

Agenda Item Number 7.02 (T)

**Taylor County District School Board
Office of the Superintendent
Agenda Item for School Board Approval**

APPROVED

OCT 07 2025

By Taylor County
School Board

Date Submitted 09/24/2025 Board Meeting Date 10/07/2025

Date agenda item is due in the Superintendent's Office 09/26/2025

Person submitting the item: Jill Rudd

Name of document placed on agenda: TCES School Improvement Plan

Summary description regarding this action item:

Please review and approve TCES School

Improvement plan for the 2025-2026 school year.

Signatures Required

Yes ☐ No ☒

Reviewed by:

Director of Finance _____

The action described above is provided for and is consistent with relevant contract and grant provisions and the Board approved budget as amended.

Director of Personnel _____

The action described above is provided for and is consistent with the Board approved staffing plan and collective bargaining agreements.

Director of Instruction _____

The action described above is provided for and is consistent with relevant Federal programs and the Board approved School Improvement, Instructional and Curriculum Plans.

Superintendent _____

Taylor County School District

TAYLOR COUNTY ELEMENTARY SCHL

APPROVED

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School Board



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's 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

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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Rachel Poppell

rachel.poppell@taylor.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

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 while making sure these staff members are meeting the schoolwide goals established for student achievement, student discipline, and student attendance. The principal 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; and communication with all stakeholders concerning all aspects of school operations and schoolwide expectations.

Leadership Team Member #2

Employee's Name

Jennifer Amman

jennifer.aman@taylor.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

The primary job goal of the Assistant 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 Assistant Principal supervises instructional and non-instructional personnel while making sure these staff members are meeting the schoolwide goals established for student achievement, student discipline, and student attendance. The assistant principal 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; ensuring that student growth and achievement are continuous and appropriate schoolwide; and communication with all stakeholders concerning all aspects of school operations and instructional updates. The assistant principal is also serves as the school site assessment coordinator and the SBTMT Chair.

Leadership Team Member #3

Employee's Name

Brittany Poore

brittany.poore@taylor.k12.fl.us

Position Title

ESE Staffing Specialist

Job Duties and Responsibilities

The primary job goal of the Staffing Specialist at Taylor County Elementary School is to provide assistance to teachers in specified subject areas. To assist with SIP implementation, the responsibilities of the Taylor County Elementary School ESE Staffing Specialist 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 (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; and ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification.

Leadership Team Member #4

Employee's Name

Eli Walker

eli.walker@taylor.k12.fl.us

Position Title

Literacy Coach

Job Duties and Responsibilities

The primary job of the Literacy Coach at Taylor County Elementary School is to Provide assistance to teachers in specified subject areas. To assist with SIP implementation, 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; gather student data through observation, dialogue, testing tools, etc., to design alternative strategies to meet diagnosed student needs; facilitate the use of data for increased student achievement; implement 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; support teachers in the implementation of the Common Core State Standards and district initiatives in all curricular areas; serve as the official coaching liaison between school and district; serve as "Lead Learner" in Professional Learning Communities; serve as a consultant in the selection of instructional materials, supplies and equipment; and be involved with the implementation and monitoring of the School's Improvement Plan.

Leadership Team Member #5

Employee's Name

Heather Wright

heather.wright@taylor.k12.fl.us

Position Title

Dean of Students

Job Duties and Responsibilities

The 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. To assist with SIP implementation, 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; and access individual student records as appropriate to assess academic and behavioral progress.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

TCES Leadership team will identify goals and action items for the 2025-2026 school year. Faculty and staff will be allowed to review and provide input on goals and action items via faculty and staff meetings, lead teacher meetings, and grade level content area collaborative planning. Parents and community stakeholders will be allowed to review and provide input on goals and action during School Advisory Council Meetings and Parent Teacher Organization Meetings. School leadership will participate in a district level peer review of the SIP and make adjustments based on feedback provided by other school based leadership teams and administrators.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

TCES will participate in a district level peer review of the SIP for feedback. Prior to the district SIP review, the School Leadership Team reviewed the SIP and made revisions together. TCES will present the SIP to the TCES School Advisory Council for an official review with opportunities to make revisions based on their feedback. The progress of our students will be monitored through teacher/ leadership data chats after each progress monitoring. Emphasis will be placed on students who have

the greatest achievement gaps and the ESSA Subgroups of SWD's and Black/African American students.

