

7.02(1)

Taylor County School District

Taylor County Elementary School



APPROVED

AUG 23 2022

By Taylor County
School Board

2022-23 Schoolwide Improvement Plan

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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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: D (40%) 2020-21: (37%) 2018-19: B (58%) 2017-18: C (45%)
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.

TCES Mission Statement

Taylor County Elementary School is committed to providing all students with a relationship centered learning environment which stimulates high student growth rates, promotes effective tiered instruction through differentiation, and closely monitored academic and social development.

Provide the school's vision statement.

TCES Vision Statement

Taylor County Elementary School will establish a healthy learning community where all stakeholders support and encourage students to demonstrate and develop increased academic growth, knowledge, and proficiency, while assuming responsibility for all academic and social endeavors.

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
Bethea, Courtney	Principal	
Poppell, Rachel	Assistant Principal	
Hall, Tracy	Dean	
White, Deana	Instructional Coach	
Lavalle, Cherie	Instructional Coach	
Sands, Kamryn	Staffing Specialist	
Roberts, Angie	Other	MTSS Coordinator

Demographic Information

Principal start date

Saturday 8/1/2020, Courtney Bethea

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.*

2

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.*

10

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

564

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

3

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

2

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	0	0	0	176	190	182	0	0	0	0	0	0	0	548
Attendance below 90 percent	0	0	0	54	71	60	0	0	0	0	0	0	0	185
One or more suspensions	0	0	0	7	37	29	0	0	0	0	0	0	0	73
Course failure in ELA	0	0	0	20	27	23	0	0	0	0	0	0	0	70
Course failure in Math	0	0	0	9	24	18	0	0	0	0	0	0	0	51
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	40	64	0	0	0	0	0	0	0	114
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	33	47	0	0	0	0	0	0	0	86
Number of students with a substantial reading deficiency	0	0	0	23	0	0	0	0	0	0	0	0	0	23

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	24	57	58	0	0	0	0	0	0	0	139

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	10	2	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	1	4	9	0	0	0	0	0	0	0	14

Date this data was collected or last updated

Sunday 8/14/2022

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	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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	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

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	37%			37%			54%	73%	57%
ELA Learning Gains	40%			37%			57%	75%	58%
ELA Lowest 25th Percentile	37%			31%			56%	56%	53%
Math Achievement	46%			45%			65%	78%	63%
Math Learning Gains	44%			33%			63%	78%	62%
Math Lowest 25th Percentile	41%			37%			56%	56%	51%
Science Achievement	33%			37%			53%	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%				
03	2022					
	2019	58%	59%	-1%	58%	0%
Cohort Comparison		0%				
04	2022					
	2019	57%	58%	-1%	58%	-1%
Cohort Comparison		-58%				
05	2022					
	2019	44%	46%	-2%	56%	-12%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	70%	71%	-1%	62%	8%
Cohort Comparison		0%				
04	2022					
	2019	67%	67%	0%	64%	3%
Cohort Comparison		-70%				
05	2022					
	2019	59%	60%	-1%	60%	-1%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	53%	54%	-1%	53%	0%
Cohort 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
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				

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
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?

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

The components that demonstrate the greatest need for improvement are ELA and Science proficiency and ELA lowest quartile learning gains. In the content of ELA the two lowest areas of performance were Integration of Knowledge and Ideas and Writing Domain 3: Conventions of Standard English.

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

As a Title 1 school, many of Taylor County Elementary School students live in low socio-economic situations and are combating generational illiteracy. These factors prevent students from having exposures to a variety of knowledge or ideas and are lacking in real world exposure and emersion in literature in their homes.

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

Math learning gains and math lowest quartile learning gains showed the most improvement from the 2020-2021 school year to the 2021-2022 school year. Specifically, 4th grade math showed the greatest proficiency in all three math grading categories.

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

The greatest contributing factor to this improvement were implementing a designated collaborative planning time for all grade level and content area teachers and implementing a continuous improvement cycle after each diagnostic progress monitoring assessment.

