TAYLOR COUNTY PRIMARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Taylor County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

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.

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

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
Misty Smyrnios

Position Title
Principal

Job Duties and Responsibilities

Knowledge of the current trends, research and best practices related to assignment. 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. Ability to understand the unique needs, growth problems and characteristics of students. Knowledge and ability to analyze data and create plan according to school goals.

Leadership Team Member #2

Employee's Name
Laura Gray

Position Title
Assistant 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. A Knowledge of the organization and operation of a school district. Knowledge of practices related to the assignment. Ability to read and interpret applicable laws, rules, policies and procedures. Ability to plan, organize and establish priorities related to assignment. Ability to delegate and monitor assignments.

Leadership Team Member #3

Employee's Name
Amy Bowden

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 Handicapped students, infants and toddlers in the Teen Parent Day Care System, Early Intervention Teachers in contracted programs such as Head Start or other community day care and responsible in the day-to-day management of Early Intervention Project through collection and maintenance of applicable records and reports.

Leadership Team Member #4

Employee's Name
Kay Cantrell

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 #5

Employee's Name
Lauren Williams

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.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 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 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:
Misty Smyrnios, Principal
Laura Gray, Assistant Principal
Darrae Moss, Parent Liaison
Lori Mixon, Teacher
Lisa Boatwright, Community Member
David Boatwright, Community Member
Amy Brett, Parent
Jenni Wigglesworth, Parent
Rob Hilley, Parent and Community Member

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. *(ESEA 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 to intervention ensuring additional support in the classrooms to prevent the high number of retentions.

D. Demographic Data

2024-25 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**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**35.6%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)*** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: C** **2022-23: C*** **2021-22:** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more 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-6.0531, F.A.C. (only applies to grades K-3)	0	0	0							0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0							0

Current Year 2024-25

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	27	55	66							148

Current Year 2024-25

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	27	7	18							52
Students retained two or more times	0	0	1							1

Prior Year (2023-24) 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	88	70	81							239
One or more suspensions	31	14	36							81
Course failure in ELA	43	25	33							101
Course failure in Math	19	14	10							43
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	36	42	53							131

Prior Year (2023-24) 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	49	40	49							138

Prior Year (2023-24) 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	10	10							47
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

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	37	40	57	42	44	53	37	40	56
ELA Grade 3 Achievement **	37	39	58	45	47	53			
ELA Learning Gains	44	47	60				40		
ELA Learning Gains Lowest 25%	55	56	57	37		57	37		
Math Achievement *	44	47	62	56	58	59	46	38	50
Math Learning Gains	41	45	62				44		
Math Learning Gains Lowest 25%	41	43	52	41		52	41		
Science Achievement *	37	41	57	50	52	54	33	48	59
Social Studies Achievement *								46	64
Graduation Rate								35	50
Middle School Acceleration								42	52
College and Career Readiness									80
ELP Progress			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 (FPPI) 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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	42%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	336
Total Components for the FPPI	8
Percent Tested	95%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	**2022-23**	**2021-22**	**2020-21**	**2019-20***	**2018-19**	**2017-18**
42%	48%	40%	37%		58%	45%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

		2023-24 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	33%	Yes	1	
Black/African American Students	34%	Yes	3	
Hispanic Students	50%	No		
Multiracial Students	39%	Yes	1	
White Students	45%	No		
Economically Disadvantaged Students	40%	Yes	1	

		2022-23 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	42%	No		
Black/African	27%	Yes	2	2

2022-23 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%
American Students				
Hispanic Students	66%	No		
Multiracial Students	58%	No		
White Students	56%	No		
Economically Disadvantaged Students	46%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	33%	Yes	1	
English Language Learners				
Native American Students				

		2021-22 ESSA SUBGROUP DATA SUMMARY		
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students				
Black/African American Students	29%	Yes	1	1
Hispanic Students	63%	No		
Multiracial Students	45%	No		
Pacific Islander Students				
White Students	43%	No		
Economically Disadvantaged Students	38%	Yes	1	

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. (pre-populated)

2023-24 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 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	37%	37%	44%	55%	44%	41%	41%	37%					
Students With Disabilities	19%	22%	40%	60%	27%	40%	37%	20%					
Black/African American Students	22%	28%	47%	60%	32%	31%	39%	14%					
Hispanic Students	39%		33%		63%	62%		55%					
Multiracial Students	29%	8%	53%		43%	47%		54%					
White Students	44%	45%	43%	51%	49%	45%	43%	43%					
Economically Disadvantaged Students	34%	33%	42%	53%	39%	41%	42%	35%					

