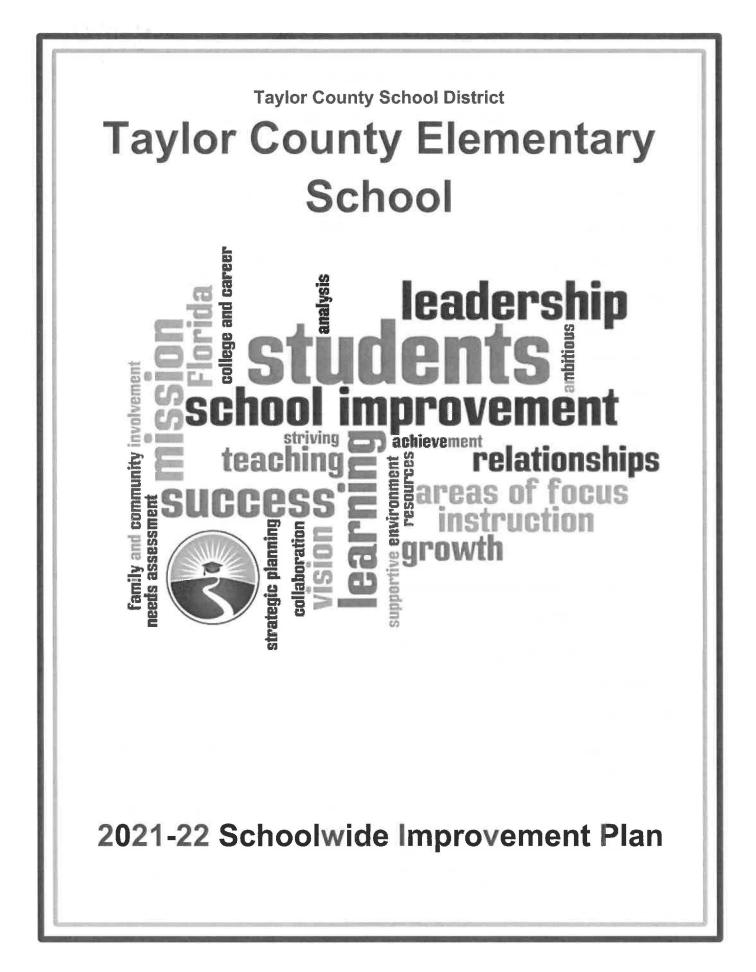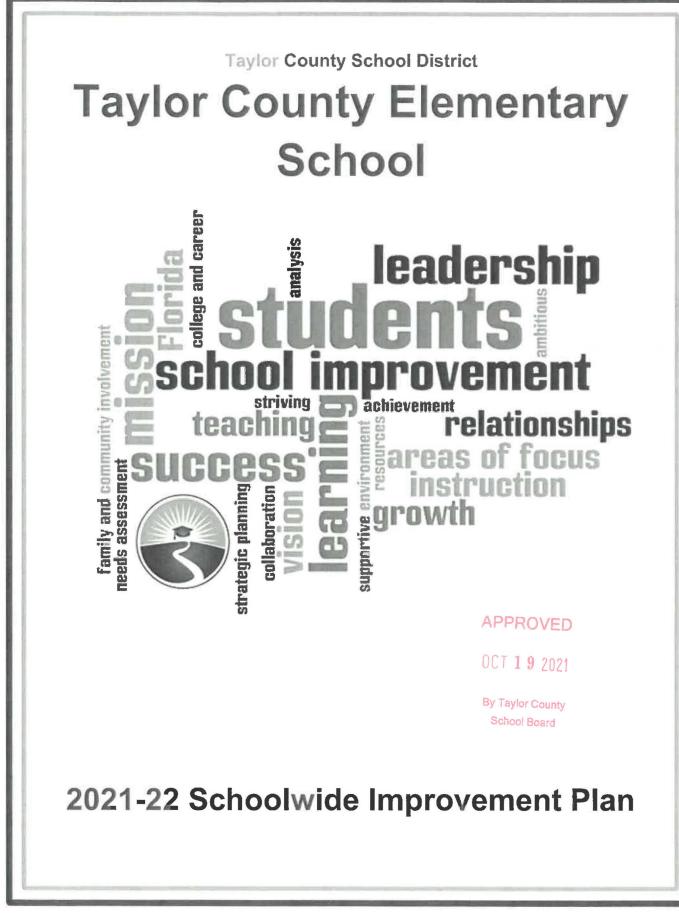Agenda Item Number **7.02(4)**

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

Date Submitted ___10/08/2021___   Board Meeting Date ___10/09/2021___

Date agenda item is due in the Superintendent's Office ___10/08/2021___

Person submitting the item: ___Sharon Hathcock - DOI___

Name of document placed on agenda: ___TCSD SIPs 2021-2022___

Summary description regarding this action item:

Please review and approve the attached 2021-2022 Schoolwide

Improvement Plans for schools in the Taylor County School

District.

