

Taylor County School District

Taylor County Accelerated School



2021-22 Schoolwide Improvement Plan

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Taylor County Accelerated School

508 AQUANALDO AVE, Perry, FL 32347

www.taylor.k12.fl.us

Demographics

Principal: Ed Harvey

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Closed: 2022-06-30
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
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 6-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year
Grade

School Board Approval

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SIP Authority

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<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 Taylor County Accelerated School (TCAS) is committed to providing a safe, supportive, unified environment that empowers students and educators to work collaboratively as successful life-long learners positively impacting our community. Improving a student's ACHIEVEMENT, ATTENDANCE, and ATTITUDE through our Bringing our A Game approach. Our goal is to create a learning environment in which we teach students to use thinking skills as they problem-solve and interact socially.

Provide the school's vision statement.

The students of Taylor County Accelerated School will receive a rigorous and relevant education that prepares them to be college and career ready. Our vision is to promote academic success, modifying unacceptable behaviors, and improving school attendance in a consistent manner facilitated by a school-wide behavior management program.

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
Harvey, Ed	Principal	Ed Harvey Sr provides school-based leadership for the Taylor County Accelerated School. He provides vision for the team and guides the staff and students daily. Mr. Harvey is also very proactive with his communication to parents and families.

Demographic Information

Principal start date

Wednesday 7/1/2020, Ed Harvey

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.*

0

Total number of teacher positions allocated to the school

3

Total number of students enrolled at the school

39

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

1

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

1

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	7	16	14	0	2	0	0	39
Attendance below 90 percent	0	0	0	0	0	0	3	12	14	0	2	0	0	31
One or more suspensions	0	0	0	0	0	0	0	3	5	0	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	7	11	9	0	2	0	0	29
Course failure in Math	0	0	0	0	0	0	7	11	9	0	0	0	0	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	3	11	10	0	1	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	3	11	7	0	0	0	0	21
Number of students with a substantial reading deficiency	0	0	0	0	0	0	7	16	14	0	2	0	0	39

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	7	13	14	0	2	0	0	36

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	6	12	9	0	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	2	9	6	0	1	0	0	18

Date this data was collected or last updated

Thursday 9/2/2021

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	1	13	16	23	7	4	0	64
Attendance below 90 percent	0	0	0	0	0	0	1	11	9	12	4	3	0	40
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	1	6	5	5	2	0	0	19
Course failure in Math	0	0	0	0	0	0	1	4	4	6	2	0	0	17
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	5	5	17	4	2	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	3	2	4	1	0	0	10

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	1	13	10	20	3	2	0	49

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	1	3	2	1	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	1	6	5	4	2	2	0	20

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	1	13	16	23	7	4	0	64
Attendance below 90 percent	0	0	0	0	0	0	1	11	9	12	4	3	0	40
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	1	6	5	5	2	0	0	19
Course failure in Math	0	0	0	0	0	0	1	4	4	6	2	0	0	17
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	5	5	17	4	2	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	3	2	4	1	0	0	10

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	1	13	10	20	3	2	0	49

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	1	3	2	1	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	1	6	5	4	2	2	0	20

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%	56%		32%	56%
ELA Learning Gains					48%	51%		39%	53%
ELA Lowest 25th Percentile					41%	42%		32%	44%
Math Achievement					21%	51%		30%	51%
Math Learning Gains					23%	48%		26%	48%
Math Lowest 25th Percentile					19%	45%		29%	45%
Science Achievement					74%	68%		49%	67%
Social Studies Achievement					64%	73%		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
06	2021					
	2019	0%	42%	-42%	54%	-54%
Cohort Comparison						
07	2021					
	2019	0%	48%	-48%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	20%	55%	-35%	56%	-36%
Cohort Comparison		0%				
09	2021					
	2019	0%	40%	-40%	55%	-55%
Cohort Comparison		-20%				
10	2021					
	2019	0%	37%	-37%	53%	-53%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	0%	49%	-49%	55%	-55%
Cohort Comparison						
07	2021					
	2019	0%	53%	-53%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	17%	-17%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	0%	42%	-42%	48%	-48%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	72%	-72%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	65%	-65%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	62%	-62%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	52%	-52%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	4%	-4%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

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

TCAS utilize I-Ready as its progress monitoring tool to assessment students reading and math deficiencies . Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