C. Demographic Data

2025-26 STATUS
(PER MSID FILE)

ACTIVE

SCHOOL TYPE AND GRADES SERVED
(PER MSID FILE)

ELEMENTARY
3-5

PRIMARY SERVICE TYPE
(PER MSID FILE)

K-12 GENERAL EDUCATION

2024-25 TITLE I SCHOOL STATUS

YES

2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE

100.0%

CHARTER SCHOOL

NO

RAISE SCHOOL

YES

2024-25 ESSA IDENTIFICATION
*UPDATED AS OF 1

ATSI

ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT
(UNISIG)

STUDENTS WITH DISABILITIES
(SWD)

2024-25 ESSA SUBGROUPS REPRESENTED
(SUBGROUPS WITH 10 OR MORE STUDENTS)
(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE
IDENTIFIED WITH AN ASTERISK)

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.

2024-25: C
2023-24: C
2022-23: C
2021-22: D
2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment				194	183	177				554
Absent 10% or more school days				68	48	55				171
One or more suspensions				7	2	4				13
Course failure in English Language Arts (ELA)				30	8	9				47
Course failure in Math				12	10	20				42
Level 1 on statewide ELA assessment				57	32	59				148
Level 1 on statewide Math assessment				39	26	41				106
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				14						14
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				9	8					17

Current Year 2025-26

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				47	27	43				117

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				15	17	4				36
Students retained two or more times				5	16	9				30

Prior Year (2024-25) As Last 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 school days				78	89	68				235
One or more suspensions				70	68	75				213
Course failure in English Language Arts (ELA)				55	87	29				171
Course failure in Math				29	59	55				143
Level 1 on statewide ELA assessment				67	59	48				174
Level 1 on statewide Math assessment				39	33	50				122
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				67						67
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				20	23					43

Prior Year (2024-25) As Last Reported (pre-populated)

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				33	77	59				169

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				17	1					18
Students retained two or more times				11	6	1				18

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025		2024		2023**	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	45	48	59	37	40	57
Grade 3 ELA Achievement	54	56	59	37	39	58
ELA Learning Gains	48	50	60	44	47	60
ELA Lowest 25th Percentile	46	46	56	55	56	57
Math Achievement*	53	55	64	44	47	62
Math Learning Gains	44	48	63	41	45	62
Math Lowest 25th Percentile	33	35	51	41	43	52
Science Achievement	47	50	58	37	41	57
Social Studies Achievement*			92		50	54
Graduation Rate						
Middle School Acceleration						
College and Career Acceleration						
Progress of ELLs in Achieving English Language Proficiency (ELP)		63			61	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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)**2024-25 ESSA FPPI**

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	46%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	370
Total Components for the FPPI	8
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
46%	42%	48%	40%	37%		58%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)**2024-25 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%
Students With Disabilities	45%	No		
Black/African American Students	38%	Yes	4	
Hispanic Students	41%	No		
Multiracial Students	48%	No		
White Students	50%	No		
Economically Disadvantaged Students	43%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	45%	54%	48%	46%	53%	44%	33%	47%					
Students With Disabilities	40%	56%	47%	38%	53%	47%	35%	46%					
Black/African American Students	34%	47%	47%	56%	38%	30%	26%	22%					
Hispanic Students	27%				55%								
Multiracial Students	49%	56%	37%		53%	44%							
White Students	50%	56%	50%	43%	59%	51%	34%	57%					
Economically Disadvantaged Students	41%	48%	46%	46%	46%	40%	33%	43%					

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	2022-23										2021-22		
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	37%	37%	44%	55%	44%	41%	41%	37%					
Students With Disabilities	19%	22%	40%	60%	27%	40%	37%	20%					
Black/African American Students	22%	28%	47%	60%	32%	31%	39%	14%					
Hispanic Students	39%		33%		63%	62%		55%					
Multiracial Students	29%	8%	53%		43%	47%		54%					
White Students	44%	45%	43%	51%	49%	45%	43%	43%					
Economically Disadvantaged Students	34%	33%	42%	53%	39%	41%	42%	35%					