APPROVED

OCT 1 9 2021

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 _Sharon R. Hathcock_

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 Elementary School

leadership
analysis
Florida
college and career
mission
students
ambitious
school improvement
family and community involvement
striving
achievement
teaching
relationships
success
resources
areas of focus
supportive environment
instruction
needs assessment
strategic planning
collaboration
vision
learning
growth

# 2021-22 Schoolwide Improvement Plan

7.03(4)

Taylor County School District

# Taylor County Elementary School

leadership

Florida
college and career
analysis
mission
students
ambitious

## school improvement

family and community involvement
needs assessment
strategic planning
collaboration
vision
striving
teaching
learning
achievement
resources
supportive environment

relationships

areas of focus
instruction
growth

success

# 2021-22 Schoolwide Improvement Plan

# Table of Contents

# Taylor County Elementary School

1600 E GREEN ST, Perry, FL 32347

http://www.edline.net/pages/taylor_county_es

**Demographics**

## Principal: Courtney Bethea

Start Date for this Principal: 8/1/2020

| | |
|---|---|
| **2019-20 Status** (per MSID File) | Active |
| **School Type and Grades Served** (per MSID File) | Elementary School KG-5 |
| **Primary Service Type** (per MSID File) | K-12 General Education |
| **2018-19 Title I School** | Yes |
| **2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) | *[Data Not Available]* |
| **2018-19 ESSA Subgroups Represented** (subgroups with 10 or more students) (subgroups in orange are below the federal threshold) | Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students |
| **School Grades History** | 2018-19: B (58%) 2017-18: C (45%) 2016-17: C (47%) 2015-16: C (50%) |
| **2019-20 School Improvement (SI) Information\*** | |
| **SI Region** | Northwest |
| **Regional Executive Director** | Rachel Heide |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | N/A |
| \* 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 Elementary School is committed to providing all students with a safe, positive and challenging learning environment that enables all learners to become well-prepared, productive and contributing citizens in the 21st century.

### Provide the school's vision statement.

Taylor County Elementary School will assist all students with the recognition and development of individuality, self-growth and responsibility while using a variety of strategies and cooperative efforts throughout the school, home and community.

## School Leadership Team

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

| Name | Title | Job Duties and Responsibilities |
|------|-------|--------------------------------|
| Bethea, Courtney | Principal | |
| Poppell, Rachel | Assistant Principal | |
| Hall, Tracy | Dean | |
| White, Deana | Instructional Coach | |
| Lavalle, Cherie | Instructional Coach | |
| Roberts, Angie | Other | MTSS Coordinator |
| Johnson, Brandi | Staffing Specialist | |

## Demographic Information

### Principal start date
Saturday 8/1/2020, Courtney Bethea

### Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

### Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

### Total number of teacher positions allocated to the school
41

### Total number of students enrolled at the school
593

**Identify the number of instructional staff who left the school during the 2020-21 school year.**
10

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**
8

## Demographic Data

## Early Warning Systems

### 2021-22

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 193 | 179 | 221 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 593 |
| Attendance below 90 percent | 0 | 0 | 0 | 63 | 69 | 86 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 218 |
| One or more suspensions | 0 | 0 | 0 | 5 | 5 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Course failure in ELA | 0 | 0 | 0 | 31 | 33 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 105 |
| Course failure in Math | 0 | 0 | 0 | 0 | 17 | 32 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 89 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 7 | 50 | 96 | 0 | 0 | 0 | 0 | 0 | 0 | 153 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 6 | 45 | 85 | 0 | 0 | 0 | 0 | 0 | 0 | 136 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 90 | 58 | 129 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 277 |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 29 | 51 | 77 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 157 |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 8 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Students retained two or more times | 0 | 0 | 0 | 5 | 11 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 |

**Date this data was collected or last updated**
Wednesday 9/29/2021

### 2020-21 - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 2 | 3 | 197 | 224 | 195 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 621 |
| Attendance below 90 percent | 0 | 1 | 1 | 69 | 44 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 162 |
| One or more suspensions | 0 | 0 | 0 | 1 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Course failure in ELA | 0 | 0 | 0 | 53 | 38 | 59 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 150 |
| Course failure in Math | 0 | 0 | 0 | 41 | 41 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 118 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 11 | 10 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

