Taylor County Middle School

2021-22 Schoolwide Improvement Plan

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Taylor County Middle School

601 E LAFAYETTE ST, Perry, FL 32347

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

Demographics

Principal: Kasey Roberts

Start Date for this Principal: 3/24/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	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	2018-19: B (58%) 2017-18: B (57%) 2016-17: C (50%)
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 was approved by the Taylor County School Board on 10/22/2021.

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)
Middle School 6-8	No	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Taylor County Middle School is to provide, in a safe environment, an educational program that contributes to the development of each student as an individual in order for him or her to successfully function in our continually changing, diverse society.

Provide the school's vision statement.

Our vision is for our students to be the primary focus of all educational decisions of the school. We believe that our students need to apply their learning in a meaningful context and need to be instructed in a variety of ways to support their learning process and engage them in the learning process.

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
Roberts, Kasey	Principal	
Heartsfield, Yvonne	Instructional Coach	
Ely, Stuart	Assistant Principal	

Demographic Information

Principal start date
Wednesday 3/24/2021, Kasey Roberts

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
36

Total number of students enrolled at the school
610

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.
5

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	196	210	204	0	0	0	0	610
Attendance below 90 percent	0	0	0	0	0	0	65	68	75	0	0	0	0	208
One or more suspensions	0	0	0	0	0	0	26	23	36	0	0	0	0	85
Course failure in ELA	0	0	0	0	0	0	25	44	9	0	0	0	0	78
Course failure in Math	0	0	0	0	0	0	21	14	31	0	0	0	0	66
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	62	62	79	0	0	0	0	203
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	60	54	63	0	0	0	0	177
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	0	0	0	0	0	0	58	60	64	0	0	0	0	182

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	1	2	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	18	13	14	0	0	0	0	45

Date this data was collected or last updated
Wednesday 10/6/2021

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	228	213	189	0	0	0	0	630
Attendance below 90 percent	0	0	0	0	0	0	21	30	25	0	0	0	0	76
One or more suspensions	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	20	22	18	0	0	0	0	60
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	36	33	41	0	0	0	0	110

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	0	0	0	0	
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	0	0	0	0	0	0	228	213	189	0	0	0	0	630
Attendance below 90 percent	0	0	0	0	0	0	21	30	25	0	0	0	0	76
One or more suspensions	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	20	22	18	0	0	0	0	60
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	36	33	41	0	0	0	0	110

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	0	0	0	0	
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				50%	50%	54%	47%	47%	53%
ELA Learning Gains				55%	55%	54%	52%	52%	54%
ELA Lowest 25th Percentile				52%	52%	47%	46%	46%	47%
Math Achievement				53%	53%	58%	54%	54%	58%
Math Learning Gains				61%	61%	57%	62%	62%	57%
Math Lowest 25th Percentile				52%	52%	51%	58%	58%	51%
Science Achievement				44%	44%	51%	39%	39%	52%
Social Studies Achievement				67%	67%	72%	60%	60%	72%

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	43%	42%	1%	54%	-11%
Cohort Comparison						
07	2021					
	2019	49%	48%	1%	52%	-3%
Cohort Comparison		-43%				
08	2021					
	2019	57%	55%	2%	56%	1%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	49%	49%	0%	55%	-6%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	55%	53%	2%	54%	1%
Cohort Comparison		-49%				
08	2021					
	2019	19%	17%	2%	46%	-27%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	44%	42%	2%	48%	-4%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	65%	65%	0%	71%	-6%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	82%	52%	30%	61%	21%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

Math and ELA - Curriculum Associates iReady
Civics - FLVS Civics Practice EOC
Science - Savvas Elevate Progress Monitoring Assessments

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	199/32%	193/38%	209/44%
	Economically Disadvantaged	131/29%	16/25%	140/39%
	Students With Disabilities	47/17%	24/21%	46/20%
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	201/25%	198/42%	206/55%
	Economically Disadvantaged	135/22%	74/38%	137/50%
	Students With Disabilities	47/15%	51/55	45/20%
	English Language Learners	0/0	0/0	0/0