		Grade 6			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		7		
	Economically Disadvantaged		7		
	Students With Disabilities		2		
	English Language Learners		0		
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		7		
	Economically Disadvantaged		7		
	Students With Disabilities		2		
	English Language Learners		0		

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16		
	Economically Disadvantaged	16		
	Students With Disabilities	4		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16		
	Economically Disadvantaged	16		
	Students With Disabilities	4		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	16		
	Economically Disadvantaged	16		
	Students With Disabilities	4		
	English Language Learners	0		

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14		
	Economically Disadvantaged	14		
	Students With Disabilities	1		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14		
	Economically Disadvantaged	14		
	Students With Disabilities	1		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	14		
	Economically Disadvantaged	14		
	Students With Disabilities	1		
	English Language Learners	0		

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	2		
	Economically Disadvantaged	2		
	Students With Disabilities	0		
	English Language Learners	0		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2		
	Economically Disadvantaged	2		
	Students With Disabilities	0		
	English Language Learners	0		
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	2		
	Economically Disadvantaged	2		
	Students With Disabilities	0		
	English Language Learners	0		
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	2		
	Economically Disadvantaged	2		
	Students With Disabilities	0		
	English Language Learners	0		

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		

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	10										
WHT	7	9									
FRL		18									

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
WHT	12	33									
FRL	10	43			20						
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

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	6
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	25
Total Components for the Federal Index	4
Percent Tested	56%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	10
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
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	8
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	9
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?

The overall trends is reflected across grade levels for i-Ready ELA assessments from AP 1 –AP3 show AP1- 6 thru 8th graders with a 90% level 1 at-risk proficiency - 100% of 6th grade, 46% of 7th grade & 28% of 8th grade were accessed. AP1 & AP2 0% of 6th & 7th graders were level 2. AP3 0% of student of 6th & 8th graders were level 2.

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

TCAS greatest need for improvement is Reading & Math at level 1 across all grade levels. However, all grade levels for the exception of 8th graders reflect less than 10 students assessed and comparative analysis could not be determine a conclusive outcome.

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

Chronic Absenteeism is a major contributing factor. Infuse behavior modification & motivational strategies to encourage/promote great attendance to parents/students.

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

Grade 6-8 data demonstrated "Writing" has shown the most significant improvement.

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

The implementation using HMH performance Assessment to scaffold student writing, small group differentiated support to include i-Ready/FSA resources. Grade 6-8 review conducted using most recent data available.

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

Grade 6-8, ELA/MATH I- Ready, individualized path, small group instruction, differentiated support. Emphasis on Tier 2 and Tier 3 strategies to collaborating with Reading Coach to include attendance & reading incentives strategies.

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.

Instructional staff will be offer training opportunities in I-Ready Diagnostic and Online Training Instruction to include Apex training.

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

Attendance and reading incentives programs will be implemented to help increase student learning gains. The Boys & Girls Club collaboration effort during school hours will help serve our school to provide in additional support.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

TAS students attending classes at the Taylor County Accelerated School are behind in Core Courses, Area of credits, struggle with reading, and/or scored a Level 1 on the FSA ELA. Our Focus goal is through the use of the APEX online courseware, I-Ready progress monitoring program and tutorials, the TAS/District will provide resources and opportunities for students to "catch-up" and remediate and reading/math deficiencies to enable each students to be successful students that are Rationale: college and career ready.

Measurable Outcome:

Our goal is through the use of the APEX online ELA core curriculum, I-Ready progress monitoring program and the implementation of the ELA Accuplacer diagnostic assessment to include differentiated instructional path, supported by the teacher and the instructional aide, the percent of students achieving FSA ELA Learning Gains will increase by 5% over the 2019-20 percentage.

