Madison County Central School

2023-24

Schoolwide Improvement Plan (SIP)

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Madison County Central School

2093 W US 90, Madison, FL 32340

http://mccs.madison.k12.fl.us/

School Board Approval

This plan was approved by the Madison County School Board on 11/6/2023.

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.

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The MCCS mission is to educate all students in a quality, safe learning environment that ensures student success.

Provide the school's vision statement.

Through relationship building, Madison County Central School will provide a supportive and inclusive environment focused on academic growth that will inspire students to be lifelong learners and positive contributors to the world.

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
Sneed, Michael	Assistant Principal	Assists the Principal to provide instructional leadership to staff including: curriculum planning, review and implementation; and professional development. Assists in the day to day building administration and the safety and welfare of students, staff, volunteers, and activities.
Lundy, Ashley	Assistant Principal	To assist the principal with administration 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.
Jackson, Natalie	Assistant Principal	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.
Brown, Amanda	Principal	The job duties and responsibilities of the Principal are to ensure that each step of the School Improvement Plan is implemented to its fullest extent and to ensure that all students and staff have the highest amount of support possible to be able to reach the goals of the SIP. The Principal is responsible for monitoring the progress towards the goals of the SIP and to adjust, as necessary, if the goals aren't being met.
Anderson, Pamela	Assistant Principal	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.
Kauffman, paula	Instructional Coach	Assist instructional personnel with implementation of standards and strategies to increase student achievement.

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.

SAC - present SIP for feedback at first SAC meeting of the year
School Leadership Team input - review and revise feedback from SAC
School Admin Leadership Team input - review and revise feedback from SAC and SLT
Peer School Leadership Review - review and revise feedback from PSL (admin from district schools)
School Liason Review - have school liason review and make suggestions for edits to the SIP

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))

District Leadership Team monthly meeting - progress towards meeting goals of SIP through data review and classroom walkthroughs

BSI monthly meeting - data review and progress toward meeting goals of SIP through walkthroughs

SRLD monthly meetings - data review and progress toward meeting goals of SIP through walkthroughs and PD planned and provided through data gathered

FDLRs visits - Provide PD and support in the areas of the SIP

** District School Walkthroughs
** Regional School Walkthroughs

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)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	81%
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: C 2018-19: C 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	61	32	40	19	29	28	47	61	74	391
One or more suspensions	19	21	29	19	35	33	43	66	90	355
Course failure in English Language Arts (ELA)	0	11	13	7	15	1	0	12	20	79
Course failure in Math	0	4	6	5	9	0	0	2	20	46
Level 1 on statewide ELA assessment	0	0	0	6	11	32	27	31	48	155
Level 1 on statewide Math assessment	0	0	0	6	20	43	45	59	45	218
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	4	17	6	11	32	27	31	48	185

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	9	17	19	13	23	12	27	38	57	215

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	32	8	14	8	29	6	3	2	23	125
Students retained two or more times	0	0	7	5	11	4	23	21	28	99

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	63	50	37	28	49	40	70	74	59	470
One or more suspensions	19	22	19	24	23	40	56	39	53	295
Course failure in ELA	0	21	12	21	4	5	25	11	1	100
Course failure in Math	0	13	12	4	1	7	20	2	14	73
Level 1 on statewide ELA assessment	0	0	0	6	38	40	51	67	67	269
Level 1 on statewide Math assessment	0	0	0	8	43	59	60	57	65	292
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	14	21	21	13	25	26	40	33	49	242

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	19	23	11	12	9	10	23	21	27	155
Students retained two or more times	0	7	5	3	9	18	24	20	17	103

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	63	50	37	28	49	40	70	74	59	470
One or more suspensions	19	22	19	24	23	40	56	39	53	295
Course failure in ELA	0	21	12	21	4	5	25	11	1	100
Course failure in Math	0	13	12	4	1	7	20	2	14	73
Level 1 on statewide ELA assessment	0	0	0	6	38	40	51	67	67	269
Level 1 on statewide Math assessment	0	0	0	8	43	59	60	57	65	292
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	14	21	21	13	25	26	40	33	49	242