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

A complete overhaul of school operational and instructional procedures and practices must be implemented, starting with teacher staffing in strength based content assignments, student academic placement, master scheduling, PBIS system, continued implementation of collaborative planning, intentional planning of PLC's based on needs assessment and climate survey, revamping tiered instruction, and ESE intervention.

The TCES leadership team restructured staffing assignments prior to the start of the school year based on data analysis of teachers strengths and weaknesses.

Student placement decisions within academic teams was based on sub group data including academic levels, varying exceptionalities, demographic identifiers, as well as teacher input regarding skill needs, all in an attempt to achieve heterogeneous grouping.

The TCES 2022 Master Schedule includes PE participation for all students each day, in addition to the assigned wheel class of the day providing opportunities for student to have more frequent exposure to art, music, computer, media and physical education classes. Additionally the master schedule provides equitable instructional time for math and science in all three grade levels, while creating three way teams in 5th grade to provide content specific teachers for the subjects of math and science. The master schedule also includes a school wide reading intervention time.

PBIS

TCES will continue to have weekly collaborative planning meetings in each grade level and content area, which are standards based and data driven. The addition of vertical articulation on a more frequent basis within content areas will be implemented.

Staff surveys will drive PLC's.

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.

Site based Professional Learning Communities will be lead by both teachers and school leaders and will be based of staff needs assessment. Staff will continue participating in iReady, Wonders, and Big Ideas PD specific to curriculum and progress monitoring. Additionally, staff will participate in PD which deals with challenging behaviors and relationship building.

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

TCES will be incorporating a school wide lead science teacher who will work to vertically align science instruction school wide and provide resources and support to all grade levels science instruction. TCES is also in the planning stages of utilizing funds provided through various school improvement grants to provide opportunities to close student achievement gaps through implementing strategies and process that have sustainability and provided staff with PD to ensure these things occur.

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to student behavior

Area of Focus

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

FOCUS behavior data for the previous school year shows a record number of referrals were written across all areas, but most significantly for defiance. A total of 927 referrals were written in 2021/2022, which is a 30% increase over the prior year. 238 students received referrals in the 2021/2022 school year. A total of 403 days of lost instruction were due to time spent in OTI, and 457 days of lost instruction occurred due to out of school suspensions.

Measurable Outcome:

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

Our goal is to reduce discipline referrals by 3% per grade level cohort from the previous year.

Monitoring:

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

During monthly PBS meetings, we will analyze student behavior data and use a team approach to identifying students in need of behavioral intervention. Follow up for individual students will be determined by the PBS team and when appropriate, follow up with occur with the student's family to enlist their involvement with implementation of the plan.

Person responsible for monitoring outcome:

Tracy Hall (tracy.hall@taylor.k12.fl.us)

Evidence-based Strategy:

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

Changes to our school's discipline matrix will allow us to approach behavioral and disciplinary follow up from a restorative perspective, rather than a punitive one. Restorative circles will be implemented on an ongoing basis on our campus beginning the first week of school. Character development lessons will be taught through our wheel classes and our course of study within these lessons will be based on data generated from FOCUS as we target skills that will support the infractions taking place in our school. Our goal is to minimize behaviors that are inhibiting instruction by our teachers and the learning of our students by eliminating disruptive behaviors.

Rationale for Evidence-based Strategy: Explain the

Our role is to teach. When students cannot read, we teach the requisite skills that facilitate their learning to decode words in order to construct meaning. When children don't know how to behave we must teach them our expectations. For TCES, we first needed to establish those expectations for our school, and now we will consistently and proactively enforce those behavioral standards, with a focus on building relationships

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

with our students through intentional community building circles throughout the year. Our staff needed to be clear what appropriate expectations are, and having that in place will now allow us to teach those expectations to our students.

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.

1.) Establish PBS Team for 22/23 school year.

Person Responsible Tracy Hall (tracy.hall@taylor.k12.fl.us)

2.) Initiate PBS Team meetings beginning in May 2022, leading up to 22/23 school year.

