

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

Date Submitted 08/22/2024 Board Meeting Date 09/03/2024

Date agenda item is due in the Superintendent's Office 08/23/2024

Person submitting the item: Jill Rudd

Name of document placed on agenda: TCES School Improvement Plan

Summary description regarding this action item:

Please review and approve TCES School Improvement

Plan for the 2024-2025 school year.

APPROVED

SEP 03 2024

By Taylor County
School Board

Signatures Required

Yes No

Reviewed by:

Director of Finance _____

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

Director of Personnel _____

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

Director of Instruction Jill Rudd

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

Superintendent _____

Taylor County School District

Taylor County Elementary School



APPROVED

SEP 03 2024

By Taylor County
School Board

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: <ol style="list-style-type: none"> 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

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 promote a healthy learning community where all stakeholders support and encourage students, in a safe learning environment, to demonstrate and develop increased academic growth, knowledge, and achievement, while assuming responsibility for all academic and social endeavors.

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

Chuck Finley

Position Title

Principal

Job Duties and Responsibilities

The primary job goal of the Principal at Taylor County Elementary School is to lead all stakeholders within the TCES school community in 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.

The Taylor County Elementary School Principal supervises instructional and non-instructional personnel while making sure these staff members are meeting the schoolwide goals established for student achievement, student discipline, and student attendance. The principal is responsible for instructional leadership and supervision for student achievement; personnel action services, including the the establishment and maintenance of individual professional development plans; school Operations/Delivery Systems, including the supervision of the operation and management of all activities and functions at the assigned school; Student Support Services; Personal/Professional Employee Qualities; promoting leadership in the school improvement process, implementation of the school improvement plan and the School Advisory Council, while establishing and promoting the mission and vision of the school and district; ensuring that student growth and achievement are continuous and appropriate schoolwide; communication with all stakeholders concerning all aspects of school operations and instructional updates; schoolwide discipline and supervision for student safety; personnel action services, including the the establishment and maintenance of individual professional development plans; and communication with all stakeholders concerning all aspects of school operations and schoolwide expectations.

Leadership Team Member #2

Employee's Name

Rachel Poppell

Position Title

Assistant Principal

Job Duties and Responsibilities

The primary job goal of the Principal at Taylor County Elementary School is to lead all stakeholders within the TCES school community in 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.

The Taylor County Elementary School Principal supervises instructional and non-instructional personnel while making sure these staff members are meeting the schoolwide goals established for student achievement, student discipline, and student attendance. The principal is responsible for instructional leadership and supervision for student achievement; personnel action services, including the the establishment and maintenance of individual professional development plans; school Operations/Delivery Systems, including the supervision of the operation and management of all activities and functions at the assigned school; Student Support Services; Personal/Professional Employee Qualities; promoting leadership in the school improvement process, implementation of the school improvement plan and the School Advisory Council, while establishing and promoting the mission and vision of the school and district; ensuring that student growth and achievement are

continuous and appropriate schoolwide; communication with all stakeholders concerning all aspects of school operations and instructional updates; schoolwide discipline and supervision for student safety; ensuring that student growth and achievement are continuous and appropriate schoolwide; and communication with all stakeholders concerning all aspects of school operations and instructional updates.

Leadership Team Member #3

Employee's Name

Eli Walker

Position Title

Literacy Coach

Job Duties and Responsibilities

To primary job goal of the Literacy Coach at Taylor County Elementary School is to Provide assistance to teachers in specified subject areas.

To assist with SIP implementation, the responsibilities of the Taylor County Elementary School Instructional Coach are to assist teachers in developing strategies for effective student learning with an emphasis on core content area standards; work with students as needed; gather student data through observation, dialogue, testing tools, etc., to design alternative strategies to meet diagnosed student needs; facilitate the use of data for increased student achievement; implement 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; support teachers in the implementation of the Common Core State Standards and district initiatives in all curricular areas; serve as the official coaching liaison between school and district; serve as "Lead Learner" in Professional Learning Communities; serve as a consultant in the selection of instructional materials, supplies and equipment; and be involved with the implementation and monitoring of the School's Improvement Plan.

Leadership Team Member #4

Employee's Name

Kamryn Sands

Position Title

Staffing Specialist

Job Duties and Responsibilities

To primary job goal of the Staffing Specialist at Taylor County Elementary School is to Provide assistance to teachers in specified subject areas.