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	19	23	11	12	9	10	23	21	27	155
Students retained two or more times	0	7	5	3	9	18	24	20	17	103

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*	28	36	53	29	39	55	29		
ELA Learning Gains				44			32		
ELA Lowest 25th Percentile				40			29		
Math Achievement*	28	39	55	21	38	42	28		
Math Learning Gains				39			34		
Math Lowest 25th Percentile				42			36		
Science Achievement*	26	37	52	26	35	54	32		
Social Studies Achievement*	51	62	68	39	46	59	46		
Middle School Acceleration	85	74	70	54	44	51	63		
Graduation Rate			74		34	50			
College and Career Acceleration			53		49	70			
ELP Progress			55		63	70	40		

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	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	245
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	334
Total Components for the Federal Index	9
Percent Tested	98
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	24	Yes	4	2
ELL				
AMI				
ASN				
BLK	27	Yes	3	2
HSP	52			
MUL	25	Yes	2	1
PAC				
WHT	53			
FRL	39	Yes	3	

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	27	Yes	3	1
ELL				
AMI				
ASN				
BLK	30	Yes	2	1
HSP	50			
MUL	39	Yes	1	
PAC				
WHT	48			
FRL	35	Yes	2	

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	28			28			26	51	85			
SWD	19			22			23	38			5	
ELL												
AMI												
ASN												
BLK	24			22			13	45			5	
HSP	50			50			56				3	
MUL	33			17							2	
PAC												
WHT	31			36			50	56	90		5	
FRL	26			25			23	46	93		6	

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	29	44	40	21	39	42	26	39	54			
SWD	17	32	28	18	29	35	22	33				
ELL												
AMI												
ASN												
BLK	21	39	39	13	36	40	11	27	40			
HSP	46	61		44	52		46					
MUL	35	47		29	38		45					
PAC												
WHT	43	50	43	37	44	54	47	58	58			
FRL	27	43	40	19	37	39	20	38	48			

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	29	32	29	28	34	36	32	46	63			40
SWD	23	32	20	23	44	46	30	31				
ELL	10			30								40
AMI												
ASN												
BLK	18	24	32	17	25	30	20	34	63			
HSP	43	41		48	59		50					40
MUL	50	50		32	23							
PAC												
WHT	48	46	21	49	49	64	54	58	55			
FRL	26	29	27	23	30	35	28	40	68			

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	28%	37%	-9%	54%	-26%
07	2023 - Spring	23%	32%	-9%	47%	-24%
08	2023 - Spring	24%	34%	-10%	47%	-23%
04	2023 - Spring	42%	46%	-4%	58%	-16%
06	2023 - Spring	24%	34%	-10%	47%	-23%
03	2023 - Spring	29%	41%	-12%	50%	-21%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	11%	37%	-26%	54%	-43%
07	2023 - Spring	33%	44%	-11%	48%	-15%
03	2023 - Spring	21%	46%	-25%	59%	-38%
04	2023 - Spring	20%	38%	-18%	61%	-41%
08	2023 - Spring	32%	39%	-7%	55%	-23%
05	2023 - Spring	23%	32%	-9%	55%	-32%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	27%	36%	-9%	44%	-17%
05	2023 - Spring	21%	35%	-14%	51%	-30%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	47%	49%	50%	46%

CIVICS

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	60%	-12%	66%	-18%

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.

Sixth grade math showed to be the lowest performing grade level and subject area. This cohort has experienced multiple years of inconsistency with classroom instruction due to teacher retention.

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

The greatest decline was in Sixth grade ELA. There were 27 students that exhibited 2 plus indicators on the Early Warning Data, which is 30% of the 6th grade enrollment.

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.

The greatest gap was in 6th grade Math. MCCS (11%) State (55%) This cohort scored 10% proficient the prior year. There were 27 students that exhibited 2 plus indicators on the Early Warning Data, which is 30% of the 6th grade enrollment.

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

The 4th grade ELA scores showed the greatest increase in achievement. Dedicated intervention blocks in the master schedule were implemented. Support was included in each of these dedicated intervention times by paraprofessionals, as well as other staff members. The ELA teachers were also given support from the State Regional Literacy Director on a monthly basis to ensure understanding of the BEST Standards.