Monitoring:

Through the use of APEX online curriculum with individualized instruction & small group instruction, for the TAS teachers and instructional aides will monitoring student progress of which must be implement consistent, intensive, supportive reading interventions for all based students

Person responsible for monitoring outcome:

Ed Harvey (ed.harvey@taylor.k12.fl.us)

Evidence-based Strategy:

Over a quarter of 8th-grade students and more than one-third of 4th graders can't read well enough to understand important concepts and acquire new knowledge from grade-level text. For students with learning disabilities, the numbers are more troubling. This article describes features of evidence-based instruction for students who continue to struggle with reading in late elementary, middle, and high school. Recommendations are organized into 5 areas that are critical to the reading improvement of older struggling readers: 1) word study, 2) fluency, 3) vocabulary, 4) comprehension, and 5) motivation. Much of the content in this article reflects our efforts with the Special Education and Reading Strands at the National Center on Instruction, funded by the Office of Special Education Programs and the Office of Elementary and Secondary Education. Two reports, both available at <http://www.centeroninstruction.org>, have relevance-Interventions for Adolescent Struggling Readers:A Meta-Analysis with Implications for Practice and Academic Literacy Instruction.

Rationale for Evidence-based Strategy:

Through the use of online curriculum coupled with individualized instruction, for the TAS teachers and instructional aides will monitoring student progress and Evidence implements consistent, intensive, supportive reading interventions for all based students.

Action Steps to Implement

1. Enroll students in the appropriate APEX ELA core course and monitor progress daily.
2. Administer the Accuplacer ELA diagnostic assessment and differentiated path to include I-Ready progress monitoring program.
3. Train teachers and instructional aides on how to monitor student progress and provide supportive intervention.
4. Ensure student master schedules include application ELA and Tier 2/3 small group reading/math support courses.
5. Design and implement a "crunch camp" at least 6 weeks prior to the date of the FSA ELA assessment using APEX tutorials and other I-Ready supplemental test prep materials.

Person Responsible Ed Harvey (ed.harvey@taylor.k12.fl.us)

No description entered

Person Responsible [no one identified]

#2. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: It is our sincere hope and effort that we will be able to encourage students participate in our academic assessments through attendance incentives, parent involvement initiatives and student reading initiative program. Taylor Accelerated School's percent of students assessment on the state assessment will increase from 74% to 95%.

Measurable Outcome: Increase the percent of students tested to 95%

Monitoring:
 1. Increase positive communication with the families to foster support of TAS student growth and achievement improve learning in reading.
 2. Infuse behavior modification and motivational strategies to encourage and promote good attendance.

Person responsible for monitoring outcome: Ed Harvey (ed.harvey@taylor.k12.fl.us)

Evidence-based Strategy: Student engagement is considered the primary theoretical model for understanding dropout and promoting school completion, defined as graduation from high school with sufficient academic and social skills to partake in postsecondary educational options and/or the world of work (Christenson et al., 2008; Finn, 2006; Reschly & Christenson, 2006b). https://www.researchgate.net/profile/Azkananda_Widiasani/publication/310773130_Handbook_of_Student_Engagement/links/5836a0dd08aed45931c772b7/Handbook-of-StudentEngagement.pdf#page=572

Rationale for Evidence-based Strategy: Engaged students do more than attend or perform academically; they also put forth effort, persist, self-regulate their behavior toward goals, challenge themselves to exceed, and enjoy challenges and learning (Klem & Connell, 2004; National Research Council and the Institute of Medicine [NRC and IoM], 2004).

Action Steps to Implement

1. Promote monthly positive calls to each family - develop a script for staff to use when making the call.
2. Document calls made on a student-family contact log.
3. Infuse daily student messages about the value and the purpose of their schoolwork.
4. Monitor student attendance and let students and families know that they were missed.
5. Encourage student via attendance incentives and notification of parents through correspondence of student attendance goals.

Person Responsible Ed Harvey (ed.harvey@taylor.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Comparative TAS discipline to Statewide data, our major area of concern will be to focus on reducing the number SESIR discipline incidents in involving drugs/tobacco (Vaping) possession/ or use and secondary area of concern is the minimizes the number of Level 2 referral by eliminating systemic issues. We will implement incentives for good attendance and build relationship with parents to develop trust via communicating thru social media and teacher-parent conferences.

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.

The Taylor Accelerated School staff work to make each student see the value in obtaining an education and becoming a productive citizen through daily routines, citizenship activities, and community mentors.

1. Teachers communicate and network with student families on an ongoing basis.
2. TCAS works with students to complete a student needs assessment to determine the best course for graduating and if the student is 16 yr. old will have an opportunity to obtaining CTE certifications that will assist them in life.

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

Parent Family and Engagement Plan (PFEP) Link. The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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: Culture & Environment: Parent Involvement	\$0.00

	Total: \$0.00
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