Person Responsible Tracy Hall (tracy.hall@taylor.k12.fl.us)

3.) Share schoolwide discipline data with PBS team and develop a plan for schoolwide expectations.

Person Responsible Tracy Hall (tracy.hall@taylor.k12.fl.us)

4.) Establish a plan for Character Development lesson implementation through our wheel rotation, based on character trait curriculum, which uses mentor texts as it's foundation.

Person Responsible Tracy Hall (tracy.hall@taylor.k12.fl.us)

5.) Implement Focus Positive Behavior program and train staff, as a means to discontinue use of Class Dojo.

Person Responsible Tracy Hall (tracy.hall@taylor.k12.fl.us)

6.) Monthly PBS meetings to disaggregate ongoing discipline data from Focus. Assist teachers as needed with individual students demonstrating a need for intervention.

Person Responsible Tracy Hall (tracy.hall@taylor.k12.fl.us)

No description entered

Person Responsible [no one identified]

#2. 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.

63% of TCES students scored below proficiency for the 2021-2022 school year on the ELA state assessment. Additionally 60% of TCES students did not make a learning gain on the ELA state assessment.

Measurable

Outcome:

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

TCES will strive to achieve the following achievement rates as indicated by the 2023 FAST Summative Assessment: 42% achievement for grades 3-5, 60% learning gains for for grades 3-5, and 60% learning gains for bottom quartile students grades 3-5.

Monitoring:

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

TCES will monitor student and instructional progress throughout the school year. First, student progress will be monitored weekly by teachers and grade level teams during common planning. Part of common planning will be focused on student ELA progress. In addition, each time the FAST PM test is given, data chats will take place to discuss student data and to revise instructional plans as needed. Data chat teams will include TCES administration, instructional coaches, classroom teachers, ESE teachers, and intervention teachers.

Person

responsible for monitoring outcome:

Deana White (deana.white@taylor.k12.fl.us)

TCES will implement the following reading and instructional practices throughout the 2022-2023 school year.

Evidence-based Strategy:

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

Reading Strategies

- Utilize narrative and informational text to identify and utilize the structure of the text to help guide student comprehension, learning, and over all understanding
- Teach comprehension through engaging and motivating context (purpose for reading, actively engage students, student choice, and collaboration with peers)
- Teach student how to use research based reading comprehension strategies (activate prior knowledge, questioning, visualization, inferencing, and summarizing)

Instructional Strategies

- Direct Instruction to prepare for reciprocal teaching: incorporate differentiation and scaffolding
- Reciprocal Teaching: Small group instruction, teacher modeling, guided group discussions focusing on summarizing, predicting, questioning, and eventually assuming role as teacher
- Formative Assessments: On-going assessments and feedback

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

Reading Strategies

- Utilize narrative and informational text to identify and utilize text structures to help guide student comprehension, learning, and overall understanding – MODERATE
- Teach comprehension through engaging and motivating context (purpose for reading, actively engage students, student choice, and collaboration with peers): MODERATE
- Teach student how to use research based reading comprehension strategies (activate prior knowledge, questioning, visualization, inferencing, and summarizing): STRONG

Instructional Strategies based on John Hattie's Effect Size for Learning

- Direct Instruction (.59) to prepare for reciprocal teaching: incorporate differentiation and scaffolding
- Reciprocal Teaching (.74): Small group instruction, teacher modeling, guided group discussions focusing on summarizing, predicting, questioning, and eventually assuming role as teacher
- Formative Assessments (.9): On-going assessments and feedback to check for understanding

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.

Literacy Coaching: The TCES instructional coach is participating in the first literacy coach endorsement course. The training is expected to improve the school wide literacy coach's knowledge of good coaching practices and help promote implementation of successful coaching. Literacy coaching will take place on a daily basis and time will be divided among teachers based on individual needs. The instructional coach will meet monthly to drive the progress of ELA improvement while collaborating with Just Read Florida and New Worlds Reading Initiative to improve reading achievement and growth school wide.