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

9 Kindergarten and 17 First graders exhibited 2 plus indicators on the Early Warning System. The areas of concern are attendance and number of suspensions.

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

7th grade Math students for the 23-24 school year.
7th grade ELA students for the 23-24 school year.
Attendance
3rd grade ELA
5th and 8th grade Science

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

#1. 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.

FAST performance data shows that proficiency data for MCCS is well below state average. In addition, only 1 grade level showed above 40% proficiency. Furthermore, our Students With Disabilities subgroup performed below 32% Federal Index Rate for the first time in three years.

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

Proficiency scores for Math and ELA, as measured by F.A.S.T Assessment PM 3 at the end of the 2024 school year, will increase by 25% for each grade level.

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

District created, Progress Learning benchmark assessments data will be reviewed monthly during PLCs. Learning walks to observe instructional practices (instructional focus boards) - ensure the components of the Instructional Focus Board and the activities are aligned to the standards.
Growth in proficiency from PM1, PM2, and PM3.
Monthly STAR progress monitoring for all students

Person responsible for monitoring outcome:
Amanda Brown (amanda.brown@mcsbfl.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.)

UFLI - phonics intervention in grades K-3
LLI - fluency and comprehension intervention for grades 1-5
FCRR - interventions used to address a wide variety of skills
Practice Guides for Middle Grades ELA and Math interventions

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

The amount of students performing below proficiency requires the use of the interventions listed to address the needs of the foundations of reading and math.

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.

Professional Development to ensure teachers are properly trained in understanding the BEST Standards.

Person Responsible: paula Kauffman (paula.kauffman@mcsbfl.us)

By When: BEST ELA and Math Standards training will be completed by September 30.. Professional Development will be on-going through PLCs and continued trainings with the instructional coaches, SRLD, and PAEC.

Professional Development to ensure general education teacher and support facilitator for inclusion classrooms are planning together to provide the most effective support to our SWDs.

Person Responsible: Ashley Lundy (ashley.lundy@mcsbfl.us)

By When: Professional Development and planning will be on-going weekly during PLCs. Support Facilitators and General Education Classroom teachers will meet weekly.

#2. Positive Culture and Environment specifically relating to Early Warning System

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.

EWS data demonstrates that 49% of the students (K-8) had attendance below 90%.

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

At the end of the 2024 school year, MCCS will lower the percentage of students with attendance below 90% from 49% to 25%.

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

Daily attendance reports will be utilized to make personal phone calls home by assigned staff members. Attendance will be a recurring item on every PLC agenda.

Person responsible for monitoring outcome:

Amanda Brown (amanda.brown@mcsbfl.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.)

Florida PBIS for attendance - strategies for improving student attendance will be utilized for promoting and rewarding attendance.

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

EWS data demonstrates that 49% of the students (K-8) had attendance below 90%. To increase proficiency, students must be in attendance to receive standards aligned instruction. Using the suggested strategies from PBIS to identify chronic absenteeism and increase the attendance of all 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?

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.

Establish team to meet regularly and examine attendance weekly data.

Person Responsible: Amanda Brown (amanda.brown@mcsbfl.us)

By When: Weekly throughout the 2023-2024 school year.

Staff will provide incentives - planned and unplanned - for students who are attending school regularly.

Person Responsible: Amanda Brown (amanda.brown@mcsbfl.us)

By When: Weekly, Bi-Weekly, Monthly, Nine weeks

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 monitors the District Strategic Plan which includes strategies for improving school grades by increasing student achievement. The district ensures schools demonstrating the greatest need receive the highest percentage of aligned resources by utilizing the Comprehensive Needs Assessment Process.
Each year, schools are required to complete a Comprehensive Needs Assessment which is provided to school administrators by Special Services Coordinator. This survey is sent out in March of each year and returned to Special Services Coordinator by the end of May. Upon completion and review, the Special Services Coordinators meets with schools and District Administration team to determine a plan for acquiring needed resources.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

