Taylor County Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Taylor County Elementary School

1600 E GREEN ST, Perry, FL 32347

http://www.edline.net/pages/taylor_county_es

School Board Approval

This plan was approved by the Taylor County School Board on 1/30/2024.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

TCES Mission Statement

Taylor County Elementary School is committed to providing all students with a relationship centered learning environment which stimulates high student growth rates, promotes effective tiered instruction through differentiation, and closely monitored academic and social development.

Provide the school's vision statement.

TCES Vision Statement

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Finley, Chuck	Principal	The primary job goal of the Principal at Taylor County Elementary School is to lead all stakeholders within the TCES school community in the development and implementation of the school improvement plan to meet the needs of students and to carry out the mission and goals of the school and the district. The Taylor County Elementary School Principal; SUPERVISES: - Instructional and non-instructional personnel. - Discipline, Attendance, and Facilities. IS RESPONSIBLE FOR: -Instructional leadership and supervision for student achievement. -Personnel action services, including the the establishment and maintenance of individual professional development plans. -School Operations/Delivery Systems, including the supervision of the operation and management of all activities and functions at the assigned school -Student Support Services -Personal/Professional Employee Qualities -Promoting leadership in the school improvement process, implementation of the school improvement plan and the School Advisory Council, while establishing and promoting the mission and vision of the school and district. -Ensuring that student growth and achievement are continuous and appropriate schoolwide. -Communication with all stakeholders concerning all aspects of school operations and instructional updates -Schoolwide discipline and supervision for student safety. -Personnel action services, including the the establishment and maintenance of individual professional development plans. -Communication with all stakeholders concerning all aspects of school operations and schoolwide expectations
Poppell, Rachel	Assistant Principal	The primary job goal of the Assistant Principal at Taylor County Elementary School is to assist the principal with administrative and instructional functions and the development and implementation of the school improvement plan to meet the needs of students and to carry out the mission and goals of the school and the district. The Taylor County Elementary School Assistant Principal, Curriculum and Instruction; SUPERVISES: - Instructional, and Support Personnel IS RESPONSIBLE FOR: -Instructional leadership and supervision for student achievement. -Personnel action services, including the the establishment and maintenance of individual professional development plans. -School Operations/Delivery Systems, including the supervision of the operation and management of all activities and functions at the assigned

Name	Position Title	Job Duties and Responsibilities
		school -Student Support Services -Personal/Professional Employee Qualities -Promoting leadership in the school improvement process, implementation of the school improvement plan and the School Advisory Council, while establishing and promoting the mission and vision of the school and district. -Ensuring that student growth and achievement are continuous and appropriate schoolwide. -Communication with all stakeholders concerning all aspects of school operations and instructional updates
Gray, Dave	Assistant Principal	The primary job goal of the Assistant Principal at Taylor County Elementary School is to assist the principal with administrative and instructional functions and the development and implementation of the school improvement plan to meet the needs of students and to carry out the mission and goals of the school and the district. The Taylor County Elementary School Assistant Principal, Discipline; SUPERVISES: - Discipline, Attendance, and Facilities IS RESPONSIBLE FOR: -Schoolwide discipline and supervision for student safety. -Personnel action services, including the the establishment and maintenance of individual professional development plans. -School Operations/Delivery Systems, including the supervision of the operation and management of all activities and functions at the assigned school -Student Support Services -Personal/Professional Employee Qualities -Promoting leadership in the school improvement process, implementation of the school improvement plan and the School Advisory Council, while establishing and promoting the mission and vision of the school and district. -Ensuring that student growth and achievement are continuous and appropriate schoolwide. -Communication with all stakeholders concerning all aspects of school operations and schoolwide expectations
White, Deana	Instructional Coach	To primary job goal of the Instructional Coach at Taylor County Elementary School is to Provide assistance to teachers in specified subject areas. The responsibilities of the Taylor County Elementary School Instructional Coach are to: -Assist teachers in developing strategies for effective student learning with an emphasis on core content area standards. -Work with students as needed.