## 2020-21 - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 2 | 3 | 197 | 224 | 195 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 621 |
| Attendance below 90 percent | 0 | 1 | 1 | 69 | 44 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 162 |
| One or more suspensions | 0 | 0 | 0 | 1 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Course failure in ELA | 0 | 0 | 0 | 53 | 38 | 59 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 150 |
| Course failure in Math | 0 | 0 | 0 | 41 | 41 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 118 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 11 | 10 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |

**The number of students identified as retainees:**

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

## 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 |
| 03 | 2021 | | | | | |
| | 2019 | 58% | 59% | -1% | 58% | 0% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 57% | 58% | -1% | 58% | -1% |
| Cohort Comparison | | -58% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 44% | 46% | -2% | 56% | -12% |
| Cohort Comparison | | -57% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 70% | 71% | -1% | 62% | 8% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 67% | 67% | 0% | 64% | 3% |
| Cohort Comparison | | -70% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 59% | 60% | -1% | 60% | -1% |
| Cohort Comparison | | -67% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 53% | 54% | -1% | 53% | 0% |
| Cohort Comparison | | | | | | |

## Grade Level Data Review - Progress Monitoring Assessments

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

Taylor County Elementary School uses iReady as the progress monitoring tool for the school for reading and math, for grades 3-5. Each year three diagnostic assessments are given. Beginning in January of 2021, TCES started a continuous improvement cycle based on data provided by K-12 Lift, after each iReady diagnostic. Teachers, instructional coaches, ESE support staff, and the MTSS coordinator meet to discuss subgroup data and individual teacher and student data during each cycle. These meeting are grade and content area specific and provide valuable time for data based problem solving and instructional strategizing to improve instruction across all tiers. The cycle is a living process and adjusts after each cycle, this is something that TCES will continue to do during the 2021-2022 school year.

| Grade 1 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 2 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | | |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | | |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

| Grade 3 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 73/41% | 68/38% | 62/35% |
| | Economically Disadvantaged | 46/37% | 47/37% | 39/31% |
| | Students With Disabilities | 13/24% | 14/26% | 10/19% |
| | English Language Learners | N/A | N/A | N/A |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 71/40% | 73/41% | 67/38% |
| | Economically Disadvantaged | 48/38% | 47/37% | 43/34% |
| | Students With Disabilities | 22/41% | 20/37% | 15/28% |
| | English Language Learners | N/A | N/A | N/A |

| Grade 4 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 67/31% | 63/29% | 58/27% |
| | Economically Disadvantaged | 35/23% | 35/23% | 29/19% |
| | Students With Disabilities | 12/19% | 10/16% | 8/13% |
| | English Language Learners | N/A | N/A | N/A |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 51/23% | 52/24% | 47/22% |
| | Economically Disadvantaged | 29/17% | 28/19% | 25/17% |
| | Students With Disabilities | 11/17% | 6/10% | 5/8% |
| | English Language Learners | N/A | N/A | N/A |

| Grade 5 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 71/36% | 71/36% | 65/33% |
| | Economically Disadvantaged | 37/31% | 38/32% | 33/28% |
| | Students With Disabilities | 5/8% | 5/8% | 3/5% |
| | English Language Learners | N/A | N/A | N/A |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 61/31% | 52/26% | 62/31% |
| | Economically Disadvantaged | 35/29% | 26/22% | 33/28% |
| | Students With Disabilities | 8/13% | 5/8% | 5/8% |
| | English Language Learners | N/A | N/A | N/A |
| **Science** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