MCCS scored below the 50% in grades 1 and 2 for the 22-23 school y
Grades K-2nd will implement UFLI as the core ELA program. MCCS will receive continued PD around the BEST ELA Standards with the SRLD. Monthly STAR assessments will be given to monitor the effectiveness of the programs and PD given to the teachers. Very specific intentional staff changes were made for the 2023-2024 school year due to the data from 22-23 school year.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

MCCS scored below the 50% in grades 3rd, 4th, and 5th for the 22-23 school year.
Third grade will utilize UFLI for instructional purposes based on 2nd grade scores of incoming 3rd graders for foundational skills. Intentional staff changes were made to assist with instructional gaps. The SRLD is providing continued PD on the benchmark aligned lessons. The district reading coach is assisting with planning the benchmark aligned lessons.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

In grades K-2, ELA scores will increase by 25% in each grade level.

Grades 3-5 Measurable Outcomes

In grades 3-5, ELA scores will increase by 25% in each grade level.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

K-5th grade students will take the STAR Early Literacy or STAR Reading assessment monthly. This assessment will be used to determine if the interventions are working and the next steps that need to be taken in order to ensure the goal is being met for each student.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Brown, Amanda, amanda.brown@mcsbfl.us

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

K-2nd grade will utilize UFLI for whole group Tier 1, as well as for interventions, If being used as a student's intervention, those students will be moved back to beginning lessons to fill the gaps.

3rd-5th will use UFLI as an intervention at the level at which they need to be at according to the Core Phonics Survey that is administered to each student K-8th.
LLI is utilized as a small group intervention in 1st-5th based on the data from STAR testing and the Core Phonics Survey.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The Core Phonics Surveys and the STAR assessments provided data that the majority of our students are 2 or more years below in the area of phonics. Students are not able to dissect and attack unknown words.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Professional Development in the area of Benchmark Aligned Instruction. Teachers will be trained on the 13 tested standards and what mastery looks like for each of those standards. On-going PD will be provided by the SRLD, as well as the District Literacy Coach.	Kauffman, Paula, kauffman.paula@mcsbfl.us
On-going training for new teachers and staff members on the implementation of the UFLI program, as well as LLI. All teachers and paras are trained in both programs.	Kauffman, Paula, kauffman.paula@mcsbfl.us

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.

The SIP will be presented at the SAC and PTO meeting to a committee of stakeholders. The SIP will also be added to the school website, Bloomz parent communication form, Peach Jar, Monthly Newsletter (SIP section).
https://mccs.madison.k12.fl.us/

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))

Parent involvement nights monthly
Bloomz for communication
Monthly Newsletters
Parent Teacher Conferences
School Website
Peachjar
Monthly Reports - Star Progress Monitoring
https://mccs.madison.k12.fl.us/

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))

All K-5 students will have a dedicated Math and ELA intervention time (30 minutes each) in their daily schedule (per the master schedule). Supports will be pushed into classrooms during these blocks.
6th-8th grade students will all have a dedicated Reading intervention time/Critical Thinking time as one of their daily periods, which will address reading deficiencies (Level 1 students) or enrichment through STEM activities. Intervention courses are fluid based on progress monitoring data.

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))

MCCS integrates resources from all programs in order to ensure success of the whole child.

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))

MCCS has a guidance counselor on staff with a background in mental health counseling. She is readily available to speak with students and provide services to assist with the many challenges that our youth face on a daily basis.

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))

n/a

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).

MCCS utilizes Automatic RtI. The teachers focus on Tier 1 behaviors and ensuring that procedures are in place so that all students can be successful in the classroom. For those students that are not able to be successful with Tier 1 behavior supports, we then move them on to Tier 2 and if necessary, Tier 3.

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))

MCCS teachers receive on-going professional development in the areas of standards aligned instruction. MCCS utilizes the SRLD, district math coach, PAEC initiatives, and other professionals for professional development to ensure that the teachers are teaching the benchmarks at the level needed for mastery.

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))

MCCS houses 3 prek classrooms, as well as the North Florida Child Development Center. All of these students are immersed in the activities of the school day and there is open dialogue between the prek staff and the elementary staff at MCCS.