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%					

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	37%		40%	37%	46%	44%	41%	33%					
Students With Disabilities	23%		30%	31%	37%	45%	43%	24%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	23%		31%	31%	30%	36%	36%	15%					
Hispanic Students	39%		80%		61%	70%							
Multiracial Students	42%		63%	41%	41%	50%		27%					
Pacific Islander Students													
White Students	42%		39%	37%	52%	46%	42%	43%					
Economically Disadvantaged Students	35%		41%	40%	41%	42%	40%	26%					

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 showing the most improvement was math. Our 2nd grade showed a math achievement increase of 17% over the prior year. One of the actions taken contributing to the increase was departmentalizing 2nd grade with teachers having the strongest math data the prior year teaching only math for the school day. We also changed our collaborative planning format with a concentration on planning according to the benchmarks and with math teachers only focusing on math standards.

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

The lowest data component was our ELA and math for kindergarten. When compared to last year's progress monitoring data, there was a drop in both areas. Contributing to the drop was a large number of long term guest teachers in teaching positions for the year due to shortage of certified teachers.

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

Comparing prior year data, kindergarten ELA scores dropped the most. Factors contributing to the decline were long term guest teachers who did not have an educational background in teaching positions for the year.

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.

At this point, ELA deficiency continues to be the largest gap. Gaps are showing between grade levels entering the next year. The trend demonstrates a gap between 1st grade end of year progress

monitoring and beginning of 2nd grade progress monitoring pointing to a more than typical loss.

EWS Areas of Concern

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

A couple of areas of concern with EWS is our learning achievement with SWD(students with disabilities) and our Black population.

Highest Priorities

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

Improve achievement in ELA and Math

Improve achievement for our SWD and Black subgroups

Improve positive behavior

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 Differentiation

Area of Focus Description and Rationale

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

After analyzing the progress monitoring data, evidence indicates a change in instruction. A focus on differentiation in instruction based on student needs will address the areas of ELA and Math and improve achievement monitored with STAR progress monitoring.

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.

Kindergarten ELA data for 2023-2024 shows 47% achievement. The goal for 2024-2025 is to improve from 47% to 50% achievement in ELA evidenced in STAR progress monitoring 3 at the end of the year.
Kindergarten Math data for 2023-2024 is 34% achievement. The goal for 2024-2025 is to improve from 34% to 37% achievement in Math evidenced in STAR progress monitoring 3 at the end of the year.
1st grade ELA data for 2023-2024 is 47% achievement. The goal for 2024-2025 is to improve from 47% to 50% achievement in ELA evidenced in STAR progress monitoring 3 at the end of the year.
1st grade Math data for 2023-2024 is 63% achievement. The goal for 2024-2025 is to improve from 63% to 66% achievement in Math evidenced in STAR progress monitoring 3 at the end of the year.
2nd grade ELA data for 2023-2024 is 48% achievement. The goal for 2024-2025 is to improve from 48% to 51% achievement in ELA evidenced in STAR progress monitoring 3 at the end of the year.
2nd grade Math data for 2023-2024 is 63% achievement. The goal for 2024-2025 is to improve from 63% to 66% achievement in Math evidenced in STAR progress monitoring 3 at the end of the year.

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.

Instructional practices with a focus on differentiation will be monitored by the following:
Classroom walkthroughs with timely feedback by instructional coach and administration weekly

Collaborative planning weekly with instructional coach

Evidence of differentiation in weekly lesson plans

Student progress monitoring through STAR 3 times a year

Data chats quarterly with teachers, instructional coach, and administration

Student data binder check bi-weekly

Person responsible for monitoring outcome
Misty Smyrnios

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Grades K - 2: Voyager Sopris Sound Partners ESSA Evidence: STRONG

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

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
DAR and Cool Tools

Rationale:
Differentiated instruction based on continuous progress monitoring.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #3:
STAR reading progress monitoring and Accelerated Reading

Rationale:
Differentiated reading using AR and continuous progress monitoring to enhance reading and vocabulary skills.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Instructional Practices with differentiation

Person Monitoring:	**By When/Frequency:**
Misty Smyrnios	quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Classroom walkthroughs with timely feedback by instructional coach and administration weekly evidenced through change in instructional practices. Collaborative planning weekly with instructional coach evidenced through change in instructional practices and student data. Evidence of differentiation in weekly lesson plans monitored weekly by administration Student progress monitoring through STAR 3 times a year Data chats quarterly with teachers, instructional coach, and administration Student data binder check bi-weekly monitored by instructional coach and administration

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, 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, the SWD students showed a decline in ELA achievement.