	2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS									
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	42%	45%			56%			50%		
Students With Disabilities	33%	41%			50%			45%		
Black/African American Students	26%	30%			34%			19%		
Hispanic Students	62%				70%					
Multiracial Students	43%				55%			75%		
White Students	47%	53%			65%			59%		
Economically Disadvantaged Students	40%	40%			53%			50%		

E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	53%	54%	-1%	57%	-4%
ELA	4	36%	40%	-4%	56%	-20%
ELA	5	41%	45%	-4%	56%	-15%
Math	3	62%	62%	0%	63%	-1%
Math	4	46%	50%	-4%	62%	-16%
Math	5	41%	45%	-4%	57%	-16%
Science	5	46%	49%	-3%	55%	-9%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Third grade ELA showed the most improvement from the 2023-2024 to 2024-2025 school year. Achievement in this area increased 17 percentage points, from 37% in the 2023-2024 school year to 54% in the 2024-2025 school year. TCES hired a new Instructional Coach who focused on standards based instruction at collaborative planning. These planning meetings took place weekly with a primary focus on common misconceptions, benchmark clarifications, and higher order questioning.

Lowest Performance

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

Math learning gains for the lowest 25% was the area of weakest performance (33%). Staffing in the 24-25 school year resulted in the elimination of our Math interventionist. We believe this to be the primary contributing factor for this area of weakness.

Greatest Decline

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

The area with the greatest decline from 2023-2024 to 2024-2025 was ELA learning gains for the lowest 25% (from 55% in the 2023-2024 school year down to 46% in the 2024-2025 school year, a decrease of 9%). Staffing in the 24-25 school year resulted in the elimination of our ELA interventionist position. We believe this to be the primary contributing factor for this area of weakness.

Greatest Gap

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.

Math learning gains (both overall students and the lowest 25%) had the greatest gap when compared to the state average. TCES's overall math learning gains were 44% versus the state average of 62%, a 18 percentage point difference. TCES's math learning gains for the lowest 25% were 33% compared to the stat average of 52%, a 19 percentage point difference. We believe the

aforementioned elimination of a math interventionist position in the 24-25 school year contributed to low learning gains in math.

EWS Areas of Concern

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

The area with the greatest concern is student attendance. 171/554 (31%) of students missed 10% or more of the school year.

Highest Priorities

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

#1 Math Learning Gains for LPQ

#2 Math Learning Gains

#3 Attendance

#4 ELA Learning gains for LPQ

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Math learning gains is an identified area of focus based on 2024-2025 data showing that only 44% of all students and 33% of the LPQ students made a learning gain. Math learning gains was identified as a crucial need based on 2024-2025 PM3 data.

ELA LPQ learning gains is an identified area of focus based on 2024-2025 data showing that 46% of LPQ students made a learning gain which was a 9% decrease from 2023-2024.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Math Learning Gains - 44% (Goal - 55%)

LPQ Math Learning Gains - 33% (Goal - 55%)

LPQ ELA Learning Gains - 46% (Goal 55%)

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored through collaborative planning, classroom walkthroughs with feedback, professional learning sessions, and MTSS data.

Person responsible for monitoring outcome

Rachel Poppel, Jennifer Amman, & Eli Walker

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Collaborative Planning - involve the use of B1G M's, ELA Roadmaps, Achievement Level Descriptors, lesson planning, quality questions, utilizing researched based programs to support intervention. Collaborative planning will also allow for professional learning sessions to focus on ELA, Math, Writing, and Science instruction.

Rationale:

Collaborative planning has been shown to promote collective teacher efficacy. Weekly meeting will allow time for teachers and instructional coach to review common misconceptions, benchmark clarifications, vertical alignment, and quality questions.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Classroom Observations - Providing quality feedback in a timely manner, classroom walkthrough schedule for admin. Instructional coach has own schedule to meet with teachers and debrief after conducting his own walkthrough.