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: Instructional Practice: Benchmark-aligned Instruction				$266,722.25
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	0041 - Madison County Central School	UniSIG		$28,125.00
			Notes: Salary for Tutors To provide students with smaller based group instruction and remediation in order to improve student achievement the school will hire five academic tutors at the rate of $15.00 per hour. Tutors will work up to 15 hours per week for a total of 25 weeks.			
	5100	369	0041 - Madison County Central School	UniSIG		$46,267.00

			Notes: Top Score Writing Online Curriculum that is aligned to the new B.E.S.T. standards. Top Score uses researched-based best practices for the writing curricula; researched by Hanover Research and Interactive Educational Systems Design.			
	6150	370	0041 - Madison County Central School	UniSIG		$1,600.00
			Notes: MCCS will communicate with parents monthly with student data reports regarding STAR assessments. To Provide parents with color copy of reports for clarity concerning student growth and achievement levels, 4 printers with be purchased for Assistant Principal offices.			
	5100	121	0041 - Madison County Central School	UniSIG		$10,000.00
			Notes: Instructional Coaches (Math, Science, and Reading) will provide professional development throughout the year for 52 instructional staff to include but not limited to: Standard Based Instruction, Data Analysis to drive Instruction, and Bloomz after school at a rate of $50 per hour for 200 hours.			
	6400	131	0041 - Madison County Central School	UniSIG		$750.00
			Notes: Compensation for one Math, one Science, and one Reading Instructional Coach to provide professional development throughout the year for 52 instructional staff. Professional development trainings will include but are not limited to: Standard Based Instruction, Data Analysis to drive Instruction, and Bloomz after school for up to 5 hours each.			
	7800	161	0041 - Madison County Central School	UniSIG		$300.00
			Notes: Transportation costs for 40 Pre-K Students will take a field trip to Fifth Day Farms in Valdosta, GA which includes bus driver's pay, and fuel costs. Teachers will work with students on mastering Building and Maintaining relationships with Adults and Peers. Specifically the following Benchmarks will be taught and assessed for mastery during the field trip. Benchmark a: Engages in associative play and begins to play cooperatively with friends Benchmark a: Plays with peers in a coordinated manner including assigning roles, materials and actions Benchmark b: Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking.			
	5900	330	0041 - Madison County Central School	UniSIG		$480.00
			Notes: Entrance costs for 40 Pre-K Students to enter Fifth Day Farms in Valdosta, GA. Teachers will work with students on mastering Building and Maintaining relationships with Adults and Peers. Specifically the following Benchmarks will be taught and assessed for mastery during the field trip. Benchmark a: Engages in associative play and begins to play cooperatively with friends Benchmark a: Plays with peers in a coordinated manner including assigning roles, materials and actions Benchmark b: Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking			
	5900	330	0041 - Madison County Central School	UniSIG		$1,445.00
			Notes: Approximately 70 KG students will take a field trip to Tallahassee Junior Museum in Tallahassee, Florida. Teachers will assess teach and assess mastery of the following standards pre/post field trip. MA.K12.MTR.7.1 Apply mathematics to real-world contexts. MA.K.NSO.1.3 Identify positions of objects within a sequence using the words first, second, third, fourth or fifth. ELA.K.C.4.1 Recall information to answer a question about a single topic. SS.K.A.2.4 Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility. SS.K.A.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage			
	7800	161	0041 - Madison County Central School	UniSIG		$750.00
			Notes: Transportation costs to transport approximately 85 KG students to the Tallahassee Junior Museum in Tallahassee, Florida which includes bus driver's pay and fuel costs.			
	5900	330	0041 - Madison County Central School	UniSIG		$650.00