Name	Position Title	Job Duties and Responsibilities
		-Gathers student data through observation, dialogue, testing tools, etc., to design alternative strategies to meet diagnosed student needs. -Facilitates the use of data for increased student achievement. -Implements ways to facilitate parental involvement and parent education in order to increase student learning. -Assist teachers in the implementation of curriculum integration with special emphasis on communication skills. -Models effective strategies for teaching content area skills and their application. -Supports teachers in the implementation of the Common Core State Standards and district initiatives in all curricular areas. -Serves as the official coaching liaison between school and district. -Serves as "Lead Learner" in Professional Learning Communities. -Serves as a consultant in the selection of instructional materials, supplies and equipment. -Involved with the implementation and monitoring of the School's Improvement Plan.
Sands, Kamryn	Staffing Specialist	To primary job goal of the Staffing Specialist at Taylor County Elementary School is to Provide assistance to teachers in specified subject areas. The responsibilities of the Taylor County Elementary School Instructional Coach are to: -Make short and longer-term plans, making schools aware of schedule. -Assist with the preparation of alternative learning activities for special needs. -Use test results to assist in planning strategies for ESE students that will enhance strengths in learning. -Assist schools with scheduling and data entry of exceptional students. -Assist the Coordinator of Exceptional Student Education in the implementation of ESE programs. -Assist in writing special programs and procedures for exceptional students. -Monitor the operation of ESE programs in the schools to ensure compliance and federal state and county laws and regulations. -Assist schools with annual review procedures. -Interpret test results for teachers, parents, and other educational personnel. -Assess student achievement by monitoring test scores, behavior patterns and observations. -Monitor and assess mainstreaming effectiveness. -Serve as the District's local education agency representative for eligibility staffing, placements, change in programs, development of Individual Education Plans

Name	Position Title	Job Duties and Responsibilities
		(IEPs), annual reviews and dismissals. -Facilitate ESE programs and paperwork at schools. -Provide technical support for teachers and other school personnel working with ESE students. -Ensure that ESE students are placed in the least restrictive environment. -Participate in school child education team planning sessions. -Serve as resource person to parents, school personnel and agencies. -Mediate between school and parents. -Facilitate meetings with school and child education teams. -Serve as ESE representative on committees. -Participate in meetings to discuss law changes, unique cases, and other relevant staffing needs. -Assist in providing training for ESE and regular education teachers, paraprofessionals, and other school personnel. -Participate in data collection of teacher input on administrator's performance assessment program. -Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.
Sadler, Summer	Math Coach	To primary job goal of the Instructional Coach at Taylor County Elementary School is to Provide assistance to teachers in specified subject areas. The responsibilities of the Taylor County Elementary School Instructional Coach are to: -Assist teachers in developing strategies for effective student learning with an emphasis on core content area standards. -Work with students as needed. -Gathers student data through observation, dialogue, testing tools, etc., to design alternative strategies to meet diagnosed student needs. -Facilitates the use of data for increased student achievement. -Implements ways to facilitate parental involvement and parent education in order to increase student learning. -Assist teachers in the implementation of curriculum integration with special emphasis on communication skills. -Models effective strategies for teaching content area skills and their application. -Supports teachers in the implementation of the Common Core State Standards and district initiatives in all curricular areas.

Name	Position Title	Job Duties and Responsibilities
		-Serves as the official coaching liaison between school and district. -Serves as "Lead Learner" in Professional Learning Communities. -Serves as a consultant in the selection of instructional materials, supplies and equipment. -Involved with the implementation and monitoring of the School's Improvement Plan.
Webb, Jerry	Dean	To primary job goal of the Dean of Students at Taylor County Elementary School is to create an atmosphere within the school which will enable students to achieve maximum benefits from all programs, services, and opportunities in a safe and orderly environment. The responsibilities of the Taylor County Elementary School Dean of Students are to: - Supervise personnel assigned by the Principal -Establish long- and short-range plans based on students needs and school, district, and state requirements and priorities. -Assist principal in developing and maintaining a philosophy of discipline for the school designed to create and preserve conditions essential to the orderly conduct of the school and prepare the student for effective participation in adult life. -Plan and prepare intervention strategies that contribute to a safe and orderly environment. -Assist in preparing for curriculum and service needs. -Process discipline referrals from teachers in a timely manner and in accordance with district and school guidelines. -Maintain student discipline files. -Complete investigative and due process procedures. -Evaluate effectiveness of discipline programs and procedures. -Accesses individual student records as appropriate to assess academic and behavioral progress.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