Person Responsible Deana White (deana.white@taylor.k12.fl.us)

Literacy Leadership: TCES has developed a Literacy Leadership Team that will work as a school wide support team for all ELA staff. The entire team is participating in the Literacy Leadership Cadre with PAEC. The team will work with ELA teachers, intervention teachers, and other school personnel to help enhance reading instruction, as well as, spend time in classrooms as to observe instruction on a day to day basis.

Person Responsible Rachel Poppell (rachel.poppell@taylor.k12.fl.us)

Implementation of school wide reading intervention time which provides tiered intervention to all students regardless of academic proficiency.

Person Responsible [no one identified]

#3. Instructional Practice specifically relating to Science**Area of Focus****Description and****Rationale:**

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

67% of TCES 5th graders scored below proficiency on the FSSA, which was a 4% decrease from the 2020-2021 school year and a 20% decrease from the 2018-2019 school year.

Measurable Outcome:

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

42% of TCES 5th grade students will be proficient on the FSSA, an increase of 9%.

Monitoring:

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

Weekly classroom observations will be conducted in science classrooms across grades 3-5. In addition, student data will be gathered from Study Island to ensure that students are demonstrating mastery of grade level science standards.

Person responsible for monitoring outcome:

Cherie Lavalley (cherie.lavalley@taylor.k12.fl.us)

Evidence-based**Strategy:**

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

Our Science lead teacher will serve as mentor to all science teachers this school year, while providing resource implementation. In addition, she will use collaborative planning time once each month for vertical articulation across grade levels. In addition, we made it a priority to provide equal instructional time in our master schedule for both math and science.

Rationale for Evidence-**based Strategy:**

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

Ongoing vertical articulation will allow all teachers to better understand the standards and their role in preparing the student to find success in mastering the skills. Having a veteran science teacher with demonstrated mastery of the content and best practices serve as a guide and mentor to others teaching science, will build cohesion among staff and unity across grades.

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.

1.) Establish a science department lead, focusing on using our most highly trained staff to serve as an instructional mentor to other teachers

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

2.) Establish dedicated instructional Science time within the master schedule equal to that of Math.

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

3.) Provide for opportunities for shadowing/coaching between lead and other science teachers.

Person Responsible Cherie Lavalley (cherie.lavalley@taylor.k12.fl.us)

4.) Ongoing implementation training with Study Island, as well as an opportunity to share data and refine implementation plan across grade levels through the use of data chats.

Person Responsible Cherie Lavalley (cherie.lavalley@taylor.k12.fl.us)

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

Not applicable. Taylor County Elementary School is a Grade 3 through Grade 5 school.

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

TCES will implement effective instructional practices for all ELA instruction to include Tier 1, Tier 2, and Tier 3 instruction. Instruction will include strategies such as limited lecture time, the use of graphic organizers, student centered activities, rigorous instruction, and promoting higher order thinking. Students will be expected to participate in activities that allow for active movement in order to promote active learning during all educational opportunities. In addition, all grades and subjects will implement the UNRAVEL method for all reading passages as to enhance school wide awareness and implementation of a proper use of a unified strategy that can be utilized for any reading based assignment. Finally, all reading instruction will be data driven, and differentiated instruction will be provided for all students based on individualized student needs. TCES is focused on improving all levels of instruction to include Tier 1, Tier 2, and Tier 3.

ELA instruction will be discussed weekly during grade level common planning. Teachers will discuss strategies that worked well and things that needed improvement. Data will also be reviewed, and instructional plans will be altered each week in order to best provide instruction that will be beneficial for all students.

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)

Not applicable. Taylor County Elementary School is a Grade 3 through Grade 5 school.

Grades 3-5: Measureable Outcome(s)

According to the results of the 2022 FSA, TCES displayed the following proficiency rates: 42% 3rd grade proficiency, 38% 4th grade proficiency, 28% 5th grade proficiency, and 37% school-wide ELA proficiency.