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 2023-2024 progress monitoring data, SWD students were 33% achievement in ELA. The goal for SWD students in 2024-2025 is improvement in achievment from 33% to 36% evident on progress monitoring 3.

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.

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:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Wonders reading intervention

Rationale:
Wonders reading intervention will be used in the classroom during small group intervention time with the support of an ESE resource teacher.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
SWD support

Person Monitoring:	**By When/Frequency:**
Laura Gray	quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ESE resource teacher supports SWD students in the classroom alongside the teacher (evident through classroom and walkthroughs) ESE resource teacher and teacher use differentiated small group instruction (evident in lesson plans and walkthroughs) Wonders intervention used in classroom (evidenced by progress monitoring and lesson plans) Data chats based on progress monitoring results (change in data and instruction based on progress)

Area of Focus #3

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

Include a description of your Area of Focus, 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 students showed a decline in ELA achievement.

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 2023-2024 progress monitoring data, SWD students were 34% achievement in ELA. The goal for SWD students in 2024-2025 is improvement in achievement from 34% to 37% evident on progress monitoring 3.

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.

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:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Wonders reading intervention

Rationale:
Wonders reading intervention will be used to differentiated small group instruction

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Black subgroup

Person Monitoring: **By When/Frequency:**
Laura Gray   quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Wonders intervention used in small group reading intervention time (monitored by teacher quarterly

and analyzed by admin for effectiveness) Data chats based on progress monitoring data (quarterly with staff and students) Differentiation plans updated in lesson plans weekly (monitored by classroom walkthroughs and lesson plans)

IV. Positive Culture and 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 limits 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 2023-2024, students had 60 suspensions. For 2024-2025, student suspensions will decrease by 15% at the end of the school year monitored by FOCUS reports.

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

Lauren Williams

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Examining the Effects of Schoolwide Positive Behavioral Interventions and Supports on Student Outcomes: Results from a Randomized Controlled Effectiveness Trial in Elementary Schools
https://eric.ed.gov/?id=EJ889024

Rationale:
Positive Behavior Supports focuses on student's positive behavior lessening the need for discipline referrals.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
PBS

Person Monitoring:	**By When/Frequency:**
Lauren Williams	quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Positive behavior chart monitored daily in classroom (Dean and admin monitored) FOCUS positive behavior added daily (parents have access to behavior results) Student of the week chosen from every class based on positive behavior (Dean chosen and monitored) Student of the month chosen from weekly winners and receive special lunch with principal (Dean monitored) Monthly positive behavior rewards (PBS team planned and monitored) Quarterly positive behavior stores (PBS team planned and monitored)

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 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. (ESEA 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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

https://perryprimary.fl.tcpp.schoolinsites.com/
TCPS plans to continue building positive relationships with our parents, families and other community stakeholders through consistent and timely communication. TCPS uses the following platforms for communication with students, parents, guardians, and other community stakeholders: TCPS School Webpage-https://perryprimary.fl.tcpp.schoolinsites.com/ ; Focus Messenger; School FB Page; Wednesday Folders; Monthly SAC Meetings; Quarterly Student Awards Assemblies; Quarterly Report Cards/ Mid-Terms; Weekly Grade Updates; TCPS Orientation; TCPS Title 1 Parent Meeting; TCPS Family Engagement Nights.

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. (ESEA Section 1114(b)(7)ii))

Uninterrupted daily reading block

Daily intervention time implemented into master schedule

Teacher aides supporting student learning in classroom

After school tutoring offered to tier 3 students focused on reading and math deficiency.

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 ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (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. (ESEA 1114(b)(7)(iii)(I))

Students will be following the state resiliency plan by implementing Wellness Wednesday focusing on state expectations. In addition, schoolwide boxed breathing practices, restorative circles, and daily "gut checks" will ensure a continuous monitoring of students resiliency. Students will be referred to school/ district mental heath 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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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. (ESEA section 11149b)(7)(iii(V)).

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. (ESEA 1114(b)(7)(iii)(V))

TCPS will be using strategies recommended in Apples training to prepare students for kindergarten. In addition, PreK teachers will also receive the professional learning opportunities offered to primary teachers. 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, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process 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), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.   **No**

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