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

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

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

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	40%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	49	77	56	0	0	0	182
One or more suspensions	0	0	0	31	51	44	0	0	0	126
Course failure in English Language Arts (ELA)	0	0	0	53	96	25	0	0	0	174
Course failure in Math	0	0	0	27	60	52	0	0	0	139
Level 1 on statewide ELA assessment	0	0	0	50	52	43	0	0	0	145
Level 1 on statewide Math assessment	0	0	0	27	47	35	0	0	0	109
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	28	21	25	0	0	0	74

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	32	74	58	0	0	0	164

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	54	71	60	0	0	0	185
One or more suspensions	0	0	0	7	37	29	0	0	0	73
Course failure in ELA	0	0	0	20	27	23	0	0	0	70
Course failure in Math	0	0	0	9	24	18	0	0	0	51
Level 1 on statewide ELA assessment	0	0	0	10	40	64	0	0	0	114
Level 1 on statewide Math assessment	0	0	0	6	33	47	0	0	0	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	23	0	0	0	0	0	23

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	24	57	58	0	0	0	139

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	10	2	0	0	0	0	12
Students retained two or more times	0	0	0	1	4	9	0	0	0	14

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	54	71	60	0	0	0	185
One or more suspensions	0	0	0	7	37	29	0	0	0	73
Course failure in ELA	0	0	0	20	27	23	0	0	0	70
Course failure in Math	0	0	0	9	24	18	0	0	0	51
Level 1 on statewide ELA assessment	0	0	0	10	40	64	0	0	0	114
Level 1 on statewide Math assessment	0	0	0	6	33	47	0	0	0	86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	23	0	0	0	0	0	23

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	24	57	58	0	0	0	139

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	10	2	0	0	0	0	12
Students retained two or more times	0	0	0	1	4	9	0	0	0	14

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	42	44	53	37	40	56	37		
ELA Learning Gains				40			37		
ELA Lowest 25th Percentile				37			31		
Math Achievement*	56	58	59	46	38	50	45		
Math Learning Gains				44			33		
Math Lowest 25th Percentile				41			37		
Science Achievement*	50	52	54	33	48	59	37		
Social Studies Achievement*					46	64			
Middle School Acceleration					42	52			
Graduation Rate					35	50			
College and Career Acceleration						80			
ELP Progress			59						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	193
Total Components for the Federal Index	4
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	278
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL				
AMI				
ASN				
BLK	27	Yes	2	2
HSP	66			
MUL	58			
PAC				
WHT	56			
FRL	46			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	1	
ELL				
AMI				
ASN				
BLK	29	Yes	1	1
HSP	63			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	45			
PAC				
WHT	43			
FRL	38	Yes	1	

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	42			56			50					
SWD	33			50			45				4	
ELL												
AMI												
ASN												
BLK	26			34			19				4	
HSP	62			70							2	
MUL	43			55			75				3	
PAC												
WHT	47			65			59				4	
FRL	40			53			50				4	

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	37	40	37	46	44	41	33					
SWD	23	30	31	37	45	43	24					
ELL												
AMI												
ASN												

						2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
BLK	23	31	31	30	36	36	15					
HSP	39	80		61	70							
MUL	42	63		41	50		27					
PAC												
WHT	42	39	37	52	46	42	43					
FRL	35	41	40	41	42	40	26					

						2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	37	37	31	45	33	37	37					
SWD	26	39	31	31	31	33	32					
ELL												
AMI												
ASN												
BLK	19	31	23	23	26	25	13					
HSP	20			33								
MUL	37	44		37	31		38					
PAC												
WHT	45	39	35	55	36	40	46					
FRL	30	32	27	38	34	39	31					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

			ELA			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	43%	46%	-3%	54%	-11%
04	2023 - Spring	44%	45%	-1%	58%	-14%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	43%	44%	-1%	50%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	61%	63%	-2%	59%	2%
04	2023 - Spring	54%	57%	-3%	61%	-7%
05	2023 - Spring	59%	61%	-2%	55%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	51%	-2%	51%	-2%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

ELA Achievement - TCES students are lacking basic reading skills entering 3rd grade; TCES has inexperienced ELA teachers in each grade level; TCES has a new Reading Coach; TCES has a high volume of students who are language deprived due to our overall low socioeconomic demographic; TCES students lack exposure to literacy outside of school setting; TCES students lack vocabulary language development; TCES students lack real world experiences to build background knowledge.