During the 2022-2023 school year, TCES has a goal to reach a higher level of proficiency for all grade levels. TCES will strive to achieve the following proficiency rates as indicated by the 2023 FAST Summative Assessment: 60% proficiency for 3rd grade, 60% proficiency for 4th grade, 55% proficiency for 5th grade, and at least 58% ELA school-wide proficiency.

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.

TCES will monitor student and instructional progress throughout the school year. First, student progress will be monitored weekly by teachers and grade level teams during common planning. Part of common planning will be focused on student ELA progress. In addition, each time the FAST PM test is given, data chats will take place to discuss student data and to revise instructional plans as needed. Data chat teams will include TCES administration, instructional coaches, classroom teachers, ESE teachers, and intervention teachers.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

White, Deana, deana.white@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?

TCES will implement the following reading and instructional practices throughout the 2022-2023 school year.

Reading Strategies

- Utilize narrative and informational text to identify and utilize text structure to help guide student comprehension, learning, and over all understanding
- Teach comprehension through engaging and motivating context (purpose for reading, actively engage students, student choice, and collaboration with peers)
- Teach student how to use research based reading comprehension strategies (activate prior knowledge, questioning, visualization, inferencing, and summarizing)

Instructional Strategies

- Direct Instruction to prepare for reciprocal teaching: incorporate differentiation and scaffolding
- Reciprocal Teaching: Small group instruction, teacher modeling, guided group discussions focusing on summarizing, predicting, questioning, and eventually assuming role as teacher
- Formative Assessments: On-going assessments and feedback

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?

Reading Strategies

- Utilize narrative and informational text to identify and utilize text structure to help guide student comprehension, learning, and over all understanding – MODERATE
- Teach comprehension through engaging and motivating context (purpose for reading, actively engage students, student choice, and collaboration with peers): MODERATE
- Teach student how to use research based reading comprehension strategies (activate prior knowledge, questioning, visualization, inferencing, and summarizing): STRONG

Instructional Strategies

- Direct Instruction (.59) to prepare for reciprocal teaching: incorporate differentiation and scaffolding
- Reciprocal Teaching (.74): Small group instruction, teacher modeling, guided group discussions focusing on

summarizing, predicting, questioning, and eventually assuming role as teacher

- Formative Assessments (.9): On-going assessments and feedback

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
Literacy Leadership: TCES has developed a Literacy Leadership Team that will work as a school wide support team for all ELA staff. The entire team is participating in the Literacy Leadership Cadre with PAEC. The team will work with ELA teachers, intervention teachers, and other school personnel to help enhance reading instruction, as well as, spend time in classrooms as to observe instruction on a day to day basis.	Poppell, Rachel, rachel.poppell@taylor.k12.fl.us
Literacy Coaching: The TCES instructional coach is participating in the first literacy coach endorsement course. The training is expected to improve the school wide literacy coach's knowledge of good coaching practices and help promote implementation of successful coaching. Literacy coaching will take place on a daily basis and time will be divided among teachers based on individual needs.	

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.

Improving and increasing a positive school culture has been a major focus of our 2022 summer planning at TCES. A number of changes have been implemented to achieve this goal, including an overhaul of our PBIS team initiatives, a renewed focus on supporting our new staff members through a new teacher orientation program, as well as strengthening, disseminating and consistently following our TCES standard operating procedures.

The TCES PBIS team worked through the summer to establish schoolwide rules and expectations for the 22/23 school year. Our goal was to identify the student behaviors that would be needed to maintain an academic focus throughout the school school days on our campus. In addition, our plan includes reinforcing appropriate school behavior and teaching prosocial skills through weekly character development lessons to be taught during our special area classes. We have also participated in training to help shift the mindset of our teachers and staff members to one of restoration over punishment. Our discipline matrix has been updated to reflect this change, and it is this mindset that will drive all of our interactions with students, families and among staff in the coming year. In an effort to build on this plan, we are implementing restorative and community building circles in our classrooms this year, as well as using this proactive method of addressing behavioral concerns that are hindering our focus on academics.

