Taylor County High School

2021-22 Schoolwide Improvement Plan

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Taylor County High School

900 N JOHNSON STRIPLING RD, Perry, FL 32347

http://taylorcountyhighscho.ipage.com/public_html/

Demographics

Principal: Heather Mccoy.

Start Date for this Principal: 10/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (44%) 2016-17: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Taylor County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Taylor County High School is to enable all students to become successful in a global society by preparing them for college/career through rigorous academic programs and a collaborative partnership with the community.

Provide the school's vision statement.

All Taylor County High School students will achieve college and career success while becoming productive citizens, willing to invest in the common good of all.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
McCoy, Heather	Principal	
Gray, Dave	Assistant Principal	
Kalinowski, Lea	Instructional Coach	
Jandula, Sharon	School Counselor	

Demographic Information

Principal start date
Tuesday 10/1/2019, Heather Mccoy.

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

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

Total number of teacher positions allocated to the school
33

Total number of students enrolled at the school
625

Identify the number of instructional staff who left the school during the 2020-21 school year.
6

Identify the number of instructional staff who joined the school during the 2021-22 school year.
4

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	190	187	132	116	625
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	16	12	11	10	49
One or more suspensions	0	0	0	0	0	0	0	0	0	15	15	2	1	33
Course failure in ELA	0	0	0	0	0	0	0	0	0	42	43	34	27	146
Course failure in Math	0	0	0	0	0	0	0	0	0	43	45	27	3	118
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	61	27	30	118
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	72	19	17	108
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	61	27	30	118
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	20	26	19	22	87

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	2	4	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	1	4	10	16

Date this data was collected or last updated
Thursday 10/7/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	204	139	138	105	586
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	44	34	32	28	138
One or more suspensions	0	0	0	0	0	0	0	0	0	0	3	1	2	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	30	18	54	55	157
Course failure in Math	0	0	0	0	0	0	0	0	0	60	21	5	1	87
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	47	20	30	15	112
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	36	46	30	7	119

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	22	20	19	0	61
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	1	0	2

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	204	139	138	105	586
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	44	34	32	28	138
One or more suspensions	0	0	0	0	0	0	0	0	0	0	3	1	2	6
Course failure in ELA	0	0	0	0	0	0	0	0	0	30	18	54	55	157
Course failure in Math	0	0	0	0	0	0	0	0	0	60	21	5	1	87
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	47	20	30	15	112
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	36	46	30	7	119

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	22	20	19	0	61
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	1	0	2

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				40%	40%	56%	32%	32%	56%
ELA Learning Gains				48%	48%	51%	39%	39%	53%
ELA Lowest 25th Percentile				41%	41%	42%	32%	32%	44%
Math Achievement				21%	21%	51%	30%	30%	51%
Math Learning Gains				23%	23%	48%	26%	26%	48%
Math Lowest 25th Percentile				19%	19%	45%	29%	29%	45%
Science Achievement				74%	74%	68%	49%	49%	67%
Social Studies Achievement				64%	64%	73%	72%	72%	71%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	41%	40%	1%	55%	-14%
Cohort Comparison						
10	2021					
	2019	41%	37%	4%	53%	-12%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	72%	5%	67%	10%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	62%	2%	70%	-6%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	26%	52%	-26%	61%	-35%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	5%	4%	1%	57%	-52%