Rationale:

Classroom observations allow school leadership to monitor implementation of effective Tier 1 instruction. Providing proactive feedback allows teachers to adapt their instruction in the learning environment in a timely manner.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

MTSS Data will be reviewed quarterly at minimum.

Rationale:

MTSS Data review meetings will allow school leadership and teachers to reflect on the progress of our most vulnerable learners.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Eli Walker

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teams will follow a structured agenda for addressing standards based instruction. Impact will be monitored through classroom observations and PM Data.

Action Step #2

Classroom Observations

Person Monitoring:

Rachel Poppell, Jennifer Amman, Eli Walker

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Classroom observations will be reviewed monthly at school based leadership meetings, impact will be measured based on PM Data.

Action Step #3

MTSS Data

Person Monitoring:

Jennifer Amman, Eli Walker

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

MTSS groups will meet 3-5 times per week. The impact of MTSS will be monitored quarterly at MTSS meetings and through PM Data.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Student attendance data from 2024-2025 school year showed that 31% of students missed 10% or more of school. Students attendance directly impacts school achievement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For the 2024-2025 school year, attendance data showed that 69% of students were present 90% of the school year. Our goal for the 2025-2026 school year that 90% of students will be present for 90% of the school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance data is monitored weekly. Ongoing monitoring allows school leadership to emphasize a

focus on students who are habitually truant.

Person responsible for monitoring outcome

Rachel Poppell, Jennifer Amman, Casey Cassel

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Truancy Meetings

Rationale:

Students who are habitually truant have proven underperform on state assessments.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Attendance Incentives

Rationale:

Attendance incentives allow classroom teachers to take a direct approach to boost student attendance on a daily basis.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Truancy Meetings

Person Monitoring:

Rachel Poppell, Casey Cassel

By When/Frequency:

As needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Truancy Meetings will be held when students reach truancy status based on TCSD MTSS plan. Attendance will be monitored weekly.

Action Step #2

Attendance Incentives

Person Monitoring:

Rachel Poppell, Jennifer Amman, Classroom Teachers

By When/Frequency:

Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Daily incentives - Stars for school on morning announcements, attendance letters in the classroom

Weekly Incentives - Bulldog Bullets grade level attendance shout out Quarterly - School socials based on attendance percentage, attendance award ribbons at quarterly ceremony

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

The SIP is available on the Taylor County School District website, Taylor County Elementary School website, and in a binder in the resource center for parents. The SIP is also reviewed and approved by the Taylor County School Board, The Taylor County Elementary School Advisory Council, and during TCES Leadership Meetings.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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 to communicate with families and community stakeholders; Webpage: <https://taylorelem.fl.tce.schoolinsites.com/> , FOCUS messenger, TCES Facebook Page, Wednesday Folders, Monthly School Advisory Council meetings, Quarterly student awards assemblies, quarterly report cards/midterm grade reports, TCES Orientation, Title 1 Annual Meeting, Family Engagement Nights.

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

To strengthen our Academic Program TCES is continuing to implement collaborative planning that focuses on instruction aligned to academic benchmarks, common misconceptions, vertical alignment, benchmark clarifications, and quality questioning. TCES is utilizing new research based intervention programs and collecting, tracking, and analyzing data through the MTSS process. We will provide after school tutoring for fragile learners and Odyssey of the Mind Enrichment program for advanced students after school.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Mental health counselors are available within the TCSD. TCES offers a Resiliency curriculum that has been approved by our District Mental Health Coordinator and covers resiliency standards set forth by the FLDOE.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

We offer an alternative to suspension through restorative practices, that are built into our student code of conduct. Through grant funding we also provide after school restorative practice intervention. Students with reoccurring behaviors can be placed on Tier 2 or Tier 3 behavior intervention plans. These plans are designed to assist the student with being successful both behaviorally and academically.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