			Notes: Entrance costs for 1st Grade students (66 students) to attend a field trip to the Challenger Learning Center in Tallahassee, Florida. Teachers will teach and assess students on the following benchmarks: SC.K2.CS-CP.1.1 Identify different kinds of data (e.g., text, charts, graphs, numbers, pictures, audio, video, and collections of objects). SC.K2.CS-CS.6.1 Identify tasks that are made easier because of computers. The field trip with allow students to interact with what they are learning and foster collaborative learning.			
	7800	161	0041 - Madison County Central School	UniSIG		$680.00
			Notes: Transportation costs for 66 1st Grade students to attend a field trip to the Challenger Learning Center in Tallahassee, Florida. Bus driver's pay and fuel are included in this costs.			
	5900	330	0041 - Madison County Central School	UniSIG		$160.00
			Notes: Entrance costs for 74 2nd Grade students to attend a field trip to the Mission San Luis Museum In Tallahassee, Florida. Students will learn about timelines and linear representations of important events organized in the order in which they occurred. Students will be presented with key dates in Florida's history and will recognize the importance of the state's colonial past, as well as their own family's personal histories. SS.2.A.2.1 Recognize that Native Americans were the first inhabitants in North America. SS.2.A.2.3 Describe the impact of immigrants on the Native Americans. SS.2.A.3.1 Identify terms and designations of time sequence.			
	7800	161	0041 - Madison County Central School	UniSIG		$680.00
			Notes: Transportation costs to transport 74 2nd Grade students to the Mission San Luis Museum in Tallahassee, Florida.			
	5900	330	0041 - Madison County Central School	UniSIG		$2,895.00
			Notes: Entrance costs for 3rd Grade students (80) to attend a field trip to Sea World in Orlando, FL			
	7800	161	0041 - Madison County Central School	UniSIG		$5,680.00
			Notes: Transportation costs to transport 80 third graders to Seaworld			
	7800	161	0041 - Madison County Central School	UniSIG		$5,995.00
			Notes: Transportation costs to transport 50 4th Grade students to St. Augustine, Florida on charter buses.			
	5900	330	0041 - Madison County Central School	UniSIG		$1,680.00
			Notes: Entrance costs for 75 5th Grade students to attend a field trip to the Aquarium in Atlanta, GA			
	7800	161	0041 - Madison County Central School	UniSIG		$10,500.00
			Notes: Transportation costs to for 75 5th Grade students to travel to the Aquarium in Atlanta, GA			
	7800	790	0041 - Madison County Central School	UniSIG		$5,700.00
			Notes: Entrance costs for 95 6th Grade students to attend a field trip to the Kennedy space Center in Port Canaveral, Florida			
	7800	161	0041 - Madison County Central School	UniSIG		$5,478.00
			Notes: Transportation costs to transport 95 6th Grade students to the Kennedy Space Center in Port Canaveral, Florida by charter buses.			

	7800	790		0041 - Madison County Central School	UniSIG		$3,360.00
			Notes: Entrance costs for 142 7th Grade students to attend a field trip to the Orlando Science Center in Orlando, Florida.				
	7800	161		0041 - Madison County Central School	UniSIG		$5,886.00
			Notes: Transportation costs to transport 142 7th Grade students to the Orlando Science Center in Orlando, Florida by charter buses.				
	7800	790		0041 - Madison County Central School	UniSIG		$1,648.82
			Notes: Entrance Costs for 120 8th Grade students to attend a field trip to the Challenger Learning Center in Tallahassee, Florida.				
	7800	161		0041 - Madison County Central School	UniSIG		$1,254.00
			Notes: Transportation costs to include the bus driver's pay and fuel costs to transport 120 8th Grade students to the Challenger Learning Center in Tallahassee, Florida				
	5100	220		0041 - Madison County Central School	UniSIG		$1,743.75
			Notes: FICA/Social Security tax burden for 5 tutors at 6.2%				
	5100	221		0041 - Madison County Central School	UniSIG		$407.81
			Notes: Medicare tax burden for 5 tutors at 1.45%				
	5100	240		0041 - Madison County Central School	UniSIG		$410.63
			Notes: Workman's Compensation Insurance for 5 tutors at 1.46%				
	7800	220		0041 - Madison County Central School	UniSIG		$111.60
			Notes: FICA/Social Security tax burden for 14 bus drivers for 6 hours each to transport students on field trips at 6.2%				
	7800	210		0041 - Madison County Central School	UniSIG		$244.26
			Notes: Retirement Contribution for 14 bus drivers for 6 hours each to transport students on field trips at 13.57%				
	7800	221		0041 - Madison County Central School	UniSIG		$203.00
			Notes: Medicare tax burden for 14 bus drivers for 6 hours each to transport students on field trips at 1.45%				
	7800	240		0041 - Madison County Central School	UniSIG		$262.80
			Notes: Workman's Compensation Insurance for 15 bus drivers for 6 hours each to transport students on field trips at 1.46%				
	6400	210		0041 - Madison County Central School	UniSIG		$101.78
			Notes: Retirement Contribution for 3 Instructional Coaches for up to 5 hours to provide professional development after school at 13.57%				
	6400	220		0041 - Madison County Central School	UniSIG		$46.50