Grade Level Data Review - Progress Monitoring Assessments

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

USA Test Prep

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	60/45%	57/42%	30/22%
	Economically Disadvantaged	27/20%	26/19%	10/7%
	Students With Disabilities	4/3%	4/3%	1/1%
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0%	2/2%	No Data
	Economically Disadvantaged	0/0%	2/3%	No Data
	Students With Disabilities	0/0%	0/0%	No Data
	English Language Learners	N/A	N/A	No Data
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	23/27%	34/35%	3/12%
	Economically Disadvantaged	12/29%	17/35%	1/6%
	Students With Disabilities	3/23%	3/27%	0/0%
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	69/70%	55/41%	No Data
	Economically Disadvantaged	35/63%	25/32%	No Data
	Students With Disabilities	5/33%	4/18%	No Data
	English Language Learners	N/A	N/A	No Data
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6/14%	12/15%	36/28%
	Economically Disadvantaged	3/12%	7/14%	17/25%
	Students With Disabilities	1/33%	1/10%	3/13%
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	23/27%	34/35%	3/12%
	Economically Disadvantaged	12/29%	17/35%	1/6%
	Students With Disabilities	3/23%	3/27%	0/0%
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	13/16%	No Data	34/38%
	Economically Disadvantaged	9/20%	No Data	15/32%
	Students With Disabilities	1/14%	No Data	2/25%
	English Language Learners	N/A	N/A	N/A

Grade 12					
English Language Arts	Number/% Proficiency	Fall	Winter	Spring	
	All Students	N/A	N/A	N/A	
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Mathematics	Number/% Proficiency	Fall	Winter	Spring	
	All Students	N/A	N/A	N/A	
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
Biology	Number/% Proficiency	Fall	Winter	Spring	
	All Students	N/A	N/A	N/A	
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
US History	Number/% Proficiency	Fall	Winter	Spring	
	All Students	N/A	N/A	N/A	
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	33	13	13	29	31	29	55	44		90	
BLK	25	23	27	21	23	11	34	41		95	50
MUL	36	29		20							
WHT	50	41	24	34	22	23	69	59		96	74
FRL	32	28	30	24	21	14	48	42		95	56

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	32	28	23	25			70		92	42
BLK	27	39	40	10	29	31	71	53		100	44
HSP	27	36									
MUL	46	50									
WHT	45	51	43	30	19		71	71		94	72
FRL	36	47	42	17	22	21	74	58		94	57
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	35	36	30	21	13	17	29	41		50	30
BLK	24	42	26	13	15	15	33	55		77	25
HSP	43	46		55	50						
MUL	13	27		20							
WHT	36	39	33	35	27	27	55	75		80	61
FRL	29	34	32	32	28	36	57	69		74	50

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	445
Total Components for the Federal Index	10
Percent Tested	89%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	28
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	49
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

Our students in Geometry achieved proficiency at a very high level as demonstrated in their FSA Geometry EOC scores and their progress monitoring data. Tenth grade ELA also scored well and are approaching 50% proficiency. Algebra is still a major area of concern as is our ninth grade ELA.

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

ELA proficiency
Math (Algebra 1 and Geometry) proficiency
Learning Gains for both ELA and Math
LQ Learning Gains for both ELA and Math

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

Algebra 1 continues to lag behind our other tested subject areas. We need to intervene with these students to firm up their basic math skills to help give them confidence with math. We also need to firm up our ninth grade ELA to give them a better foundation to pass the tenth grade test.

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

Geometry

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

We changed instructors and helped support the new Geometry instructor as needed. She implemented small groups during class and made herself available for tutoring during lunch and after school.

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

Stronger focus on standards based instruction at the level of rigor of the test.
Scaffolded instruction for our students who struggle.
Small group instruction for our lower quartile students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our professional development will center on how to dig in and understand our standards, what good teaching looks like, and how to effectively use small groups to support our struggling students. In addition, we will have trainings on how to use STAR, Read 180, student/teacher data chats using K12 Lift data, and classroom management.