Besides the new initiatives to support students, one of our PBIS team members has coordinated a new teacher orientation to kick off the year with staff members who joined mid-year last year, as well as those coming on prior to the start of this school year. Particular attention is being given to supporting these new teachers on our campus, so they are better equipped to support their students. Our PBIS team will continue to meet at least monthly to evaluate the success of our plan and to adjust accordingly based on student data, as well as climate surveys that PBIS team members from each grade level provide for their teams. The feedback we receive will assist us in evaluating how to adjust throughout the year.

In the final two months of last school year, we came to realize that many of our school's policies needed to be in writing and we needed to do a better job of disseminating them, as well as making staff aware of them. Most importantly, we know we must follow them consistently. While this may seem insignificant to some, we know that staff, students and parents are all encouraged and united as a team when our school and its leaders consistently apply all expectations, for students and for adults. We spent the summer focusing on putting our policies and procedures in writing in our TCES Standard Operating Procedures Manual.

We believe when we address student behavior with a focus on building relationships, when we support our staff, particularly new team members, and when we have established policies that are consistently followed, our students' academic performance will improve, and the morale of staff will increase, as well.

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

Our leadership team, along with students, parents, teachers and staff members, as well as the community at large are stakeholders in all of our endeavors at TCES during the 22/23 school year. It will take everyone working together as a team to successfully achieve the goals we have set forth as our focus in the next year.

We believe that it is the responsibility of our school's leadership team to establish the infrastructure within our school that will support academic initiatives and behavioral goals that have been identified for the coming year. We have done that by creating a master schedule that allows teachers to specialize in their content area. In addition, we were committed to having students participate in PE daily and we were able to meet the PE requirement by doing so by removing PE from the daily wheel schedule and making it a class for all students to attend each school day. Our new lunch schedule allows us to serve half of each grade level at a time in the school's cafeteria, guaranteeing a relaxed atmosphere in which students can visit and enjoy their lunch, and just before they exit, a new group of students enter.

We believe that establishing strong relationships with students and parents will encourage a level of parent involvement that we have not experienced in the past. We also believe these relationships will be the foundation of student learning at TCES. We intend to focus on building relationships in a variety of ways. First and foremost, we want our parents to know that this is the place their children belong and we have no intention to send them home for minor behavioral infractions. We intend to build a relationship with parents that allows us to work with them to make the needed changes in their children's behavior so learning on our

campus can continue. We intend for parents to know, we do need and expect to have their support to change student behaviors that are not conducive to establishing a productive learning environment on our campus. We will achieve this by working with parents, and having them participate in conferences as we establish a plan to minimize classroom disruptions, as well as defiant and disruptive behaviors on our campus. We are readily working to build an atmosphere of inclusivity at TCES and to convey to parents and to students that we need and want to work alongside them to ensure that the needs of all of our students are met. This all begins with teachers intentionally cultivating relationships, first with students, and then with parents. These relationships will be the foundation when hard conversations have to be had.

In addition to focusing on building stronger relationships between our school and the students and families it serves, we are working hard to build more cohesion among staff, as well as between staff and leadership on our campus. We believe this will be facilitated by a more proactive approach to supporting teachers with student behaviors, as well as a variety of other needs that impact their ability to teach. Thoughtful planning and advanced preparation and communication on schoolwide activities and events, will also be imperative in this endeavor. Open communication with our grade level lead teachers will enable us to adjust quickly and effectively as we respond to the needs of our staff.

At TCES we have struggled in the past two two school years since returning from COVID to establish an opportunity to include our community partners, as well as mentors for students in need in our instructional and support plans. This year we will be reaching out to reestablish those relationships. We recognize the need and are happy to have these community members and extended family members of our staff and students join us again to support students needs. They will serve in a variety of ways on our campus, as volunteers supporting the needs of teachers, as well as serving as mentors to some of our most vulnerable students.

It is our hope that these plans by school leadership, teachers and staff members will yield positive results with regard to scheduling, and relationships among staff and students, as well as between the school and home.