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

NA for school grade cells.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

4th Grade ELA Achievement - TCES students are lacking basic reading skills entering 3rd grade; TCES has inexperienced ELA teachers in each grade level; TCES has a new Reading Coach; TCES has a high volume of students who are language deprived due to our overall low socioeconomic demographic; TCES students lack exposure to literacy outside of school setting; TCES students lack vocabulary language development; TCES students lack real world experiences to build background knowledge.

Which data component showed the most improvement? What new actions did your school take in this area?

5th Grade Science - TCES contracted with Dr. Szpyrka for Science support January-May of 2023: Dr. Szpyrka facilitated standards based planning meetings with our 5th grade Science teachers; Dr. Szpyrka facilitated progress monitoring efforts and data driven decision making for our students during data chats with our 5th grade Science teachers; Dr. Szpyrka facilitated the development of focus calendars during the 2nd semester; TCES "bubble students" were selected and offered after school science club/tutoring during the 2nd semester; TCES 5th grade Science teachers developed lab activities to build background knowledge during their Science lessons.

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

Course Failures for 3rd and 4th Grade ELA; Course Failures for 4th and 5th Grade Math; Attendance for Grades 3-5

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

1. ELA Achievement; LG; BQ LG (Writing)
2. Math LG; BQ LG
3. Science Achievement
4. Attendance

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Due to the teacher deficit of 19 vacancies in K-5, a focus is on teacher recruitment and retention. A New Teacher Next Steps program will be implemented to support teachers and encourage teachers to remain in Taylor County.
Additionally the TCES Leadership Team consist of only six members. Additional opportunities to incorporate more members on the TCES leadership team is needed to encourage a stronger leadership pool within the school and district.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Teacher vacancies will decrease by 50% in the following school year.
The number of participating members on the TCES school leadership team will increase by 50%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

A staff climate survey will be given monthly and following each professional learning opportunities. Leadership meeting agendas, sign in sheets, and minutes will be reviewed to determine leadership distribution as well as member participation.

Person responsible for monitoring outcome:

Chuck Finley (chuck.finley@taylor.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

New Teacher Next Steps program for new teachers 0-3 years will support teachers with high yield instructional practices, coaching, mentoring with useable feedback. The New Teacher Program began the school year with an Orientations to prepare teachers for the daily routines and procedures to be a successful teacher in our district for grades K-5. The second meeting for new teachers in the New Teacher Program consisted of a Classroom Management Professional Development session. A third New Teacher Program meeting has been schedule for October to cover Student Engagement. These Professional Learning opportunities are developed from the responses to the climate surveys issued by the facilitators. Staff morale continues to be raised through our Team Leader Meetings where teachers have a voice and our School Leadership Team addresses any concerns they have in a timely manner.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for us selecting this specific strategy is to ensure we equip all of our classes with certified highly qualified.

According to IES What Works Clearinghouse –

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

According to IESWWC (What Works Clearinghouse),

The New Teacher Next Steps is creating a mentoring team that will support professional learning for beginning teachers.

Person Responsible: Chuck Finley (chuck.finley@taylor.k12.fl.us)

By When: The mentoring team is created on July 17, 2023

The mentoring team is developing a plan of implementation.

Person Responsible: Summer Sadler (summer.sadler@taylor.k12.fl.us)

By When: The plan is developed by August 1, 2023.

The initial meeting of mentors and mentees will occur during pre-planning week.

Person Responsible: Deana White (deana.white@taylor.k12.fl.us)

By When: The meeting will occur by August 3, 2023.

Professional learning opportunities will occur monthly based on teacher needs assessment.

Person Responsible: Summer Sadler (summer.sadler@taylor.k12.fl.us)

By When: The professional learning opportunities will be ongoing from August 2023 through May 2024.

A reflection will occur mid year and end of year to evaluation the effectiveness of the program.