TCES offers PLC's throughout the year. The TCSD has built in professional learning days into the

school calendar to facilitate this process. Our instructional coach meets weekly with grade level teams and individually with teachers to provide feedback on planning and instruction. TCES offers a New Teacher Next Steps program for teachers who are new to teaching and meets the state required new teacher mentorship program. Each grade level has team leaders assigned to subject areas and are responsible for disseminating important information from our school and admin.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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 council and the Director of Instruction shares the budgets with the stakeholders during the District Advisory Council Meetings. Each counsel, School Advisory Council and District Advisory Council, 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. The District runs usage reports each 9 weeks to gauge student usage on acquired programs. This assist in making decision in program acquisition and renewals. Pre and Post test validates if programs are meeting needs of students and showing growth in subject area.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Exact Path and IXL (Math) - supplemental computer based programs to assist with Acceleration and Intervention. These programs will help continue closing the learning gaps in Reading and Math with our Level 1 students and accelerating proficient students. We will continue to provide additional small group instruction for our Lowest Quartile students.
Beginning August 2025.

Ascend Math - computer based Math program. Due to the need to to continue closing the learning gaps in Math with our Level 1 students and the need for Learning Gain with our proficient students.
Beginning August 2025

Corrective Reading Intervention Program - supplemental ELA curriculum to support the closing of gaps in foundational reading skills and fluency. This program will help support students with substantial reading deficiencies.

Beginning September 2025

Top Score Writing - Structured writing program that aims to scaffold text-based writing assignments to support student achievement in writing.

October 2025

After School Tutoring - for both bubble kids and lowest quartile in Reading. Due to the need to to continue closing the learning gaps in Reading with our Level 1 students and the need to move our High Level 2 students to proficiency. Beginning January 2026.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen
NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00

Agenda Item Number _____

**Taylor County District School Board
Office of the Superintendent
Agenda Item for School Board Approval**

Date Submitted 9/24/25 Board Meeting Date 10/07/2025

Date agenda item is due in the Superintendent's Office 09/26/2025

Person submitting the item: Jill Rudd

Name of document placed on agenda: TCMS School Improvement Plan

Summary description regarding this action item:

Please review and approve TCMS School

Improvement plan for the 2025-2026 school year.

Signatures Required

Yes ☐ No ☒

Reviewed by:

Director of Finance _____

The action described above is provided for and is consistent with relevant contract and grant provisions and the Board approved budget as amended.

Director of Personnel _____

The action described above is provided for and is consistent with the Board approved staffing plan and collective bargaining agreements.

Director of Instruction _____

The action described above is provided for and is consistent with relevant Federal programs and the Board approved School Improvement, Instructional and Curriculum Plans.

Superintendent _____

TCSB # 0607-3

Taylor County School District

TAYLOR COUNTY MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our mission is to provide a positive, safe, healthy, nurturing, and respectful environment in which all students can learn and have the opportunity to become productive members of society.

Provide the school's vision statement

Equip and inspire students to think, create, perform, and advocate.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Kasey Roberts

kasey.roberts@taylor.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The primary job of the principal is to lead all stakeholders within the school community in the development and implementation of the school improvement plan. Responsibilities include: instructional leadership and supervision of student achievement, personnel action services, school operations, student support services, personal/professional employee qualities, communication with stakeholders, schoolwide discipline, personnel action services, and promoting leadership

Leadership Team Member #2

Employee's Name

Monica Whiddon

monica.whiddon@taylor.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

The primary job of the assistant principal is to assist the principal with administrative and instructional functions and to help develop and implement the school improvement plan. responsibilities include: instructional leadership and supervision of student achievement, ensuring student growth and achievement, communication with stakeholders, student support services and school operations of facilities

Leadership Team Member #3

Employee's Name

Yvonne Heartsfield

yvonne.heartsfield@taylor.k12.fl.us

Position Title

Instructional Coach

Job Duties and Responsibilities

The primary job of the Instructional coach is to provide assistance in specified subject areas. Responsibilities are to assist teachers, work with students, gather data, and to model effective strategies

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

The School Improvement Plan is developed and approved by the School Advisory Council, which consists of the school leadership team, staff, parents, community leaders, and students.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Following each progress monitoring assessment, the data is analyzed and shared with stakeholders. Any necessary revisions are made to ensure that we are meeting the state's academic standards and closing the achievement gap for identified students.

C. Demographic Data

2025-26 STATUS
(PER MSID FILE)

ACTIVE

SCHOOL TYPE AND GRADES SERVED
(PER MSID FILE)

MIDDLE/JR. HIGH
6-8

PRIMARY SERVICE TYPE
(PER MSID FILE)

K-12 GENERAL EDUCATION

2024-25 TITLE I SCHOOL STATUS

YES

2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE

100.0%

CHARTER SCHOOL

NO

RAISE SCHOOL

NO

2024-25 ESSA IDENTIFICATION

N/A

***UPDATED AS OF 1**

ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT
(UNISIG)

STUDENTS WITH DISABILITIES
(SWD)

2024-25 ESSA SUBGROUPS REPRESENTED
(SUBGROUPS WITH 10 OR MORE STUDENTS)
(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE
IDENTIFIED WITH AN ASTERISK)

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.*

2024-25: B
2023-24: C
2022-23: C
2021-22: C
2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment							156	148	150	454
Absent 10% or more school days							68	67	50	185
One or more suspensions							10	43	48	101
Course failure in English Language Arts (ELA)							0	0	0	0
Course failure in Math							0	0	0	0
Level 1 on statewide ELA assessment							40	34	35	109
Level 1 on statewide Math assessment							54	29	29	112
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							41	35	31	107
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0	0	0	0

Current Year 2025-26

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							42	49	39	130

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							11	7	10	28
Students retained two or more times							45	35	36	116

Prior Year (2024-25) As Last 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 school days							80	85	95	260	
One or more suspensions							62	83	68	213	
Course failure in English Language Arts (ELA)							26	36	31	93	
Course failure in Math							39	40	40	119	
Level 1 on statewide ELA assessment							37	68	59	164	
Level 1 on statewide Math assessment							30	55	36	121	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0	
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0	

Prior Year (2024-25) As Last Reported (pre-populated)

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							71	102	88	261

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							9	5	9	23
Students retained two or more times							9	2	14	25

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	45	45	58	39	40	53	39	39	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	54	54	59	45	45	56			
ELA Lowest 25th Percentile	52	54	52	42	42	50			
Math Achievement*	55	55	63	49	50	60	46	46	56
Math Learning Gains	65	65	62	57	57	62			
Math Lowest 25th Percentile	65	65	57	47	47	60			
Science Achievement	27	27	54	32	32	51	47	47	49
Social Studies Achievement*	69	68	73	46	46	70	50	50	68
Graduation Rate									
Middle School Acceleration	78	78	77	85	85	74	90	90	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)			53			49			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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)**2024-25 ESSA FPPI**

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	57%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	510
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
57%	49%	54%	48%	48%		58%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)**2024-25 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%
Students With Disabilities	47%	No		
Black/African American Students	49%	No		
Hispanic Students	64%	No		
Multiracial Students	59%	No		
White Students	60%	No		
Economically Disadvantaged Students	55%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	45%		54%	52%	55%	65%	65%	27%	69%	78%			
Students With Disabilities	30%		52%	52%	42%	64%	59%	14%	65%				
Black/African American Students	31%		55%	48%	39%	63%	66%	11%	50%	76%			
Hispanic Students	52%		52%		64%	86%							
Multiracial Students	50%		53%		61%	81%		27%	79%				
White Students	51%		54%	55%	62%	63%	61%	36%	75%	79%			
Economically Disadvantaged Students	42%		55%	54%	52%	64%	64%	22%	67%	72%			

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	39%		45%	42%	49%	57%	47%	32%	46%	85%			
Students With Disabilities	20%		36%	35%	27%	47%	43%	7%	34%	60%			
Black/African American Students	23%		35%	39%	30%	48%	39%	11%	34%	100%			
Hispanic Students	46%		43%		62%	62%							
Multiracial Students	33%		36%		46%	60%	55%	27%	45%				
White Students	48%		50%	48%	59%	61%	56%	42%	53%	82%			
Economically Disadvantaged Students	37%		43%	39%	48%	57%	45%	28%	44%	85%			

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	39%				46%			47%	50%	90%			
Students With Disabilities	21%				25%			23%	31%				
Black/African American Students	29%				32%			35%	38%	86%			
Hispanic Students	33%				25%								
Multiracial Students	32%				33%				25%				
White Students	44%				54%			52%	58%	89%			
Economically Disadvantaged Students	33%				39%			40%	44%	85%			