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	191/32%	163/23%	198/37%
	Economically Disadvantaged	113/22%	13/38%	118/27%
	Students With Disabilities	33/15%	7/29%	34/15%
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	196/18%	185/26%	198/29%
	Economically Disadvantaged	113/15%	70/26%	11523%
	Students With Disabilities	348%	16/25%	33/9%
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	154/33%	168/7%	170/1%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners	0/0	0/0	0/0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	175/31%	170/39%	176/44%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners	0/0	0/0	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	174/16%	166/21%	166/28%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners	0/0	0/0	0/0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	139/15%	158/6%	143/1%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners	0/0	0/0	0/0

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	29	44	40	36	45	43	32	32			
BLK	30	41	33	34	43	43	14	47	62		
HSP	63	63		53	47						
MUL	46	58		57	48		36	44			
WHT	51	51	41	54	47	49	44	61	69		
FRL	40	47	39	42	44	43	27	52	59		
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	38	61	56	41	55	50	54	45			
BLK	37	49	35	38	49	37	27	45	90		
HSP	63	79			79	79					
MUL	45	57		34	59		45				

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	54	57	61	59	64	58	51	73	87		
FRL	44	54	55	47	58	53	40	61	86		

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	29	46	49	40	60	53	17	53			
ASN	75	82		83	73						
BLK	30	48	48	39	56	49	25	51	100		
HSP	32	44		58	83						
MUL	48	52		52	57			33			
WHT	53	53	42	59	64	64	43	66	88		
FRL	36	47	43	47	61	56	31	53	82		

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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	433
Total Components for the Federal Index	9
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	39
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	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	52
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	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

TCMS' lowest data point, across all grade levels in Reading, was Comprehension of Informational Text. In Math, Geometry was the lowest data point for all grade levels.

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

Our greatest need for improvement is in 7th grade ELA, all domains.

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

Contributing factors included students enrolled in TEC due to Covid, multiple brick/mortar students being quarantined throughout the year, and need instructional changes.

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

Greatest improvement occurred in 6th grade Math and ELA.

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

Instructional changes were made, focusing on teaching the standards and using curriculum as a resource to do so. Progress monitoring was used to modify and drive instruction following in progress monitoring assessment.

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

Using progress monitoring assessments to modify and drive instruction, as well as differentiate instruction for students in need. Transitioning to Florida's BEST standards in ELA and Math will be a focus of instruction.

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.

ELA and Math teachers will receive professional development on Implementing the BEST Standards. This professional development will be on-going throughout the 21/22 school year.

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

Improvements in technology resources for students and adoption of Math curriculum that aligns with the BEST Standards. Transition to Civics360 for progress monitoring.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale:	Deep Dive into B.E.S. T. standards for ELA and Math
Measurable Outcome:	By the end of the 21/22 school year, ELA teachers will have shifted LAFS standards to Florida's new BEST Standards.
Monitoring:	Instructional Coach will monitor
Person responsible for monitoring outcome:	Yvonne Heartsfield (yvonne.heartsfield@taylor.k12.fl.us)
Evidence-based Strategy:	Ensuring that our curriculum is aligned to the BEST standards.
Rationale for Evidence-based Strategy:	We will utilize the Implementation Guides for Math and for ELA to align our core content to the new BEST standars.

Action Steps to Implement	

On-going professional development to analyze changes to the standards, aligned our curriculum to the BEST standards, and stacking the standards for effective instruction.

Person Responsible	Yvonne Heartsfield (yvonne.heartsfield@taylor.k12.fl.us)

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.

Safety and mental health are two other areas of focus for TCMS. In-school safety drills as well as simulation drills are being conducted throughout the year to better prepare in cases of emergency.
In addition, mental health training for all staff members and students are scheduled throughout the school year.

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.

Parents are encouraged to attend special days such as Open House, Take Your Dad to School Day, etc. We provide refreshments and set up photo booths to document their participation. We also upload these pictures to social media as a way to encourage others to attend. Homework and class assignments are published through Canvas. Student grades and school activities are posted in Focus for parental viewing. TCMS holds Parent Conference Nights once per nine weeks grading period for those parents who work and have a difficult time meeting during the work day. Parent/Teacher conferences are held weekly for students who may be having academic/behavioral/attendance issues. The ConnectEd phone system is utilized to notify parents of student absences as well as important information concerning school and their student. A Positive Behavioral Support System is in place to reward students for good behavior. All meetings and written notices are provided in a format that all families can understand.

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

Faculty and Staff - award dog bones to students who are caught doing good. Often provide treats and other incentives for the PBS team to use as rewards for our students. Model appropriate behavior and professionalism at all times.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards	$0.00
		Total:	$0.00