Person Responsible: Deana White (deana.white@taylor.k12.fl.us)

By When: The mid year reflection will occur in December 2023 and the end of the year reflection will occur in May 2024.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The rationale for focus on instructional practice is to increase the effect of tier one instruction and to raise student achievement.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Benchmark-aligned instruction will be evident by 75% of teacher's classroom instruction being aligned to ELA and math benchmarks.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will occur by using classroom walk through rubric on a quarterly basis.

Person responsible for monitoring outcome:

Rachel Poppell (rachel.poppell@taylor.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will receive additional collaborative planning not to exceed 4 hours per month outside of contract hours. Along with support from a Reading Coach, a Math Coach will be utilized to support teacher instruction and student learning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

TCES FAST Math data confirms the need for coaching support in math for teachers and students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

With close to 60% of our student population reading below grade level, we identify Science proficiency as a Focus areas for our school.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

55% or more of our 5th Grade Science students will score a Level 3 or higher on their Science State Standardized Assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will progress monitor our Science students (3 times throughout the school year) through an assessment, created by a Science consultant (Dr. Szpyrka), that aligns with the Science State Standardized Assessment.

Person responsible for monitoring outcome:

Chuck Finley (chuck.finley@taylor.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Science Support through Dr. Szpyrka in the following areas: Standards based Planning; Standards based Instruction; Standards based Common Assessments; Opportunities to build background knowledge through lab activities and Science related field trips; Data Chats - leadership and teachers as well as teachers and students; Curriculum Maps and Focus Calendars

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Assessment data supports the need to focus on innovative ways to deliver Science instruction due to a high volume of students reading below grade level.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create Science Curriculum Maps
Administer AP1 for Science
Data Chats with teachers/ students
Revise Curriculum Maps
Administer AP2 for Science
Data Chats with teachers/ students

Create Focus Calendar for 5th grade
Begin Science Club/ Lab Activities

Person Responsible: Chuck Finley (chuck.finley@taylor.k12.fl.us)

By When: August 25, 2023

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The district shall support and monitor the distribution of all grant funds to ensure schools with the greatest need receive the highest percentage of resources. The LEA's Director of Instruction meets with the administrative assistance on a monthly basis to ensure the budget is being spent and all items are properly coded. The Director of Instruction will then send an updated budget to each school to inform them of the amount of funding that is available and what can be purchased in those specific line items. The Director of Instruction meets with each school based administration team to review all grants. The school administration shares this information with their school advisory counsel and the Director of Instruction shares the budgets with the stakeholders during the District Advisory Counsel Meetings. Each counsel, School Advisory Counsel and District Advisory Counsel, meets four times per year.
Data is used to determine if the resources written in the grant are still the area with the greatest need. If not, an amendment would be written to better align the funding with the resources needed.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

TCES shared our School Improvement Plan, UniSIG Budget, and Schoolwide Program Plan through our School Webpage at https://taylorelem.fl.tce.schoolinsites.com/; during our TCES Leadership Team Meeting on July 13, 2023; during our TCSD Peer Review on August 15, 2023; during our SAC Committee Meeting on August 23, 2023; and during our TCSD School Board Meeting on August 30, 2023.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available.
(ESSA 1116(b-g))

TCES plans to continue building positive relationships with our parents, families and other community stakeholders through consistent and timely communication. TCES uses the following platforms for communication with students, parents, guardians, and other community stakeholders: TCES School Webpage- https://taylorelem.fl.tce.schoolinsites.com/; Focus Messenger; School FB Page; Wednesday Folders; Monthly; SAC Meetings; Monthly School Supporters Meetings; Quarterly Student Awards Assemblies; Quarterly Report Cards/ Mid-Terms; Weekly Grade Updates; TCES Orientation - August 8, 2023; TCES Title 1 Parent Meeting/ Open House - September 28, 2023; TCES Family Engagement Night - November 7, 2023; TCES Family Engagement Night - May 21, 2024.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We have removed all non-instructional duties from our teachers so they can focus solely on planning and instruction. Our teachers have an additional 50 minutes of instructional time in their day as a result so they can focus on Tier 3 students through small group instruction. We have created weekly collaborative planning times for our teachers with support from our Instructional Coaches. We will provide additional instructional time for our Bottom Quartile students in Reading through our After School Title 1 Tutoring Program and our Learning Loss Grant. We will provide additional instructional time for our "Bubble Kids" in Reading/ Math through our Intensive After School Grant. We will provide additional instructional time for our Bottom Quartile students in Reading/ Math through our Intensive Reading/ Math classes build into our master schedule. We will offer enrichment opportunities through our after school STEM program.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Our plans align with Federal grant requirements; State Statutes; and local district board policies.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