## Subgroup Data Review

| | 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Subgroups** | **ELA Ach.** | **ELA LG** | **ELA LG L25%** | **Math Ach.** | **Math LG** | **Math LG L25%** | **Sci Ach.** | **SS Ach.** | **MS Accel.** | **Grad Rate 2019-20** | **C & C Accel 2019-20** |
| **2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| **Subgroups** | **ELA Ach.** | **ELA LG** | **ELA LG L25%** | **Math Ach.** | **Math LG** | **Math LG L25%** | **Sci Ach.** | **SS Ach.** | **MS Accel.** | **Grad Rate 2017-18** | **C & C Accel 2017-18** |
| SWD | 39 | 49 | 57 | 52 | 62 | 61 | 41 | | | | |
| BLK | 43 | 55 | 56 | 56 | 59 | 54 | 33 | | | | |
| HSP | 50 | 46 | | 61 | 62 | | 50 | | | | |
| MUL | 55 | 62 | | 63 | 86 | | 50 | | | | |
| WHT | 58 | 58 | 58 | 69 | 62 | 55 | 59 | | | | |
| FRL | 51 | 55 | 53 | 63 | 60 | 55 | 51 | | | | |
| **2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| **Subgroups** | **ELA Ach.** | **ELA LG** | **ELA LG L25%** | **Math Ach.** | **Math LG** | **Math LG L25%** | **Sci Ach.** | **SS Ach.** | **MS Accel.** | **Grad Rate 2016-17** | **C & C Accel 2016-17** |
| SWD | 28 | 26 | 22 | 47 | 33 | 11 | 35 | | | | |
| BLK | 33 | 46 | 50 | 43 | 38 | 33 | 29 | | | | |
| HSP | 60 | 40 | | 64 | 45 | | 75 | | | | |
| MUL | 41 | 37 | | 51 | 41 | 30 | 50 | | | | |
| WHT | 55 | 51 | 36 | 60 | 44 | 30 | 61 | | | | |
| FRL | 42 | 46 | 41 | 47 | 38 | 29 | 44 | | | | |

## ESSA Data Review

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

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index – All Students | 58 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 404 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 98% |
| **Subgroup Data** | |
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 52 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |

| Students With Disabilities | |
|---|---|
| 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 | 51 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |

| Hispanic Students | |
|---|---|
| Federal Index - Hispanic Students | 54 |
| 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 | 63 |
| 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 | 60 |
| 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 | 55 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

## Analysis

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

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

According to progress monitoring data, TCES 3rd, 4th, and 5th graders showed a decrease in proficiency percentages in all subgroups from AP 1 to AP3, with the exception of 5th grade math maintaining the same proficiency percentage from AP1 to AP3.

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

According to progress monitoring data, proficiency among ESE and Economically Disadvantage students in ELA and Math show the greatest need for improvement.

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

Contributing factors for this need for improvement include limited number of students receiving specific intensive intervention. Increased academic intervention for tier 3 students need to be action items to address the need for improvement among ESE students and Economically Disadvantaged students.

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

None

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

N/A

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

Increased strategic instructional interventions, for tier 1, tier 2, and tier 3 instruction. More students need to receive tier 3 instructional interventions in order to close previous learning gap. The trends show that students are decreasing in proficiency in Math and ELA as the progress through the grade

levels. The level of rigor within tier 1, tier 2, and tier 3 instruction must increase in order to close learning gaps and increase proficiency. A focus on attendance and behavior management will be included in data discussions and incentives will be offered in both areas to increase instructional rigor.

**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 will include weekly collaborative planning times which will support data driven instructional practices. All ELA teachers will receive professional development on the newly adopted ELA curriculum to increase rigor and instructional fidelity and continuity. Increased intervention opportunities will occur throughout the instructional tiers for learners of all achievement levels. The addition of a teacher on special assignment to act as an additional reading coach will allow for experts to focus of content specific coaching strategies and pedagogical practices, for new teachers and veteran teacher alike. Increased walkthroughs by administrators and instructional coaches will provide increased opportunities for instructional feedback.

Additionally, TCES has reimplemented Science progress monitoring and professional development through the use of a consultant, which should increase science proficiency. Due to COVID TCES did not work with a consultant for the 2020-2021 academic year, however this is something that was reimplemented for the 2021-2022 school year, due to previous years of success with this program.

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

Continued efforts to staff additional instructional coaches and intervention opportunities. Continued efforts to ensure for the implementation of collaborative planning and data disaggregation on a weekly basis.