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

Stronger tracking of our students by our MTSS coordinator. Continued communication of high standards to both our teachers and students. Continued commitment to having a positive environment where students and teachers want to come each day. Renew our commitment to using progress monitoring to evaluate our instruction and what our students need to be successful.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	While our proficiency on FSA ELA has increased, we still are below 50% for both ninth and tenth grades. This is a priority need for our school to continue to help our lower performing students reach proficiency by graduation.
Measurable Outcome:	Students in English 1 and English 2 courses will increase their overall proficiency rate as measured by the 2022 FSA ELA assessments by 4%.
Monitoring:	Progress monitoring using STAR assessments three times a year Writing progress monitoring three times a year Student/Teacher Data Chats using K12 Lift data analysis Focused small group reading intervention using READ 180
Person responsible for monitoring outcome:	Heather McCoy (heather.mccoy@taylor.k12.fl.us)
Evidence-based Strategy:	Standards based instruction using new BEST standards while filling in with Florida Standards for the 2022 FSA ELA Assessments Benchmark assessments based on areas of weakness identified during progress monitoring Small group lessons on areas of weakness identified during progress monitoring Common standards-based class bell-ringers in the English department
Rationale for Evidence-based Strategy:	By focusing on the lowest benchmarks, we can help our students make progress toward proficiency. Drilling down with small group lessons will allow teachers to better help with specific skills needed to become proficient and having consistency within the English department, we will be able to better identify student needs from year to year.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our students who are enrolled in Algebra 1 and Geometry have not been proficient on their FSA Math assessments in the past. These students who have struggled with math have become disenfranchised not only with testing but with math as a whole. By focusing on learning gains, we can show these students some success to build their confidence for their retake testing as needed.
Measurable Outcome:	Students in Algebra 1 and Geometry will increase their learning gains as measured by the Algebra 1 EOC and the Geometry EOC by 8%.
Monitoring:	Progress monitoring using STAR assessments three times a year Student/Teacher Data Chats using K12 Lift data analysis Benchmark assessments for areas of weakness as identified during progress monitoring
Person responsible for monitoring outcome:	Heather McCoy (heather.mccoy@taylor.k12.fl.us)
Evidence-based Strategy:	Standards based instruction Benchmark assessments based on areas of weakness identified during progress monitoring Small group lessons on areas of weakness identified during progress monitoring including basic math facts and processes
Rationale for Evidence-based Strategy:	Focusing on learning gains allows our students who have struggled in math classes the opportunity to have success in their math class. This success will help build student confidence in their skills which will help them stay focused on the goal of proficiency.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Attendance is important. By raising both our student and staff attendance rate, we can better help our students grow to proficiency while showing them that work is important.
Measurable Outcome:	During the 2021-2022 school year, our students and staff will raise their ADA by 4%.
Monitoring:	Monthly staff and student attendance reports Student and staff incentives for attendance above 92%
Person responsible for monitoring outcome:	Heather McCoy (heather.mccoy@taylor.k12.fl.us)
Evidence-based Strategy:	Monitoring of student attendance including letters sent to parents, phone calls, and visits by the truancy officer Monitoring of teacher/staff attendance by principal
Rationale for Evidence-based Strategy:	As the "last stop" before students enter the workforce, it is important for us to model the behavior that is expected by employers. By having a school where students and staff want to be, we are setting our students up for a positive experience in the workplace.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

We have seen an uptick of incidents involving defiance of authority and physical altercations. We will continue to monitor these behaviors and try to address them using our counseling team, behavior interventions, and restorative practices during the school day. Having a proactive leadership team will help to identify potential problems and solve them before they become a "real" issue.

Part IV: Positive Culture & Environment

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

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

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

Our school has been through a culture audit with an outside consultant who is helping us address issues that were brought to our attention by our students and their families. We continue to work to build a positive environment that students want to be actively involved in. We have school spirit days and encourage student participation. We also give incentives for good attendance and good grades. Our leadership team works hard to be present and "withit" when talking with our students and staff and gives praise to encourage positive behavior. We know and believe that if students and staff feel valued, they will want to come to school. Our goal is to make everyone feel like they belong at TCHS.

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

Our SAC committee meets monthly to discuss the school and its endeavors. These meetings help us build a positive school climate and assess where we are to help our leadership team make adjustments as needed. Our Student Council also helps us develop a positive, inclusive school culture by encouraging students to participate in school events. Our department areas meet with school leadership to support our students in their educational endeavors, personal interests, and personal needs to help promote success for both our students and our teachers. Technology allows us to share information in real-time with our students in a format and language that they understand and use. The use of Canvas LMS, Facebook, emails, and our school's website allow us to communicate information to all stakeholders in a timely manner.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
		Total:	$0.00