We have mental health counselors available to our students each day. We will offer our students Wellness Wednesdays for opportunities to build positive relationships with their peers and teachers in their classes. We begin each day with a Gut Check (to monitor a students feelings each morning) and Box Breathing (to assist with creating a calm learning environment for all).

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

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

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

We have monthly PLC's facilitated by our Instructional Coaches to assist with the growth of our teachers in the classroom. We have a TCES Beginning Teachers Program to assist with a smooth transition to our school. We have assigned Team Leaders to assist their colleagues with staying informed on important topics at our school, they can also share recommendations for the betterment of our school through their Team Leaders.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				$25,674.60
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	120	0041 - Taylor County Elementary Schl	UniSIG		$4,632.00
			Notes: Instructional staff training services: a total of 8 teachers will attend New Teacher Next Steps professional learning. They will attend this PL up to 2 hours per month for 10 months and be paid the current PD rate of pay, $28.95 8 teachers x 20 hours x $28.95 =			
	6400	220	0041 - Taylor County Elementary Schl	UniSIG		$355.00
			Notes: FICA @ 7.65%			
	6400	120	0041 - Taylor County Elementary Schl	UniSIG		$1,193.00
			Notes: Other instructional training services: hourly rate for one teacher to oversee and deliver the professional learning for the New Teacher Next Steps program. The teacher will be paid for 4 hours per month for 10 months. $29.81 x 40 hours= 1193.00			
	6400	210	0041 - Taylor County Elementary Schl	UniSIG		$162.00
			Notes: Retirement @ 13.57%			
	6400	220	0041 - Taylor County Elementary Schl	UniSIG		$92.00
			Notes: FICA @ 7.65%			

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	240	0041 - Taylor County Elementary Schl	UniSIG		$17.00
			Notes: worker's comp @ 1.37%			
	6300	120	0041 - Taylor County Elementary Schl	UniSIG		$8,400.00
			Notes: 40 additional hours for the positive behavior team to complete data analysis on behavior and attendance, review the school wide expectations, and update all positive behavior plans 6 teachers x 40 hours x $35.00(average salary)			
	6300	210	0041 - Taylor County Elementary Schl	UniSIG		$1,140.00
			Notes: retirement @ 13.57%			
	6300	220	0041 - Taylor County Elementary Schl	UniSIG		$642.60
			Notes: FICA @ 7.65%			
	6300	240	0041 - Taylor County Elementary Schl	UniSIG		$116.00
			Notes: worker's comp @ 1.37%			
	5100	519	0041 - Taylor County Elementary Schl	UniSIG		$3,000.00
			Notes: supplies and materials: poster printing ink to make posters for family engagement events, student positive behavior posters, and data charts			
	6400	510	0041 - Taylor County Elementary Schl	UniSIG		$2,254.60
			Notes: supplies and materials for the positive behavior team to use for the academic, attendance, and behavior store. The supplies will be pencils, markers, fidgets, markers, journals, pens, notebooks, posters, books.			
	6400	330	0041 - Taylor County Elementary Schl	UniSIG		$3,670.40
			Notes: travel for school leadership to attend BSI events and trainings. The cost will include: hotel, per diem meals, mileage(when applicable) and any registration fees.			
2	**III.B.**	**Area of Focus: Instructional Practice: Benchmark-aligned Instruction**				**$163,122.50**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	0041 - Taylor County Elementary Schl	UniSIG	1.0	$45,000.00
			Notes: Other Certified: Math instructional coach to support teachers, conduct classroom walk throughs, model lessons, and provide professional learning to all math teachers.			
	6400	210	0041 - Taylor County Elementary Schl	UniSIG		$6,106.50
			Notes: retirement at 13.57%			
	6400	220	0041 - Taylor County Elementary Schl	UniSIG		$3,442.50
			Notes: FICA at 7.65%			
	6400	230	0041 - Taylor County Elementary Schl	UniSIG		$4,200.00
			Notes: Group Insurance at $4200.00 annually			