To assist with SIP implementation, the responsibilities of the Taylor County Elementary School ESE Staffing Specialist are to make short and longer-term plans, making schools aware of schedule; assist with the preparation of alternative learning activities for special needs; use test results to assist in planning strategies for ESE students that will enhance strengths in learning; assist schools with scheduling and data entry of exceptional students; assist the Coordinator of Exceptional Student Education in the implementation of ESE programs; assist in writing special programs and procedures for exceptional students; monitor the operation of ESE programs in the schools to ensure compliance and federal state and county laws and regulations; assist schools with annual review procedures; interpret test results for teachers, parents, and other educational personnel; assess student achievement by monitoring test scores, behavior patterns and observations; monitor and assess mainstreaming effectiveness; serve as the District's local education agency representative for eligibility staffing, placements, change in programs, development of Individual Education Plans (IEPs), annual reviews and dismissals; facilitate ESE programs and paperwork at schools; provide technical support for teachers and other school personnel working with ESE students; ensure that ESE students are placed in the least restrictive environment; participate in school child education team planning sessions; serve as resource person to parents, school personnel and agencies; mediate between school and parents; facilitate meetings with school and child education teams; serve as ESE representative on committees; participate in meetings to discuss law changes, unique cases, and other relevant staffing needs; assist in providing training for ESE and regular education teachers, paraprofessionals, and other school personnel; participate in data collection of teacher input on administrator's performance assessment program; and ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.

Leadership Team Member #5

Employee's Name

Jerry Webb

Position Title

Dean of Students

Job Duties and Responsibilities

The primary job goal of the Dean of Students at Taylor County Elementary School is to 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.

To assist with SIP implementation, the responsibilities of the Taylor County Elementary School Dean of Students are to supervise personnel assigned by the Principal; establish long- and short-range plans based on students needs and school, district, and state requirements and priorities; assist principal in developing and maintaining a philosophy of discipline for the school designed to create and preserve conditions essential to the orderly conduct of the school and prepare the student for effective participation in adult life; plan and prepare intervention strategies that contribute to a safe and orderly environment; assist in preparing for curriculum and service needs; process discipline referrals from teachers in a timely manner and in accordance with district and school guidelines; maintain student discipline files; complete investigative and due process procedures; evaluate effectiveness of discipline programs and procedures; and access individual student records as appropriate to assess academic and behavioral progress.

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.

Faculty Meetings; Leadership Team Meetings; Team Leader Meetings; SAC Meetings; K-5 Articulation Meetings; Teacher Collaborative Planning Meetings

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 participated in a district level peer review of our SIP for feedback. We reviewed the SIP as a School Leadership Team and made revisions together. We will take our SIP to our SAC committee for an official review with opportunities to make revisions based on their feedback. The progress of our students with the greatest achievement gaps will be closely monitored through teacher/leadership data chats.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY 3-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	38.4%
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)	
	STUDENTS WITH DISABILITIES (SWD)*
	BLACK/AFRICAN AMERICAN STUDENTS (BLK)*
	HISPANIC STUDENTS (HSP)
	MULTIRACIAL STUDENTS (MUL)*
	WHITE STUDENTS (WHT)
	ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	
	2023-24: C
	2022-23: C*
	2021-22: D
	2020-21:
	2019-20: B
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.	

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				78	89	68				235
One or more suspensions				70	68	75				213
Course failure in English Language Arts (ELA)				55	87	29				171
Course failure in Math				29	59	55				143
Level 1 on statewide ELA assessment				67	59	48				174
Level 1 on statewide Math assessment				39	33	50				122
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				67						67
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				20	23					43

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				33	77	59				169

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				17	1	0				18
Students retained two or more times				11	6	1				18

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				49	77	56					182
One or more suspensions				31	51	44					126
Course failure in ELA				53	96	25					174
Course failure in Math				27	60	52					139
Level 1 on statewide ELA assessment				50	52	43					145
Level 1 on statewide Math assessment				27	47	35					109
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				28							74

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				32	74	58					164

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				10	1						11
Students retained two or more times				1	3	8					12

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		
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		
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									
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 (FPI) than in school grades calculation.

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

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

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

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%					

Taylor TAYLOR COUNTY ELEMENTARY SCHL 2024-25 SIP

	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%	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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	38%	40%	-2%	55%	-17%
Ela	4	41%	44%	-3%	53%	-12%
Ela	5	30%	33%	-3%	55%	-25%
Math	3	53%	54%	-1%	60%	-7%
Math	4	45%	49%	-4%	58%	-13%
Math	5	31%	36%	-5%	56%	-25%
Science	5	37%	41%	-4%	53%	-16%

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?