E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	45%	45%	0%	60%	-15%
ELA	7	54%	54%	0%	57%	-3%
ELA	8	33%	33%	0%	55%	-22%
Math	6	47%	47%	0%	60%	-13%
Math	7	59%	59%	0%	50%	9%
Math	8	37%	37%	0%	57%	-20%
Science	8	26%	26%	0%	49%	-23%
Civics		67%	67%	0%	71%	-4%
Algebra		77%	49%	28%	54%	23%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The component with the most improvement was Students with Disabilities in ELA. TCMS increased in-classroom support with highly-trained paraprofessionals and VE teacher in targeted classrooms. Initial scheduling and student placement was conducted under the guidance of FDLRS to ensure all minutes were being met per individual students' IEP.

Lowest Performance

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

The data component with the lowest performance is Science for all students with a decrease from 32% proficiency to 27%. This is a continued downward trend.

Greatest Decline

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

The data component with the lowest performance is Science for all students with a decrease from 32% proficiency to 27%. This is a continued downward trend. The past three years have had educators transitioning mid-year in and out of science teaching positions. New curriculum was adopted last year, which always includes a learning curve until successful full adoption.

Greatest Gap

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 data component with the greatest gap is Science for all students with a comparison of 27% proficiency at TCMS compared to a 54% proficiency statewide. This is a continued downward trend. The past three years have had educators transitioning mid-year in and out of science teaching positions. New curriculum was adopted last year, which always includes a learning curve until successful full adoption.

EWS Areas of Concern

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

Prior year data shows that 41% of students had 10% or more days missed.

Highest Priorities

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

- (1) Increasing student achievement for 8th grade Science EOC
- (2) Increasing student achievement for 6th and 8th grade Math
- (3) Reducing the student absentee rate

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Prior year data showed that TCMS had 27% of our students meet proficiency on the Science EOC compared to 54% state average. Therefore, increasing student achievement for 8th grade Science EOC is an area of focus.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior year data showed that TCMS had 27% of our students meet proficiency on the Science EOC compared to 54% state average. For the 2025/2026 EOC, the goal for TCMS is to increase proficiency to a minimum of 37%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Three progress monitoring assessments will be analyzed during the school year followed by data analysis with the instructional coach and administration. Instructional decisions will be based on data analysis. 8th grade Science teachers will be participating in a subject-area cadre, conducted by PAEC, with other regional schools.

Person responsible for monitoring outcome

Kasey Roberts

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

PAEC Subject-area Cadre: 8th grade Science - 8th grade science teachers will participate in a subject-area cadre provided by PAEC. Weekly grade-level collaborative planning with instructional coach.

Rationale:

Increase knowledge of subject area content to include standards instruction with student engagement and differentiation. According to the Institute of Education Sciences white paper, "Collaboration with coaches or peers may improve teachers' lesson planning. Though some studies report mixed impacts of evidence-based PD on practice, others suggest that collaborative coaching is more likely to improve lesson planning when it helps teachers develop more strategic critical thinking skills to apply to their lesson design. For example, teachers report benefitting from concrete, focused feedback to increase their understanding and incorporation of evidence-based math instructional strategies into lesson plans. Teachers demonstrated increased use of effective literacy practices following coaching support that focused on lesson planning, reflection, and enactment in a randomized study on literacy coaching." https://ies.ed.gov/ncee/rel/regions/pacific/pdf/FAQ_lesson-planning_508.pdf

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning

Person Monitoring:

Yvonne Heartsfield

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Schedule and send out calendar invitations to weekly collaborative planning meetings. Teachers and instructional coach meet weekly to ensure that planning reflects teaching to the standards. Lesson plans developed and uploaded weekly into Canvas.