	6400	240		0041 - Taylor County Elementary Schl	UniSIG		$616.50

Notes: Worker's compensation at 1.37%

| | 6300 | 130 | | 0041 - Taylor County Elementary Schl | UniSIG | | $8,400.00 |

Notes: Other certified: 80 additional hours for three staff members, staffing specialist, ELA Instructional coach, Math instructional coach, to complete data analysis, create an intervention schedule, align curriculum, identify students who need additional supports based on the most recent progress monitoring. 3 staff x 80 hours x $35.00(average) = 8400.00

| | 6300 | 210 | | 0041 - Taylor County Elementary Schl | UniSIG | | $1,140.00 |

Notes: retirement @ 13.57%

| | 6300 | 220 | | 0041 - Taylor County Elementary Schl | UniSIG | | $643.00 |

Notes: FICA @ 7.65%

| | 6300 | 240 | | 0041 - Taylor County Elementary Schl | UniSIG | | $116.00 |

Notes: worker's comp @ 1.37%

| | 6300 | 120 | | 0041 - Taylor County Elementary Schl | UniSIG | | $1,584.00 |

Notes: Instructional and Curriculum Development Services- other certified 2nd and 3rd grade vertical alignment. 2 days @ 2 hours per day.1 day during semester 1 and 1 day during semester 2. This will include 12 teachers and 2 instructional coachs. 12 teachers @ hourly rate of pay

| | 6300 | 130 | | 0041 - Taylor County Elementary Schl | UniSIG | | $288.00 |

Notes: Instructional and Curriculum Development Services- other certified 2nd and 3rd grade vertical alignment. 2 days @ 2 hours per day.1 day during semester 1 and 1 day during semester 2. This will include 12 teachers and 2 instructional coach. 2 instructional coaches x $36(average salary) x 2 hours x 2 sessions=

| | 6300 | 210 | | 0041 - Taylor County Elementary Schl | | | $254.00 |

Notes: retirement @ 13.57%

| | 6300 | 220 | | 0041 - Taylor County Elementary Schl | | | $144.00 |

Notes: FICA @ 7.65%

| | 6300 | 240 | | 0041 - Taylor County Elementary Schl | | | $26.00 |

Notes: worker's comp @ 1.37%

| | 6300 | 120 | | 0041 - Taylor County Elementary Schl | UniSIG | | $47,360.00 |

Notes: additional collaborative planning after contract hours up to 4 hours per month x 37 teachers x 10 months = 37 teachers x 32.00(average salary) x 4 hours x 10 months =

| | 6300 | 130 | | 0041 - Taylor County Elementary Schl | UniSIG | | $2,880.00 |

Notes: additional collaborative planning after contract hours up to 4 hours per month x 2 instructional coaches x 36.00 (average salary) x 10 months =

