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Taylor County Primary School

1000 HOWARD ST, Perry, FL 32347

https://www.edline.net/pages/perry_primary_school

Demographics

Principal: Misty Smrynios

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-2
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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	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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Taylor County Primary School

1000 HOWARD ST, Perry, FL 32347

https://www.edline.net/pages/perry_primary_school

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

School Grades History

Year
Grade

School Board Approval

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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.

Taylor County Primary School is committed to providing all students with a safe, positive and challenging learning environment that enables all learners to become well-prepared, productive and contributing citizens in the 21st century.

Provide the school's vision statement.

Taylor County Primary School will assist all students with the recognition and development of individuality, self-growth and responsibility while using a variety of strategies and cooperative efforts throughout the school, home and community.

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
Brannen, Kelli	Principal	
Gray, Laura	Assistant Principal	
Cantrell, Kay	Instructional Coach	
Curry, Jesika	Dean	

Demographic Information

Principal start date

Monday 7/1/2019, Misty Smrynios

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.*

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.*

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

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

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

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	225	210	176	0	0	0	0	0	0	0	0	0	0	611
Attendance below 90 percent	62	73	38	0	0	0	0	0	0	0	0	0	0	173
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	19	31	27	0	0	0	0	0	0	0	0	0	0	77
Course failure in Math	13	16	9	0	0	0	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	16	21	13	0	0	0	0	0	0	0	0	0	0	50

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	26	18	10	0	0	0	0	0	0	0	0	0	0	54
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/7/2021

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	225	168	191	0	0	0	0	0	0	0	0	0	0	584
Attendance below 90 percent	36	13	20	0	0	0	0	0	0	0	0	0	0	69
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	10	2	30	0	0	0	0	0	0	0	0	0	0	42
Course failure in Math	10	2	30	0	0	0	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	36	13	30	0	0	0	0	0	0	0	0	0	0	79

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	43	13	18	0	0	0	0	0	0	0	0	0	0	74
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	225	168	191	0	0	0	0	0	0	0	0	0	0	584
Attendance below 90 percent	36	13	20	0	0	0	0	0	0	0	0	0	0	69
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	10	2	30	0	0	0	0	0	0	0	0	0	0	42
Course failure in Math	10	2	30	0	0	0	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	36	13	30	0	0	0	0	0	0	0	0	0	0	79

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	43	13	18	0	0	0	0	0	0	0	0	0	0	74
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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					73%	57%		43%	56%
ELA Learning Gains					75%	58%		38%	55%
ELA Lowest 25th Percentile					56%	53%		39%	48%
Math Achievement					78%	63%		44%	62%
Math Learning Gains					78%	62%		31%	59%
Math Lowest 25th Percentile					56%	51%		30%	47%
Science Achievement					53%	53%		53%	55%

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

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

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

Grade Level Data Review - Progress Monitoring Assessments

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

iReady

Grade 1					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		91/44%	49/28%	104/51%
	Economically Disadvantaged		63/44%	32/22%	68/47%
	Students With Disabilities		7/24%	6/22%	9/32%
	English Language Learners		N/A	N/A	N/A
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		132/77%	61/34%	20/12%
	Economically Disadvantaged		27/22%	38/29%	28/53%
	Students With Disabilities		6/22%	10/34%	1/4%
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring

Grade 2					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		17/12%	32/22%	60/38%
	Economically Disadvantaged		14/14%	19/19%	38/35%
	Students With Disabilities		2/8%	6/27%	12/43%
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		27/19%	44/30%	62/40%
	Economically Disadvantaged		14/14%	26/25%	41/38%
	Students With Disabilities		3/12%	10/38%	10/36%
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring

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	26	39	31	31	31	33	32				
BLK	19	31	23	23	26	25	13				
HSP	20			33							

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
MUL	37	44		37	31		38				
WHT	45	39	35	55	36	40	46				
FRL	30	32	27	38	34	39	31				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	39	49	57	52	62	61	41				
BLK	43	55	56	56	59	54	33				
HSP	50	46		61	62		50				
MUL	55	62		63	86		50				
WHT	58	58	58	69	62	55	59				
FRL	51	55	53	63	60	55	51				
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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	257
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	
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	23
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	27
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	37
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	42
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	33
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?

Trends that emerge across the grade level were that our Tier 1 instruction in ELA and Math need more rigor to support our 3rd and 4th quartile students. Data showed that our Tier 1 students regressed in comparison to our bottom quartile.

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

ELA is the largest area of concern. Based off of our our progress monitoring data and our feeder schools FSA scores the lowest quartile students are struggling to show growth.

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

There was a deficiency in Tier 2 and Tier 3 interventions. We looked at Tier 2 and Tier 3 and determined that interventions needed to be more rigorous and more frequent.

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

According to progress monitoring data and FSA data from our feeder school our bottom quartile math made the most improvement overall.

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

There was a large focus on math Tier 2 and Tier 3 inventions. We continued to support interventions.

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

Tier 1 instruction will be our area of main focus. We will work will teachers and ficilate common planning to ensure all teachers increase rigor for all students. We will also continue to enhance Tier 2 and Tier 3 interventions.

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.

Professional development with our Tier 1 ELA programs will be on going throughout the year. We are doing a book study with all teachers with the book "Teach Like a Pirate". We will also be doing a deep dive with the new BEST Math Standards as we move through the year. Common planning is put in place for teachers to work together and administration to support teacher and student growth.

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

We will continue with PD in our Tier 1, 2 and 3 programs. PD will be provided to support regular and intervention teachers. Common planning and transition meetings will be help between the grade level to ensure each grade is sending students prepare for the next grade level.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus	
Description and Rationale:	This area of focus was selected based on our ELA data from AP3 of the 2021 school year.
Measurable Outcome:	75% of students will meet 50th percentile ranking in reading by AP3
Monitoring:	This area will be monitored using iReady progress monitoring tool.
Person responsible for monitoring outcome:	Kelli Brannen (kelli.brannen@taylor.k12.fl.us)
Evidence-based Strategy:	Increased intervention opportunities for students based on individual student data collected during collaborative/individual data chats, as well as implementing iReady standards mastery assessment on a more frequent basis. Increase frequency of walkthroughs by instructional coaches and administrators.
Rationale for Evidence-based Strategy:	In reviewing Progress Monitoring data the number of students that appear to require intensive and strategic interventions increased the need for more intervention opportunities of support.

Action Steps to Implement

- Monthly Collaborative planning meetings.
- Monthly administrative walkthroughs
- Instructional Coach Support
- Tri Annual Collaborative Data Chats through the continuous improvement cycle.

Person Responsible Kelli Brannen (kelli.brannen@taylor.k12.fl.us)

#2. Other specifically relating to Attendance

Area of Focus Description and Rationale:	Due to COVID attendance numbers are way down. This is an area of focus for us because we need students and staff at school to make growth and close the gap.
Measurable Outcome:	During the 2021-2022 school year 93% of students, staff and teachers will attend school 95% of the time. (10 or less days).
Monitoring:	Attendance will be monitored through our FOCUS program for students. Teacher and staff attendance will be monitored by the office manager.
Person responsible for monitoring outcome:	Kelli Brannen (kelli.brannen@taylor.k12.fl.us)
Evidence-based Strategy:	We will use a tracking strategy to keep up with the numbers of days that students and staff miss.
Rationale for Evidence-based Strategy:	Focus data indicated that student and staff absentees are negatively impacting student achievement.

Action Steps to Implement

Encourage student and staff attendance
 Student and staff rewards
 Monitoring of attendance
 Contacting parents about absences

Person Responsible Kelli Brannen (kelli.brannen@taylor.k12.fl.us)

#3. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale:	K-5 Administrative Teams (TCPS, TCES, SS) will have monthly administrative collaboration meetings. This will allow for collaborative planning between the schools, goal setting and reviewing data.
Measurable Outcome:	We will meet 100% of the time.
Monitoring:	This will be monitored by sign in sheets and agendas.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	We will be collaborative planning to ensure we are providing the same support through all school. Planning together will help with ideas, data reviewed and help with administration growth.
Rationale for Evidence-based Strategy:	This strategy was selected to ensure we met and discussed improvement.

Action Steps to Implement

Monthly planning

Person Responsible Kelli Brannen (kelli.brannen@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.

*

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.

To support the social and emotional needs our our student we have implemented the Paths program school wide and have need based small groups. We are using AI's Pals to support our preschoolers social and emotional needs. .

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

The administration leadership team mentor high need students and works collaboratively with parents and teachers to meet the needs of all students. Mentoring is on going throughout the school year. The administrative team also communicates with the districts mental health coordinator when a need arises.

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: Other: Attendance	\$0.00
3	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
Total:			\$0.00