ELA Learning Gains improved from 40% to 44% from the 2021-22 school year and ELA Lowest Quartile Learning Gains improved from 37% to 55% from the 2021-22 school year (the last year learning gains were calculated for school grades). In our master schedule, we added an additional 50 minutes of small group instruction daily for our Lowest Quartile students.

Lowest Performance

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

ELA Achievement at 37% and Science at 37%. We encountered a very challenging year with staffing. We ended the year (February - May) with 2 subs in 3rd Grade ELA and 1 very inexperienced teacher replacement for 5th grade Science (January - May). We lost at least a month of instruction due to various crisis (Hurricane Idalia, multiple severe weather days, and bomb threat).

Greatest Decline

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

Science 37% (down from 50% during the previous school year). We encountered a very challenging year with staffing. We ended the year with 1 very inexperienced teacher replacement for 5th grade Science (January - May). We only had two 5th Grade Science Teachers. We lost at least a month of instruction due to various crisis (Hurricane Idalia, multiple severe weather days, and a bomb threat).

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.

Science 37% (state average was 59%). We encountered a very challenging year with staffing. We ended the year with 1 very inexperienced teacher replacement for 5th grade Science (January - May). We only had two 5th Grade Science Teachers. We lost at least a month of instruction due to various crisis (Hurricane Idalia, multiple severe weather days, and a bomb threat).

EWS Areas of Concern

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

Attendance and Level 1 ELA students.

Highest Priorities

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

ELA Proficiency

Science Proficiency

Math Proficiency

Attendance

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.

Differentiated instruction is a Tier 1 Instructional Strategy that ensures teachers are meeting the needs of ALL students for academic growth in their classrooms. This was identified as a crucial need at our school due to the number of proficient students that did not make learning gains on FAST PM3.

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.

ELA Achievement = 37% (School Goal is 55%)

Science Achievement = 37% (School Goal is 55%)

Math Achievement = 44% (School Goal is 55%)

Attendance = 88% (School Goal is 95%)

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.

This area of focus will be monitored through Collaborative Planning, Classroom Walkthroughs with Feedback, Professional Learning sessions.

Person responsible for monitoring outcome

Eli Walker

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:

Teachers have already received Professional Learning through the support of Just Read Florida. The two Professional Learning sessions (Stu Greenberg and Kara Washington) were trainings that targeted the use of Achievement Level Descriptors.

Rationale:

The Achievement Level Descriptors will assist our teachers with an understanding of the varying levels a given standard can be taught at.

Tier of Evidence-based Intervention:

Tier 3 – Promising 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

Professional Learning sessions

Person Monitoring:

Eli Walker

By When/Frequency:

August 8, 2024/ Monthly

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

Teachers have already received Professional Learning through the support of Just Read Florida. The two Professional Learning sessions (Stu Greenberg and Kara Washington) were trainings that targeted the use of Achievement Level Descriptors. The impact of this action step will be monitored through classroom walkthroughs, informal and formal observations.

Action Step #2

Facilitation of Collaborative Planning

Person Monitoring:

Eli Walker

By When/Frequency:

August 15, 2024/ Weekly

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

Teachers have weekly Collaborative Planning times scheduled for Thursday's during their Wheel class time. The impact of this action step will be monitored through classroom walkthroughs, informal and formal observations.

Action Step #3

Classroom Walkthroughs with Feedback

Person Monitoring:

Chuck Finley

By When/Frequency:

August 15, 2024/ Daily

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

Principal, Assistant Principal, and Literacy Coach will conduct Classroom Walkthroughs daily and give teachers feedback daily.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Attendance

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.

It is crucial for us to increase our students Average Daily Attendance, but this will not increase our student growth and achievement scores if we counter this goal with poor teacher attendance.

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.

Our Average Daily Attendance for Teachers was 85% last school year. Our schoolwide goal for Average Daily Attendance for Teachers is 95%.

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.

We will run weekly reports and share this data weekly with our teachers/ staff.

Person responsible for monitoring outcome

Chuck Finley

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:

Collective Teacher Efficacy

Rationale:

To build the confidence of our teachers that each and every one of them have the ability to make a positive impact on student growth and achievement. Confidence through the support of leadership and their colleagues builds success and success builds a joy for this profession.