## Part III: Planning for Improvement

**Areas of Focus:**

**#1. Culture & Environment specifically relating to Student Attendance**

| | |
|---|---|
| **Area of Focus Description and Rationale:** | When reviewing FSA data for the 2020-2021 school year, there was a direct correlation between students scoring in the level 1 range and absenteeism, especially in 3rd grade. |
| **Measureable Outcome:** | During the 2021-2022 school year 93% of students, staff, and teachers will attend school 95% of the time (10 or less days missed). |
| **Monitoring:** | Using FOCUS data, parent liaison and truancy officer will notify site based administrators when students have reached 5 days absent. Letters will be sent home and phone calls will be made. Home visits will be made for students who are habitually absent, once the five day letter has been sent home. |
| **Person responsible for monitoring outcome:** | Rachel Poppell (rachel.poppell@taylor.k12.fl.us) |
| **Evidence-based Strategy:** | Incentives and relationship building is being implemented for this Area of Focus. Class rewards for attendance as well as individual students being recognized for being present with our "Suckers for School' initiative will encourage student attendance and provide rewards for doing so. Relationship building and partnerships with students and their families on the part of faculty, admin, parent liaison, and truancy enforcer will create an environment that will encourage families to work with school officials to meet their students needs and block barriers to student attendance. TCES is also looking at a "club model" to implement during the second semester, in an effort to give students additional reasons to want to be at school, this will be readdressed in the mid year review. |
| **Rationale for Evidence-based Strategy:** | FOCUS data indicated that student and staff absentees are negativly impacting students achievement. |

**Action Steps to Implement**

Incentives motivate students.
The district hired truancy enforcers to assist in this absenteeism issue district wide. Having these individuals partner with our Title 1 supported parent liaison will create a better utilization of resources.
Monitoring of attendance.
Parent communication, documented with parent liaison and truancy officers.

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| **Person Responsible** | [no one identified] |

## #2. Instructional Practice specifically relating to Collaborative Planning

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| **Area of Focus Description and Rationale:** | During the 2020-2021 ELA curriculum adoption, administrators from the three district K-5 school became aware of a lack of cooperation and collaboration amongst the faculty at the schools. Having seen the pull in various directions, a decision was made at the district administrative retreat to model the process of collaborative planning. TCES also added a collaborative planning time amongst grade levels daily, with Wednesdays being devoted to standards based instructional planning and data discussions. |
| **Measureable Outcome:** | -K-5 administrative teams at Taylor County Elementary School, Taylor County Primary School, and Steinhatchee School will have monthly collaboration meetings. We will meet 100% of the time. -TCES teachers will meet every Wednesday during collaborative planning with grade level/ content area peers to discuss student data and standards based instructional practices. |
| **Monitoring:** | The TCES Leadership team will have representation from either instructional coaches, the principal, or assistant principal for each collaborative planning time. After each diagnostic assessment, a continuous improvement cycle will be implemented and data will be reviewed grade wide to determine collaborative planning's effectiveness. |
| **Person responsible for monitoring outcome:** | Courtney Bethea (courtney.bethea@taylor.k12.fl.us) |
| **Evidence-based Strategy:** | Standards based collaborative planning is known to increase, instructional practices and increase student achievement. Data disaggregation and discussion will allow for instructional practices to be ever changing depending on the student needs at the time, both as a grade level, classroom, and individual student. This process will also allow us to better adjust our MTSS tiered levels of instruction for students as needed. |
| **Rationale for Evidence-based Strategy:** | The rational for this process is to increase instructional effectiveness, rigor, and practices, not just for teachers but for how site based administrators monitor said instructional processes. TCES site based administrators saw a lack in rigor for Tier 1 instruction during the 2020-2021 school year, having time to collaborate with peers creates and environment where individuals push each other to increase rigor, encourage standards based instructional effectiveness, and master pedagogical skills. |

## Action Steps to Implement

Weekly collaborative planning by content/grade level.
Monthly K-5 collaborative meetings among administration.
Tri-annual collaborative problem solving, through the continuous improvement cycle among grade level/ content area.

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| **Person Responsible** | [no one identified] |

| #3. Instructional Practice specifically relating to ELA | |
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| **Area of Focus Description and Rationale:** | K-5 administrators within the district identified ELA achievement as a critical need, based on progress monitoring data. |
| **Measureable Outcome:** | 75% of students will meet or proceed the 50 percentile ranking by AP3 in reading (ELA). |
| **Monitoring:** | iReady diagnostic assessment data and K-12 Lift data. |
| **Person responsible for monitoring outcome:** | Deana White (deana.white@taylor.k12.fl.us) |
| **Evidence-based Strategy:** | Increased intervention opportunities for students based on individual student data collected during collaborative/individual data chats, as well as implementing iReady standards mastery assessment on a more frequent basis. Increase frequency of walkthroughs by instructional coaches and administrators. |
| **Rationale for Evidence-based Strategy:** | In reviewing progress monitoring data, the number of students that appeared to require intensive and strategic intervention increased the need for more intervention opportunities for support. |

## Action Steps to Implement

Weekly collaborative meetings for content area/grade level teams.
Tri-annual collaborative problem solving data chats through the continuous improvement cycle.
Administrative and instructional coach walkthrough support.