			Notes: FICA/Social Security tax burden for 3 Instructional Coaches for up to 5 hours to provide professional development after school at 6.2%			
	6400	221	0041 - Madison County Central School	UniSIG		$10.88
			Notes: Medicare tax burden for 3 Instructional Coaches to provide afterschool professional development at 1.45%			
	6400	240	0041 - Madison County Central School	UniSIG		$10.95
			Notes: Workman's Compensation Insurance for 3 Instructional Coaches to provide afterschool professional development at 1.46%			
	5100	210	0041 - Madison County Central School	UniSIG		$1,357.00
			Notes: Retirement Contribution at 13.57% for 52 Instructional Staff for up to a total of 160 hours to receive professional development after school.			
	5100	220	0041 - Madison County Central School	UniSIG		$620.00
			Notes: FICA/Social Security Tax burden at 6.2% for 52 Instructional Staff for up to a total of 160 hours to receive professional development after school.			
	5100	221	0041 - Madison County Central School	UniSIG		$145.00
			Notes: Medicare Tax burden at 1.45% for 52 Instructional Staff for up to a total of 160 hours to receive professional development after school.			
	5100	240	0041 - Madison County Central School	UniSIG		$146.00
			Notes: Workman's Compensation Insurance at 1.46% for 52 Instructional Staff for up to a total of 160 hours to receive professional development after school.			
	5100	220	0041 - Madison County Central School	UniSIG		$580.00
			Notes: Group health insurance for new positional Instructional Math Coach			
	5900	150	0041 - Madison County Central School	UniSIG		$63,200.00
			Notes: Afterschool tutoring			
	6150	370	0041 - Madison County Central School	UniSIG		$8,439.00
			Notes: Poster Maker System which will include everything the school needs to have the ability to create in-house posters for school wide data, policies, on a large scale to further communicate with parents and stakeholders.			
	7800	161	0041 - Madison County Central School	UniSIG		$46,717.47
			Notes: Transportation costs to transport 400 Students grades KG-3rd Grade students to St. Augustine, Florida on charter buses.			
2	**III.B.**	**Area of Focus: Positive Culture and Environment: Early Warning System**				**$63,458.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	7300	130	0041 - Madison County Central School	UniSIG	1.0	$47,000.00
			Notes: Salary for MTSS Dean of Students: Based on Early Warning System data, MCCS has historical high proportions of referrals and student absences. The MTSS Dean will work to improve student behavior through instruction, conferencing with students and parents, and modeling behavior strategies for classroom teachers. The Dean will also			

			work with other staff to develop and implement strategies and system wide incentives to improve student attendance.			
	7300	220	0041 - Madison County Central School	UniSIG		$2,914.00
			Notes: MTSS Dean's FICA/Social Security tax burden at 6.2%			
	7300	240	0041 - Madison County Central School	UniSIG		$685.00
			Notes: MTSS Dean's Workmen's Compensation Insurance at 1.46%.			
	7300	230	0041 - Madison County Central School	UniSIG		$5,800.00
			Notes: MTSS Dean's Group Insurance			
	7300	210	0041 - Madison County Central School	UniSIG		$6,378.00
			Notes: MTSS Dean's Retirement contribution at 13.57%			
	7300	221	0041 - Madison County Central School	UniSIG		$681.00
			Notes: MTSS Dean's Medicare tax burden at 1.45%			
					Total:	$330,180.25

Budget Approval

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

No