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

Collaborative Planning

Person Monitoring:

Eli Walker

By When/Frequency:

August 15, 2024/ Weekly

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

Teachers have weekly Collaborative Planning times scheduled for Thursday's during their Wheel class time. The effectiveness of the implementation of teacher lesson plans will be monitored through classroom walkthroughs, informal and formal observations.

Action Step #2

Professional Learning

Person Monitoring:

Chuck Finley

By When/Frequency:

August 8, 2024

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

Ongoing professional learning will take place monthly to equip teachers with research based effective instructional strategies that have a high impact on student growth and achievement. The effectiveness of the implementation of these instructional strategies will be monitored through classroom walkthroughs, informal and formal observations.

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.

TCES shares our School Improvement Plan through our School Webpage at <https://taylorem.fl.tce.schoolinsites.com/>; during our TCES Leadership Team Meeting(s); during our TCSD Peer Review; during our SAC Committee Meeting(s); and during our TCSD School Board Meeting(s).

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))

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

Our teachers have been provided an additional 45 minutes of Acceleration/Intervention time within our master schedule. We have created weekly collaborative planning times for our teachers with support from our Literacy Coach. We will provide additional instructional time for our Bottom Quartile students in Reading through our After School Title 1 Tutoring Program. We will provide additional instructional time for our "Bubble Kids" in Reading/ Math through an After School Grant. We will offer students opportunities to build background knowledge through experience through our after school Science Club Lab Activities.

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))

We have mental health counselors available to our students each day. We have a resiliency curriculum through the district that will be covered with our students. We also have a separate cybersecurity, human trafficking, and drug/alcohol awareness curriculum that will be covered with our students.

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))

NA

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)).

We offer alternatives to suspensions through our Restorative Practices built into our Student Code of Conduct and funding for after school Restorative Practice Intervention. We place Tier 2 and Tier 3 students on Behavior Intervention Plans designed to assist them with being successful at our school both behaviorally and academically. The students IEP Team assist with the creation of appropriate Behavior Plans as needed.

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)).

We have monthly PLC's facilitated by our Literacy Coach to assist with the growth of our teachers in the classroom. We have a TCES Beginning Teachers Program to assist with a smooth transition to our school. We have assigned Team Leaders to assist their colleagues with staying informed on

important topics at our school, they can also share recommendations for the betterment of our school through their Team Leaders.

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))

NA

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 assistance 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 counsel, 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.

The District runs usage reports each 9 weeks to gauge student usage on acquired programs. This assist in making decision in program acquisition and renewals.

Pre and Post test validates if programs are meeting needs of students and showing growth in subject area.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Exact Path - supplemental computer based program to assist with Acceleration and Intervention. Due to the need to to continue closing the learning gaps in Reading and Math with our Level 1 students. We will continue to provide additional small group instruction for our Lowest Quartile students. This year we are ensuring our high performing students receive additional Tier 2 instruction in Reading and Math. Beginning August 14,2024.

After School Tutoring - for both bubble kids and lowest quartile in Reading. Due to the need to to continue closing the learning gaps in Reading with our Level 1 students and the need to move our High Level 2 students to proficiency. Beginning September, 2024, and January, 2025.

After School Science Club - provide engaging lab activities to our bubble kids in Science. Due to the need to increase our proficiency scores for Science. Beginning October, 2024.

Ascend Math - computer based Math program. Due to the need to to continue closing the learning gaps in Math with our Level 1 students and the need for Learning Gain with our proficient students.

Top Score Writing - writing program for progress monitoring as well as writing instruction. Due to the

need to increase the overall number of proficient readers as we begin to prepare for the Writing Assessment in the 2025-2026 school year.

Discovery Dream Box-computer based program designed to assist students with their silent Reading skills; comprehension and vocabulary. TCES will use this program for student who are at or above Achievement level for Reading enrichment.

After School Enrichment-for students performing at a level 3, 4, or 5 on FAST PM 3. Due to TCES identifying students who performed at achievement level in prior year (2022-2023) and did not make learning gains in the (2023-2024) school year. One teacher will be provided additional hours to host an afterschool enrichment program to promote acceleration in Reading and Math through project based learning.

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
Plan Budget Total

ACTIVITY

FUNCTION/
OBJECT

FUNDING
SOURCE

FTE

AMOUNT
0.00