Action Step #2

PAEC Subject-area Cadre

Person Monitoring:

Yvonne Heartsfield

By When/Frequency:

3 times through the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Register teachers for cadre and obtain substitutes to cover their classes. Instructional Coach attends cadre if spots are available. Debrief following each cadre session specifically targeting increasing learning and engagement strategies.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Prior year data showed that TCMS had 47% of our students meet proficiency on the 6th grade Math FAST compared to 60% state average. Prior year data showed that TCMS had 37% of our students meet proficiency on the 8th grade Math FAST compared to 57% state average.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior year data showed that TCMS had 47% of our students meet proficiency on the 6th grade Math FAST compared to 60% state average. Prior year data showed that TCMS had 37% of our students meet proficiency on the 8th grade Math FAST compared to 57% state average.

For the 2025/2026 EOC, the goal for TCMS is to increase proficiency to a minimum of 57% for 6th grade and 57% for 8th grade.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored 3 times per year through F.A.S.T. Math progress monitoring. Following each progress monitoring assessment, the data will be analyzed to make changes to instruction as needed to support student achievement.

Person responsible for monitoring outcome

Monica Whiddon

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Math 180 Intervention Program

Rationale:

The Math 180 rationale is to provide a research-based, intervention program that accelerates struggling students toward algebra readiness by building foundational math skills, addressing learning

gaps, and fostering confidence through personalized, blended learning. Math 180 has an ESSA evidence level of moderate.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Math 180 Intervention will be assigned to students who have a substantial deficiency in math and are in need of Tier 2 and Tier 3 supports.

Person Monitoring:

Monica Whiddon

By When/Frequency:

Following each progress monitoring assessment

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Prior year student data will be analyzed to determine students in need of interventions. Schedules will be developed to allow for the course addition. Students will participate in program with a highly-trained teacher. Data analysis with changes in instruction following each progress monitoring assessment.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

A missed school day is a lost opportunity for students to learn. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. With 41% of our students missing more than 10% of school days, the primary rationale for high-quality attendance data is the relationship between student attendance and student achievement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior year data shows that 41% of our students missed 10% or more school days. The goal is to reduce this to no more than 20% of students missing 10% or more.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance will be monitored by the parent liaison monthly. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance

Person responsible for monitoring outcome

Shelly Blanco-Parent Liaison

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Parent Liaison will provide information and meet with parents to provide resources to improve student attendance. Students will receive monthly incentives for good attendance.

Rationale:

Penalties for students who miss school may unintentionally worsen the situation. The disciplinary response to absenteeism too often includes loss of course credits, detention, and suspension. Any absence, whether excused or not, denies students the opportunity to learn in accordance with the school's instructional program, but students who miss school are sometimes further excluded from learning opportunities as a consequence of chronic absenteeism.

Tier of Evidence-based Intervention:**Will this evidence-based intervention be funded with UniSIG?**

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Identify students with historically chronic absenteeism

Person Monitoring:

Parent Liaison

By When/Frequency:

Beginning of school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Identify students to plan resources to support increased attendance

Action Step #2

Contact Parents

Person Monitoring:

Parent Liaison

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Parents will be contacted to set up time to meet with parent liaison and school administration, if necessary. Resources will be provided to encourage improved attendance.

Action Step #3

incentives

Person Monitoring:

Parent Liaison

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Parent Liaison will plan for incentives for students who have good attendance. Rewards will be offered during their lunchtime.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

<https://taylor.k12.fl.us>

Found under the Students & Parents tab

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://taylor.k12.fl.us>

Found under the Students & Parents tab

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Addition of a 30 minute Reading block in the morning. During this time, the whole school will focus on reading and strategies.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Partnering with the Boys and Girls Clubs to provide after-school tutoring. Change our curriculum for CTE programs to reach a wider range of students. Plan to meet monthly with BSI for resources and support in improving instruction.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

We provide on-site mental health services, as well as a mental health curriculum that all students participate in. A mentoring program is being developed to target student with behavioral issues.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

We will be utilizing the Xello program, Career & Technical Education courses. A field trip is being planned to visit Big Bend Technical College for our 8th grade students to tour the school and hear about various career opportunities. We will be planning a career fair during the school year as well as reaching out to businesses in the community to visit classrooms.

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

MTSS Interventions

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Data chats between teachers, instructional coach and administration will occur following each progress monitoring assessment. Teachers will receive professional development on using literacy strategies in the content areas. Teachers also receive profession learning on new curriculum and

additional available supplemental resources.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen
NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00