**Person Responsible** [no one identified]

### #4. Instructional Practice specifically relating to Math

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| **Area of Focus Description and Rationale:** | K-5 administrators within the district identified Math achievement as a critical need, based on progress monitoring data. |
| **Measureable Outcome:** | 75% of students will meet or proceed the 50th percentile ranking by AP3 in math. |
| **Monitoring:** | iReady diagnostic assessment data and K-12 Lift data. |
| **Person responsible for monitoring outcome:** | Cherie Lavalle (cherie.lavalle@taylor.k12.fl.us) |
| **Evidence-based Strategy:** | Increased intervention opportunities for students based on individual student data collected during collaborative/individual data chats, as well as implementing iReady standards mastery assessment on a more frequent basis. Increase frequency of walkthroughs by instructional coaches and administrators. |
| **Rationale for Evidence-based Strategy:** | In reviewing progress monitoring data, the number of students that appeared to require intensive and strategic intervention increased the need for more intervention opportunities for support. |

### Action Steps to Implement

Weekly collaborative meetings for content area/grade level teams.
Tri-annual collaborative problem solving data chats through the continuous improvement cycle.
Administrative and instructional coach walkthrough support.

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| **Person Responsible** | [no one identified] |

### Additional Schoolwide Improvement Priorities

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

**In 2019-2020 (the latest data reported on safe schools), when compared to all 1,395 elementary schools in the state of Florida, Taylor County Elementary School(TCES) ranks 914 in school incident report ranking. TCES rated "very high' in the Drug/Public Order Incidents category the three domains which incidents occurred in this category were one weapons incident, one drug related incident for prescription drug misuse, and one campus disruption incident. TCES ranked "very high" in the total reported suspensions, at 13, 63 out of 1,395.This will be our primary area of focus for the 2021-2022 school year. We will monitor behaviors using PBS and develop alternative consequences to suspension. The PBS team will meet on a regular basis (monthly)to discuss data and develop plans to deter behavior incidents/suspensions. TCES will also be continuing, for the second year in the L.E.A.D. program in conjunction with the sheriffs department and SRD as well as collaborating with school mental health providers during monthly safety meetings to remain proactive with students and situations of concern.**

## Part IV: Positive Culture & Environment

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

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

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

Taylor County Elementary School follows the school district's guiding principals concerning culture and environment. We strive to encourage mutually supportive, active partnerships between our schools, families, and all stakeholders to maximize student potential and contribute to the continued improvement of the district and school mutually. Focus is also implemented on creating a positive, safe, solution-oriented environment that promotes student social, emotional, and academic success. Ensure that all students are educated in a safe learning environment that supports greater opportunities for student-teacher interaction, school connectedness, and the social well-being of each student. At TCES, we have implemented a collaborative planning time into every teachers day. This provides opportunities for all teachers to brainstorm with their peers. A new teacher site-based program has been implemented this school year, to provide additional support to new teachers, which in turn will increase retention. TCES continues to host family engagement activities, and a focus for the school year is incentives. Incentives for attendance, behavior, academic achievement, and citizenship within the school. TCES also has an active PTA and SAC committee who provide valuable input on all things from academic achievement to fundraising. Families are encouraged to participate in all family activities and TCES will soon begin allowing visitors and volunteers in the school again for the first time since the onset of the COVID-19 pandemic. Due to TCES being located in a rural community, stakeholder input and support is valuable. It takes all stakeholders to provide a positive school culture and environment. TCES address this by continually providing transparency with stakeholders on social media and local news outlets and through seeking their input through SAC, PTA, and DPAC.

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

School Leadership-open communication with all stakeholders trough social media, open door policies, family engagement activities, PTA, SAC and DPAC. Communication with staff through email, faculty and staff meetings, bi-weekly site based leadership meetings, monthly safety meetings, and observation and feedback. Participation in PTA, SAC, and DPAC.
Teachers-open communication with parents and students. Providing individual and class incentives. Participation in PTA, SAC, and DPAC. Collaborative planning, including data chats, continued monitoring of student progress.
Support Staff-open communication with school leadership, teachers, and students. participation in PTA, SAC, and DPAC.
Students-students are the most important factor in the school environment. At TCES students participate in a verity of activities/ clubs, including Flag Team, Science Club, and Paper Club. At TCES we are looking into re-implementing a student safety patrol group as well as student government.

Parents-participation in PTA, SAC, and DPAC.
Community Members-participation in PTA, SAC, and DPAC.