	6300	210		0041 - Taylor County Elementary Schl	UniSIG		$6,818.00
			Notes: retirement @ 13.57%				
	6300	220		0041 - Taylor County Elementary Schl	UniSIG		$3,844.00
			Notes: FICA @ 7.65%				
	6300	240		0041 - Taylor County Elementary Schl	UniSIG		$689.00
			Notes: worker's comp @ 1.37%				
	6400	120		0041 - Taylor County Elementary Schl	UniSIG		$10,712.00
			Notes: Professional learning for 37 teachers after contract hours. 1 hour per month x 10 months x 28.95(PL rate of pay) = 11470.00				
	6400	130		0041 - Taylor County Elementary Schl			$579.00
			Notes: professional learning for 2 instructional coaches after contract hours. 1 hour per month x 10 months x 28.95 (PL rate of pay) =				
	6400	220		0041 - Taylor County Elementary Schl			$864.00
			Notes: FICA @ 7.65%				
	6400	510		0041 - Taylor County Elementary Schl			$2,000.00
			Notes: supplies and materials for professional learning to include paper, chart paper, markers, books, binders, sticky notes, tabs, pens, pencils, notebooks.				
	6400	519		0041 - Taylor County Elementary Schl			$2,000.00
			Notes: supplies for professional learning: ink				
	6400	510		0041 - Taylor County Elementary Schl	UniSIG		$1,500.00
			Notes: supplies for math coach: items will include chart paper, paper, card stock, timers, sentence strips, name sticks, paper clips, folders, pencil boxes, sticky notes, highlighters, dry erase pockets, magnetic clips, sharpies, binder clips, stapler				
	6400	519		0041 - Taylor County Elementary Schl	UniSIG		$1,500.00
			Notes: ink for instructional coach to print items for classroom teachers to use for math				
	6400	310		0041 - Taylor County Elementary Schl	UniSIG		$900.00
			Notes: Professional and technical services: Taylor County School District will partner with the Panhandle Area Educational Consortium to have a PAEC consultant provide professional learning to the teachers. The consultant fee is $450.00 per day and includes the planning and delivery of the professional learning. The professional learning components will include the science of reading, FL DOE approved practice profile, the 5 components of reading, and the ELA BEST standards. This will allow teachers to opportunity to have professional learning opportunities with embedded content to strengthen their understanding of the science of reading.				
	6400	120		0041 - Taylor County Elementary Schl	UniSIG		$8,338.00
			Notes: instructional staff training: 36 teachers at the PL rate of pay, 28.95 x 8 hours=8337.60				

			Budget Focus	Funding Source	FTE	2023-24
	6400	220	0041 - Taylor County Elementary Schl	UniSIG		$678.00
			Notes: FICA @ 7.65%			
	6400	130	0041 - Taylor County Elementary Schl	UniSIG		$464.00
			Notes: instructional staff training services: 2 instructional coaches at the PL rate of pay for 8 hours 2 x 28.95 x 8 =464.00			
	6400	220	0041 - Taylor County Elementary Schl	UniSIG		$36.00
			Notes: FICA @ 7.65%			
3	**III.B.**	**Area of Focus: Instructional Practice: Science**				**$34,860.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0041 - Taylor County Elementary Schl	UniSIG		$1,874.00
			Notes: pay one teacher up to 2 hours per week to coach science teachers and to model in classrooms. 31.23 per hour x 2 hours per week x 30 weeks =			
	5100	210	0041 - Taylor County Elementary Schl	UniSIG		$255.00
			Notes: retirement @ 13.57%			
	5100	220	0041 - Taylor County Elementary Schl	UniSIG		$144.00
			Notes: FICA @ 7.65%			
	5100	240	0041 - Taylor County Elementary Schl	UniSIG		$26.00
			Notes: worker's comp @ 1.37%			
	5100	510	0041 - Taylor County Elementary Schl	UniSIG		$2,750.00
			Notes: Supplies for students for the after school science club: stem kits, soil, seeds, chemical reaction kits, physical change kits, science posters, earth and space kits, weather and seasons kits, potato clocks, habitat kits.			
	7800	330	0041 - Taylor County Elementary Schl	UniSIG		$5,175.00
			Notes: student field trip related to science standards: 3rd grade students will go to the Jacksonville Zoo. The cost for each student is $31.00 and each chaperone(1 is required per every 10 students) is $35.00. There will be a total of 150 3rd grade students and 15 chaperones. 150 students x $31.00 = $4650.00 Chaperones 15 x $35.00 = $525.00 for a total cost of $5175.00			
	7800	330	0041 - Taylor County Elementary Schl	UniSIG		$9,456.00
			Notes: Student field trip related to science standards: 4th grade students will go to Sea World. The cost for each student is $72.00 and each chaperone is $38.00. 1 chaperone is required per 10 students 125 students x $72.00 = 9000.00 12 chaperones x $38.00 = 456.00 for a total of 9456.00			
	7800	330	0041 - Taylor County Elementary Schl	UniSIG		$15,180.00
			Notes: student field trip related to science standards: 5th grade students attend an overnight NASA event. The ticket cost is $115.00 per student and $115.00 per chaperone. 1 chaperone is required per 10 students. 120 students x $115.00 = 13800.00 and 12 chaperones X $115.00 = 1380.00 for a total of			

	Total:	**$223,657.10**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes