

---

**Title I Comprehensive Schoolwide Plan**  
**CLIFFORD O TAYLOR/KIRKLANE ELEMENTARY (1531)**

---

# ELA

## 1. List prioritized needs statements.

13% Proficient in ELA Grades 3 PM 1 13% Proficient in ELA Grades 4 PM 1 17% Proficient in ELA Grades 5 PM 1 20% Proficient in ELA Grades 3 PM 2 20% Proficient in ELA Grades 4 PM 2 24% Proficient in ELA Grades 5 PM 2 Grades 3-5 ELL Proficient PM1:1% PM2: 6% Grades 3-5 ESE Proficient PM1: 2.5% PM2: 3% Grades K-2 Renaissance Proficiency: 31% PM 1 Grades K-2 Renaissance Proficiency: 37% PM 2

## 2. List the root causes for the needs assessment statements you prioritized.

Parents lack the knowledge of resources to assist students with Reading Foundational Language & Reading Skills Primary & Secondary Language Lack of ESE Coaching Lack of earlier interventions Vocabulary deficiency Teacher lack the necessary training for the students they service Students lack reteaching opportunities due to student absences Lack of resources and materials for students not on grade level and foundational skills (Dual Language, lower level books & Spanish books) Need for stronger foundation in primary grades Intermediate needs more remediation for students More students are in need of coping skills BTA referrals has increased

## 3. Share possible solutions that address the root causes.

Create stronger parent relationships with parent support reading culture at home; Parent Training Dedicated ESE Support for teachers Differentiated interventions ELL tutorial Vertical Planning Across Grade Levels Build side by side coaching for language and reading To build libraries that are diverse and match lower levels of student reading ability and process. Opportunities for teachers to plan together (new teachers & veteran teachers) for Benchmark K-5 Provide additional resources to help implement new reading programs. Provide ongoing PD, modelling and sharing best practice, teacher support and PD for ELA & SLL Tutorial for ELL and/or lowest 25%

## 4. How will school strengthen the PFEP to support ELA?

- Communication

To inform parents about Title I programs, Curriculum and proficiency levels, Academic Assessments and student progress, Opportunities to participate in decision-making and Offering flexible meeting dates and times we will use Dojo, and/or email.

- Parent Training

Assist parents with foundational skills to help increase their reading levels. We will provide parents with skills and strategies to implement at home.

## 5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- School

Provide small group instruction Provide triple i services and information to parents Provide Parent Training Nights

- Students

Read 30 minutes per night 45 i-Ready per week Be on time to school daily Be proactive and participate in class

- Parents

Read 30 minutes with students Communicate with teachers using Class Dojo, email, Agenda Check Planners every night Attend Parent Training Nights Review reading log nightly with student(s)

- Staff Training

ELA Parent Night

- Accessibility

Dojo, Agenda, email, trainings, Programs and Meetings at different times to accommodate Limited English Proficiency, families with Disabilities, Migratory Work and homelessness

## Math

1. List prioritized needs statements.

4% Proficient in MATH Grades 3-5 PM1 17% Proficient in MATH Grades 3-5 PM2 Grades 3-5 ELL Proficient PM1: 2% PM2: 10% Grades 3-5 ESE Proficient PM1: 2% PM2: 9% Grades K-2 Renaissance Proficiency: 4% PM1 Grades K-2 Renaissance Proficiency: 18% PM 2

2. List the root causes for the needs assessment statements you prioritized.

Lack of opportunities of small group differentiation Teacher lack the necessary training for the students they service Primary & Secondary Language Lack of ESE Coaching Earlier interventions Vocabulary deficiency Students lack reteaching opportunities due to student absences Parents lack the understanding of the math skills and processes to help their children

3. Share possible solutions that address the root causes.

Professional Development on small group & core instruction Provide additional resources to help implement new adaptive math curriculum. Intervention materials & supplement resources Create stronger parent relationships with parent support to support the math culture at home Math tutorial

4. How will school strengthen the PFEP to support Math?

- Communication

Dojo and/or email, and/or parent link, and/or student backpack and/or marquee will be utilized to communicate important grant information to support student learning- Title I programs, Curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making, and Offering flexible meeting dates and times

- Parent Training

Math Family Night on math strategies

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- School

Provide small group instruction Provide triple i services Provide Parent Training Nights

- Students

Complete 45 minutes of math i-Ready weekly Continually work on building fluency of multiplication facts

- Parents

Work with students on multiplication facts-Fluency Communicate to teachers through Dojo, agendas, email, phone calls (Comments in SIS) Check backpacks daily

- Staff Training

Staff training on share information with families Provide grade level math strategy make and takes for parents to utilize at home.

- Accessibility

Dojo and/or email and/or trainings, Programs and Meetings at different times will be used to provide accommodations to ALL families (ELL, ESE, migrant and homeless/McKinney Vento and Foster Care)

## Science

### 1. List prioritized needs statements.

39% Proficient in Science Grade 5 ESOL & ESE Data: 0%

2. List the root causes for the needs assessment statements you prioritized.

Student lack the knowledge of content area due to reading deficiencies Teacher lack knowledge of how to effectively assist ELL students Student lack exposure to real life concepts to reinforce academic knowledge Language barrier and lack of Science vocabulary Teachers knowledge of full depth of Science standards and instructional materials Parents lack the knowledge of resources to assist students with Science

3. Share possible solutions that address the root causes.

Resources for ELLs Hands on manipulatives/resources for curriculum enhancement Use of educational consultants and field trips to relate real world items between students and standards Visuals to reinforce standards Science tutorial opportunities Create stronger parent relationships with Science for parent support at home Utilize staff to provide supplemental Science instruction

4. How will school strengthen the PFEP to support Science?

- Communication

Dojo and/or email and/or newsletters will be utilized to communicate important grant information to support student learning- Title I programs, Curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making, and Offering flexible meeting dates and times

- Parent Training

STEAM Night- hands-on science activities and experiments and vocabulary words and cognates

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- School

Provide Science materials that meet our kids at their level. Enhance oral language Science related cognates and discussions

- Students

Across curriculum & lean skills with hands on materials Keep Science journals

- Parents

Practice and discuss newly acquired Science skills Try experiments with families at home. Read Science Related text

- Staff Training

STEAM Academics Activities- Staff will learn how to create make and takes based on science content to teach parents to impalement at home.

- Accessibility

Dojo and/or email, and/or newsletters, hold trainings, Programs and Meetings at different times to provide accommodations to ALL families (ELL, ESE, migrant and homeless/McKinney Vento and Foster Care)

## Action Step: Classroom Instruction

Provide quality, focused, and differentiated support to enhance the capacity of all students in reaching and exceeding optimum academic potentials.

**Budget Total: \$513,508.74**

<b>Acct Description</b>	<b>Description</b>
Resource Teacher	Math Resource Teacher will provide mathematics support in K-2 classrooms through push in and pull out mode

Acct Description	Description																	
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="403 201 995 293">Item</th> <th data-bbox="995 201 1140 293">Quantity</th> <th data-bbox="1140 201 1257 293">Rate</th> <th data-bbox="1257 201 1358 293">Days</th> <th data-bbox="1358 201 1467 293">Hours</th> <th data-bbox="1467 201 1591 293">Weeks</th> <th data-bbox="1591 201 1738 293">Certified</th> <th data-bbox="1738 201 1892 293">Type</th> <th data-bbox="1892 201 2024 293">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
	Certified teachers will provide identified grade 2 students with tutorial (ELA) afterschool starting Jan/Feb 2026 with a focus on remediation.	4	\$37.00	2	1.5	8	Certified	Original	\$3,552.00									
	Certified teachers will provide identified grade 3-5 students with tutorial (ELA/Math/Science) afterschool starting Jan/Feb 2026 with a focus on remediation.	16	\$37.00	2	1	10	Certified	Original	\$11,840.00									
	Certified teachers will tutor identified grade 3-5 students during a Spring Break Academy with a focus on remediation (ELA/Math/Science).	8	\$37.00	4	5	1	Certified	Original	\$5,920.00									
BT 515941- Increased tutorial by 87 hrs	1	\$37.00	1	87	1	Certified	Budget Transfer	\$3,219.00										
Resource Teacher	Literacy Resource Teacher will support primary students (K-2) in literacy classrooms through push-in and pull-out model.																	
Resource Teacher	Literacy Resource Teacher will support primary students (3-5) in literacy classrooms through push-in and pull-out model.																	
Out-of-system Tutors	<table border="1"> <thead> <tr> <th data-bbox="403 1299 995 1391">Item</th> <th data-bbox="995 1299 1140 1391">Quantity</th> <th data-bbox="1140 1299 1257 1391">Rate</th> <th data-bbox="1257 1299 1358 1391">Days</th> <th data-bbox="1358 1299 1467 1391">Hours</th> <th data-bbox="1467 1299 1591 1391">Weeks</th> <th data-bbox="1591 1299 1738 1391">Certified</th> <th data-bbox="1738 1299 1892 1391">Type</th> <th data-bbox="1892 1299 2024 1391">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
Certified tutors will work with grade K-2 students to implement ELA Interventions,	2	\$37.00	5	4	26	Certified	Original	\$38,480.00										

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	in school, using push-in beginning September 2025.								
Supplies	Item	Quantity	Rate	Supply Type		Type	Total		
	Classroom Number line (-20-100) Item 4924	30	\$12.99	General Supplies		Original	\$389.70		
	Card stock/ream	50	\$20.00	General Supplies		Original	\$1,000.00		
	Magnetic Reading Student Books Gr. 5	200	\$12.75	Instructional Materials		Original	\$2,550.00		
	Graph Paper on a Roll, 1cm grid (item: 5034)	10	\$59.99	General Supplies		Original	\$599.90		
	Dbl-sided Write N' Wipe Centimeter Grid (item 42342) Set of 10	20	\$30.99	General Supplies		Original	\$619.80		
	Dry Erase Markers (marketplace: Sandford Expo-2 markers, 12/box SKU: 01-4338)	150	\$6.49	General Supplies		Original	\$973.50		
	Florida ELA Coach Gr. 3	250	\$19.19	Instructional Materials		Original	\$4,797.50		
	Florida Math Coach Gr. 5	200	\$19.19	Instructional Materials		Original	\$3,838.00		
	Measuring Up Science Student Gr. 5	200	\$14.95	Instructional Materials		Original	\$2,990.00		
	Colored paper/ream	100	\$3.00	General Supplies		Original	\$300.00		
	Jumbo Dice in Dice, Set of 12 (Item: 77294)	30	\$14.99	Manipulatives		Original	\$449.70		

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Florida ELA Coach Gr. 4	225	\$19.19	Instructional Materials	Original	\$4,317.75
	Student Gear Clocks SKU: FD876)	10	\$32.19	Manipulatives	Original	\$321.90
	Shipping	1	\$809.82	General Supplies	Original	\$809.82
	Classroom Liquid Measure Set/19 (SKU:S95915)	10	\$29.65	Manipulatives	Original	\$296.50
	Measuring Up Science Shipping	1	\$404.34	General Supplies	Original	\$404.34
	Paper cases (1 per teacher) - year round	150	\$46.99	General Supplies	Original	\$7,048.50
	Hand2Mind Nestable Bucket Balance (Marketplace)	10	\$19.75	Manipulatives	Original	\$197.50
	Florida Math Coach Gr. 4	225	\$19.19	Instructional Materials	Original	\$4,317.75
	Teacher Created Resources Incentive Charts, 17" x 22", Classroom Cottage, Pack Of 6 Charts	15	\$28.51	General Supplies	Original	\$427.65
	120-bead Magnetic Demo Rekenrek (Item 86991)	25	\$31.99	Manipulatives	Original	\$799.75
	Magnetic Reading Student Books Gr. 4	225	\$12.75	Instructional Materials	Original	\$2,868.75
	Florida Math Coach Gr. 3	250	\$19.19	Instructional Materials	Original	\$4,797.50
	Math Balance (Item 400)	10	\$27.99	Manipulatives	Original	\$279.90
	Student Open Number Lines (Item 86111) H2M	50	\$9.99	General Supplies	Original	\$499.50

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Magnetic Reading Student Books Gr. 3	250	\$12.75	Instructional Materials	Original	\$3,187.50
	Gallon Measure Set )SKU: S95538)	10	\$36.52	Manipulatives	Original	\$365.20
	Magnetic Reading TE Gr. 3	8	\$25.50	Instructional Materials	Original	\$204.00
	Teaching Gear Clock (SKE: FD875)	10	\$36.79	Manipulatives	Original	\$367.90
	Magnetic Reading TE Gr. 4	5	\$25.50	Instructional Materials	Original	\$127.50
	Anchor Chart Paper (Gridded - Staples 25×30)	50	\$62.49	General Supplies	Original	\$3,124.50
	Florida ELA Coach Gr. 5	200	\$19.19	Instructional Materials	Original	\$3,838.00
	Storex Crate with Handle, Blue/White, Pack of 3	48	\$36.36	General Supplies	Original	\$1,745.28
	Student Platform Scale (SKU: S15784)	10	\$19.39	Manipulatives	Original	\$193.90
	Magnetic Reading TE Gr. 5	5	\$25.50	Instructional Materials	Original	\$127.50
	Scholastic K-1 Decodable Readers	7	\$795.00	Classroom Libraries	Original	\$5,565.00
	Dry Erase Flip chart/easel (Small group rotation instruction)	20	\$17.00	General Supplies	Original	\$340.00
	Adjustment - benefits credit and final allocation	1	\$9,101.25	General Supplies	Other	\$9,101.25

Acct Description	Description																																								
	<table border="1"> <thead> <tr> <th data-bbox="413 201 1142 277">Item</th> <th data-bbox="1142 201 1289 277">Quantity</th> <th data-bbox="1289 201 1451 277">Rate</th> <th data-bbox="1451 201 1709 277">Supply Type</th> <th data-bbox="1709 201 1892 277">Type</th> <th data-bbox="1892 201 2026 277">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="413 277 1142 393">BT 515941- Reduced the Adjustment- benefits credit and final allocation to add parent support by staff</td> <td data-bbox="1142 277 1289 393">-1</td> <td data-bbox="1289 277 1451 393">\$2,407.00</td> <td data-bbox="1451 277 1709 393">General Supplies</td> <td data-bbox="1709 277 1892 393">Budget Transfer</td> <td data-bbox="1892 277 2026 393">-\$2,407.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	BT 515941- Reduced the Adjustment- benefits credit and final allocation to add parent support by staff	-1	\$2,407.00	General Supplies	Budget Transfer	-\$2,407.00																												
Item	Quantity	Rate	Supply Type	Type	Total																																				
BT 515941- Reduced the Adjustment- benefits credit and final allocation to add parent support by staff	-1	\$2,407.00	General Supplies	Budget Transfer	-\$2,407.00																																				
Resource Teacher	Math Resource Teacher will be supporting 3-5 Mathematics in classrooms through push-in and pull-out model																																								
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="413 537 1400 630">Item</th> <th data-bbox="1400 537 1547 630">Quantity</th> <th data-bbox="1547 537 1709 630">Rate</th> <th data-bbox="1709 537 1892 630">Type</th> <th data-bbox="1892 537 2026 630">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="413 630 1400 745">Write Score is going to be used with 3rd-5th grade students to remediate writing skills in school.</td> <td data-bbox="1400 630 1547 745">1</td> <td data-bbox="1547 630 1709 745">\$7,990.00</td> <td data-bbox="1709 630 1892 745">Original</td> <td data-bbox="1892 630 2026 745">\$7,990.00</td> </tr> <tr> <td data-bbox="413 745 1400 860">Flocabulary be used to remediate ELA/Math/Science skills in school with K-5 students; 1300 students.</td> <td data-bbox="1400 745 1547 860">1</td> <td data-bbox="1547 745 1709 860">\$3,420.00</td> <td data-bbox="1709 745 1892 860">Original</td> <td data-bbox="1892 745 2026 860">\$3,420.00</td> </tr> <tr> <td data-bbox="413 860 1400 1013">iReady Toolbox will be used for remediation and supplemental instructional support of ELA/Math skills in school for K-5 students; 1300 Students</td> <td data-bbox="1400 860 1547 1013">1</td> <td data-bbox="1547 860 1709 1013">\$4,301.00</td> <td data-bbox="1709 860 1892 1013">Original</td> <td data-bbox="1892 860 2026 1013">\$4,301.00</td> </tr> <tr> <td data-bbox="413 1013 1400 1128">Pendas is used for 5th Grade science students in the classroom for remediation and supplemental instructional support.</td> <td data-bbox="1400 1013 1547 1128">1</td> <td data-bbox="1547 1013 1709 1128">\$3,650.00</td> <td data-bbox="1709 1013 1892 1128">Original</td> <td data-bbox="1892 1013 2026 1128">\$3,650.00</td> </tr> <tr> <td data-bbox="413 1128 1400 1243">Generation Genius will be used for Science remediation with K-5 students; 1300 students</td> <td data-bbox="1400 1128 1547 1243">1</td> <td data-bbox="1547 1128 1709 1243">\$1,795.00</td> <td data-bbox="1709 1128 1892 1243">Original</td> <td data-bbox="1892 1128 2026 1243">\$1,795.00</td> </tr> <tr> <td data-bbox="413 1243 1400 1357">BT 515941- Removed iReady Toolbox to increase tutorial</td> <td data-bbox="1400 1243 1547 1357">-1</td> <td data-bbox="1547 1243 1709 1357">\$4,301.00</td> <td data-bbox="1709 1243 1892 1357">Budget Transfer</td> <td data-bbox="1892 1243 2026 1357">-\$4,301.00</td> </tr> </tbody> </table>						Item	Quantity	Rate	Type	Total	Write Score is going to be used with 3rd-5th grade students to remediate writing skills in school.	1	\$7,990.00	Original	\$7,990.00	Flocabulary be used to remediate ELA/Math/Science skills in school with K-5 students; 1300 students.	1	\$3,420.00	Original	\$3,420.00	iReady Toolbox will be used for remediation and supplemental instructional support of ELA/Math skills in school for K-5 students; 1300 Students	1	\$4,301.00	Original	\$4,301.00	Pendas is used for 5th Grade science students in the classroom for remediation and supplemental instructional support.	1	\$3,650.00	Original	\$3,650.00	Generation Genius will be used for Science remediation with K-5 students; 1300 students	1	\$1,795.00	Original	\$1,795.00	BT 515941- Removed iReady Toolbox to increase tutorial	-1	\$4,301.00	Budget Transfer	-\$4,301.00
Item	Quantity	Rate	Type	Total																																					
Write Score is going to be used with 3rd-5th grade students to remediate writing skills in school.	1	\$7,990.00	Original	\$7,990.00																																					
Flocabulary be used to remediate ELA/Math/Science skills in school with K-5 students; 1300 students.	1	\$3,420.00	Original	\$3,420.00																																					
iReady Toolbox will be used for remediation and supplemental instructional support of ELA/Math skills in school for K-5 students; 1300 Students	1	\$4,301.00	Original	\$4,301.00																																					
Pendas is used for 5th Grade science students in the classroom for remediation and supplemental instructional support.	1	\$3,650.00	Original	\$3,650.00																																					
Generation Genius will be used for Science remediation with K-5 students; 1300 students	1	\$1,795.00	Original	\$1,795.00																																					
BT 515941- Removed iReady Toolbox to increase tutorial	-1	\$4,301.00	Budget Transfer	-\$4,301.00																																					

## Action Step: Parent/Family Engagement

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

**Budget Total: \$23,222.51**

<b>Acct Description</b>	<b>Description</b>										
Printing	<b>Item</b>						<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	K Roundup Incoming K Parent Support Sheet						300	\$1.25	Original	\$375.00	
	K Roundup Incoming Transition Opportunities Parent Sheet						300	\$1.25	Original	\$375.00	
Out-of-system Subs for Parent Conferences	<b>Item</b>		<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	1st Grade Conference Days		9	\$18.00	2	6.5	1	Non-Certified	Original	\$2,048.00	
	5th Grade Conference Days		8	\$18.00	2	6.5	1	Non-Certified	Original	\$1,820.00	
	3rd Grade Conference Days		13	\$18.00	2	6.5	1	Non-Certified	Original	\$2,958.00	
	4th Grade Conference Days		10	\$18.00	2	6.5	1	Non-Certified	Original	\$2,275.00	
	2nd Grade Conference Days		10	\$18.00	2	6.5	1	Non-Certified	Original	\$2,275.00	
Kindergarten Conference Days		9	\$18.00	2	6.5	1	Non-Certified	Original	\$2,048.00		
Supplies	<b>Item</b>					<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>	
	Kindergarten Take Home Folders					250	\$1.60	General Supplies	Original	\$400.00	

Acct Description	Description										
	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>		
	Cases paper for flyers and newsletters			15	\$46.99	General Supplies		Original	\$704.85		
	Shipping for pamphlets Woodburn Press			1	\$50.00	General Supplies		Original	\$50.00		
	Kindergarten Kickoff Elementary School Success (English and Spanish) - mini books			300	\$1.05	Program Supplies		Original	\$315.00		
	Take Home Book baggies (K-1) from "Really Good Stuff" (item: 306095)			14	\$259.99	Program Supplies		Original	\$3,639.86		
	Colored copy paper for parent nights			20	\$22.99	General Supplies		Original	\$459.80		
Enrichment Contracts	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Type</b>		<b>Total</b>			
	Cox Science Center - 3/5/2026 - Family STEAM Night (K-5)			1	\$650.00	Original		\$650.00			
Parent Support by School Staff	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	BT 515941- Certified teachers will assess students outside of contract hours to determine academic placement in the Kindergarten classes. Teachers will share the current academic standing and enrichment ideas with parents.			4	\$25.00	3	6	1	Certified	Budget Transfer	\$1,800.00

## Action Step: Professional Learning

Promote and monitor high-quality professional learning and collaboration that increase the effectiveness of instructional staff.

**Budget Total: \$216,580.00**

<b>Acct Description</b>	<b>Description</b>								
Stipends	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Type</b>	<b>Total</b>	
	New teachers to COTKE, all grade levels, "Get Better, Faster" training - July 2025	15	\$25.00	4	3	1	Original	\$4,500.00	
LTF	K-5 Intervention and SBT, analyze assessment data (K-5), schedule interventions, allocate professional learning resources and personnel.								
Out-of-system PL Subs	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	K-1 PD/PLC Planning (ELA/Math)	5	\$18.00	2	6.5	6	Non-Certified	Original	\$6,825.00
	4/5 PD/PLC Planning (ELA/Math)	5	\$18.00	2	6.5	6	Non-Certified	Original	\$6,825.00
	2/3 PD/PLC Planning (ELA/Math)	6	\$18.00	2	6.5	6	Non-Certified	Original	\$8,190.00
Single School Culture Coordinator	226 Day Single School Culture Coordinator K-5 all content areas and PLC processes, collaborate with coaches to ensure that instructional programs are aligned with state standards, and provide coaching to teachers.								

## Mission Statement

## 1. Mission Statement

Clifford O. Taylor Kirklane Elementary recognizes the importance of forming a strong partnership with parents and community members in order to positively impact the students in our school. To promote effective parent involvement, the staff at Clifford O. Taylor Kirklane Elementary welcomes input from parents, community members and encourages them to join us in the activities outlined in this plan. We will work with parents as equal partners in the educational process.

## Involvement of Stakeholders

Name	Title
Orlando Mastrapa	Principal
Ashley Schutt	Assistant Principal
Jennifer George	Assistant Principal
Misty Bauer	SAI
Karin Moran	Math Coach
Leanne Knight	School Guidance Counselor
Sharon Vanscoy	Community Member
Marie Hempfling	Reading Resource
Victoria Francisco	K-2 ELA Coach
Gina Golombo	3-5 Reading Coach
Gloria DosSantos	Dual Language Coach
Lorene Mauri	SSCC
Kimberly Hewitt	3-5 Math Coach

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Elicit participation of parents, families, and volunteers through invitation via Class Dojo, or emails from Parent Link and/or calls outs, ask community members and business partners. We also reach out to our business partners through a phone call or email to invite them to all events. We do our best to build relationships with our stakeholders so they are willing and invested to be a part of our school community.

**3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.**

Stakeholders will help develop the plan by giving suggestions and feedback on ways to improve. Through presentation of the PowerPoint, template was provided by Title I, specific information was presented to stakeholders and feedback was elicited. The feedback was done in an open discussion venue and parent suggestions and comments were documented and implemented in the final draft of our Parent and Family Engagement Plan. Also, SAC Meetings are on the first Wednesday of each month which switch from 1:00pm and 5:00pm for continued input. The CNA was conducted in the Spring of 2025 on February 19, 2025.

**4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.**

Stakeholders had an opportunity to discuss and share future family engagement opportunities that would increase parent's knowledge within all content areas of their child's academic progress. The team came up with specific grade level activities that will teach parents how to assist their child at home to increase their academic independence. Funds are allocated to purchase materials to implement the activities and substitutes for parent conferences.

Name	Title
Orlando Mastrapa	Principal
Ashley Schutt	Assistant Principal
Jennifer George	Assistant Principal
Victoria Francisco	K-2 Reading Coach
Gina Golombo	3-5 Reading Coach
Karin Moran	K-2 Math Coach
Marie Hempfling	Reading Resource
Kimberly Hewitt	3-5 Math Coach
Misty Bauer	SAI

## Annual Parent Meeting

1. What is the actual date, time and location of the Annual Meeting?

Our Annual Title I Meeting will be held in October 29, 2025 @ 1:15PM in the Media Center.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

We will advertise through Schoolwide Class Dojo.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Invitation, Title Annual Meeting PowerPoint, Sign-in Sheet, Agenda, and copies of the FY25 Compact & FY25 PFEP Summary. Materials: Copy paper, smartboard, pens

## Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Effective Parent/Teacher Conferences

• What specific strategy, skill or program will staff learn to implement with families?

Teachers will learn to effectively talk to parents and provide the necessary information that a parent needs with ease and effectiveness.

• What is the expected impact of this training on family engagement?

Parents will be fully informed of their child's data and academic status. Parent will walk away with specific details of weaknesses of their child and how to help them at home to improve on this weakness.

• What will teachers submit as evidence of implementation?

Parent Conference Forms

• Month of Training

September

- Responsible Person(s)

Administration

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Calm Down Corners

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will learn how to help students de-escalate when they are heightened. Teachers can share these items through parent conferences on how the teacher helps the student get back on track with learning.

- What is the expected impact of this training on family engagement?

Parents will learn how teachers are working with students to de-escalate students with helpful strategies.

- What will teachers submit as evidence of implementation?

We will use calm down corner activities.

- Month of Training

September

- Responsible Person(s)

Admin and Guidance

# Parent Trainings

## 1. Parent and Family Capacity Building Training #1

- Name of Training

Literacy Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parent will learn different skills, strategies and games that they can do with their children at home to help increase reading comprehension.

- Describe the interactive hands-on component of the training.

Parents will participate in playing and creating make and takes with their children at different reading centers.

- What is the expected impact of this training on student achievement?

Parents will learn how to create and play skill and strategies reading games that they can recreate at home with their children. Working on these activities at home will help the child practice reading skills and strategies which in turn will increase student reading achievement.

- Date of Training

October

- Responsible Person(s)

Reading Coaches, Administration, Teachers K-5

- Resources and Materials

White and colored Copy paper, markers, pencils, chart paper, cardstock, folders, baggies, ink

- Amount (e.g. \$10.00)

TBD

### 3. Parent and Family Capacity Building Training #2

- Name of Training

STEAM Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn how to utilize strategies when doing math computations & science with their students at home. Working on these activities at home will help the child practice math & science strategies and skills which in turn will increase student math & science achievement.

- Describe the interactive hands-on component of the training.

Parents will be able to create make and takes and how to utilize house hold items in conversations that are around math & science.

- What is the expected impact of this training on student achievement?

With students working on math & science skills at home with their parents' and at school, we believe it will help with strengthening the students' math comprehension & science and build a strong connection for home and school.

- Date of Training

January 31, 2025

- Responsible Person(s)

Administration, Teachers K-5, Coaches

- Resources and Materials

White and colored Copy paper, markers, pencils, chart paper, cardstock, folders, baggies, ink, counters, cups, math/science consumables

- Amount (e.g. \$10.00)

TBD

## 5. Parent and Family Capacity Building Training #3

- Name of Training

FAST Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Reading and math strategies to utilize when working with their child(ren). Parents will also learn question stems that the FAST utilizes to help them with their child(ren). Parents will also gain knowledge around mandatory retention and what it means to their child(ren).

- Describe the interactive hands-on component of the training.

FAST Tet released assessment. Reading and math strategies to utilize when working with their child(ren). Question Stems will be given to parents in English and Spanish and the website for FAST practice items form reading and math.

- What is the expected impact of this training on student achievement?

Parents will eb more equipped with the skills to utilize with their child(ren) when it comes to reading and math so they can help practice these items at home successfully.

- Date of Training

February

- Responsible Person(s)

Admin, Coaches

- Resources and Materials

Colored paper, pens, printer ink, projector, slides

- Amount (e.g. \$10.00)

TBD

## Coordination and Integration

### 1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

ESOL/Multicultural Department

- Describe how agency/organization supports families.

Supports parents and students during parent training and outreach to increase parent awareness and student achievement. Our ESOL department works with the Multicultural department to provide resources & training for our ELL families.

- Based on the description list the documentation you will provide to showcase this partnership.

Sign-In Sheets, Agenda, Handouts

- Frequency

Annually

## 2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Palm Springs Library

- Describe how agency/organization supports families.

A representative from Palm Spring Library joins us at SAC meetings or Parent Nights to discuss educational events and resources the local library can provide to parents and children. Examples: how to register for a library card, different events the library holds that caters to children & parents, use of technology they offer at the library.

- Based on the description list the documentation you will provide to showcase this partnership.

Handouts from Library Pictures with descriptions

- Frequency

SAC Meetings and/or Parent Nights

## 3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Village Of Palm Springs

- Describe how agency/organization supports families.

Supports parents with community events, projects and programs that may be helpful to them. Parents will learn about different community events and projects that may help them or their children.

- Based on the description list the documentation you will provide to showcase this partnership.

Resources, pamphlets, handouts, or dojo postings

- Frequency

Parent Night Events and/or SAC

## Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

We send out important academic and event information such as parent trainings, tutorial programs, parent conferences, student performances via newsletters and/or translated letters and/or text messages and/or phone call-out and/or at SAC Meetings. Letters will be sent in a timely manner before the event depending on the event type. Usually fliers for events go out 2 week and then one week before event on Dojo.

- **List evidence that you will upload based on your description.**

Flyer through Class Dojo Messages and/or translated letters through Parent Link (email and call outs).

- **Description**

SAC Meetings, F.A.S.T. Informational Night, Parent Conferences These are meetings held throughout the year to help parents stay informed on critical information regarding their child(ren). Parent conferences are held at least 3 times a year.

- **List evidence that you will upload based on your description.**

Approved SAC Minutes F.A.S.T. Informational Night: Flyer and mode of distribution (possible: Parent Link/Class Dojo) Parent Conferences: Parent Conference Form (3 samples)

- **Description**

Parents will be invited to IEP & LEP Meetings; Parent Conferences and/or SAC and/or Title I Annual Meeting and/or Stakeholder Input Meeting.

- **List evidence that you will upload based on your description.**

IEP and LEP Meetings; Parent Conferences: Parent Conference Forms and/or SAC: Approved SAC Minutes and/or Title I Annual Meeting: Title I Annual Meeting Flyer and/or Stakeholder Input Meeting: Stakeholder Input Meeting Flyer

- **Description**

The school will inform parents about opportunities to participate in decision-making related to the education of their child through the Stakeholder Meeting to develop the Comprehensive Needs Assessment and/or Title I Annual Meeting &/or SAC Meetings and/or parent conferences and/or LEP and/or IEP Meetings.

- **List evidence that you will upload based on your description.**

Stakeholder Meetings and/or Comprehensive Needs Assessment and/or Title I Meeting and/or SAC Meetings: Invitations through Class Dojo or Flyer or Parent Link and/or Parent Conferences and/or IEP &/or LEP Meetings: Conference Forms

- **Description**

We will flex meeting times to help alleviate schedule barriers for parents. We will hold afternoon and evening meetings to try to cater to all parents as much as possible.

- **List evidence that you will upload based on your description.**

Class Dojo Messages, Fliers, Parent Link (script or phone call out).

## **Accessibility**

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- **Description**

The school provides translations for all outgoing documents and advertises that translators will be present at all meetings and trainings.

- **List evidence that you will upload based on your description.**

Conference Notes and/or Parent Training Evidences (invitations, agendas, handouts, sign-in sheets) and/or Class Dojo Messages.

- **Description**

We work closely with ESE coordinator to make sure that parents and families with disabilities have the proper venue for communication during all events. Parents are provided interpreters, translators, and community support for meetings to ensure they understand the needs of their students and what the school is doing to support them. Meeting areas are easily accessible for all parents and community members. We provide handicap spots close to the entrance of the main office for easy accessibility. Ramps are located at 2 different locations in the front of the school and in the bus loop to provide equal access to all. Parking is communicated with Area Office for need.

- **List evidence that you will upload based on your description.**

Photos of ramps and/or elevators, and parking spaces.

- **Description**

We monitor migrant families to ensure they have the information they need to support their children. Students identified as migrant are monitored for additional tutorial and academic and social/emotional support. Parents are contacted for training and support. All meeting are held at flexible times to try to accommodate our large population of parents. Our contact person is Ashley Schutt, Assistant Principal. Guidance coordinates with the Migrant Office to help with additional serves. Home visits are conducted when needed as well.

- **List evidence that you will upload based on your description.**

Distribution in backpacks of Migrant Pamphlets from the district, Visitor logs and SIS comment log and/or conference notes for parent contact

- Description

We monitor families identified as homeless and provide outreach for them: For example food boxes over the summer and school supplies and uniforms in August and throughout the year. Our guidance counselor reaches out to the families that have been identified as homeless and offers to help them make connections with agencies that can provide financial, job and housing support. We partner with District and area agencies to provide support to families. In order to ensure that they participate we not only extend the invite but our guidance department works with them to see what the barriers might be for not attending and try to work out a solution so that they are able to be a part of our school community as much as possible.

- List evidence that you will upload based on your description.

Guidance counselor notes and/or notes on services/support provided and/or copy of referral email and/or Student Housing Questionnaire (SHQ) form (2479), Guidance Counselor created distribution logs for donated uniforms and/or school supplies and/or food

## Other Activities

### 1. Activity #1

- Name of Activity

NA

- Brief Description

NA

### 2. Activity #2

- Name of Activity

NA

- Brief Description

NA

### 3. Activity #3

- Name of Activity

NA

- Brief Description

NA

## Building Non-Academic Skills

## 1. Building Students' Non-Academic Skills

The school ensures the social-emotional needs of all students are being met by implementing the following:

- Operational school based team that meets weekly to discuss students with barriers to academic and social success
- Mentors assigned to students identified with SLL concerns
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students
- Connect students to agencies who have Cooperative Agreements or are on campus (Youth Services Bureau, Children's Home Society, Care- Giving Youth, etc.)
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social & emotional and college-career equity gaps by connecting all students with the services they need.

\* Mentors and a check in/check out system is in place for students with SLL concerns. Skills for Learning and Life Classroom (caring classroom, kindness curriculum, character education, compassion classes) \* Growth Mindset/Resilience/Persistence \* Provide positive school climate and promote student skills in dealing with bullying and conflicts, solving problems, developing healthy peer relationships, engaging in activities to prevent suicide and substance use \* Single School Culture program, specifically the School-wide Positive Behavior Plan (SwPBS) Our school uses C.H.A.M.P.s for daily behavior. School-wide positive behavior universal guidelines "SAIL" are evident throughout the school. Our students know the behavioral expectations for all areas of the school. Homerooms participate in "Morning Meeting" to build and reinforce social emotional skills and community via daily morning discussion. Our school has 2 school counselors, one who is bilingual, who provide various models of counseling support, which include: individual, small group, and are on the wheel so that they can reach more students and address important topics such as anxiety, family dynamics, self esteem, bullying, decision making, etc. Our counselors also support family needs as well through home visits and connections to community resources. We have a 9 day rotation for related arts which allows all students to participate in 2 P.E., Music, Character Counts, Art, Math Computer Lab, Science Lab, Reading Room, and Media. We are in contact with our local feeder middle schools and invite them to come and speak to our fifth grade students once to twice a year about middle school expectations and routines so that we can best prepare them for the next chapter in their educational life. We are starting a new initiative called "Trusted Adult." This is where we listen to the student and see who there trusted adult is and match them up as mentors.

## SBT/MTSS Implementation

## 1. SBT/MTSS Implementation

Clifford O. Taylor/Kirklane use the following strategies to minimize distractions and keep students engaged during instructional time by implementing the following; Utilize existing data to identify students who have attendance, behavioral or academic concerns. We address the attendance concerns, any student who has accumulated 5 or more tardies/absences in a trimester will be referred via the truancy process. To address those students who are none-proficient, the classroom teacher will initiate the School Based Team process in which students will be offered intervention services during the school day. The school will work with the attendance liaison to call and meet with parents of students with attendance concerns. Students will three or more absences are identified by the teacher. Teachers call the parents and provide support to ensure students are in school. If students miss 5 or more days school based team schedules meetings/home visits with the family to set up supports to ensure daily attendance. If a student continues to be truant the SBT begins the truancy process. During the truancy process teachers and administration will work with the parents to determine the cause of the tardies/absences and agree on a solution. Tier 1: Core Instruction with small group (120 minutes for reading, 60 minutes for math). All students receive Tier 1 services. Tier 2: 30 minutes outside the reading block. For those students who are below grade level targeted interventions will be provided based on the needs of the students. Students will receive an intervention in either oral language, phonics/phonemic awareness, text processing and/or comprehension. The intentions provided will meet the needs identified. Those students who continue to struggle will be referred to SBT for formalized interventions and support. All retained students and Level 1 and 2 students will receive before or after school tutorial. Third grade retainees and second grade students performing below grade level will receive SAI (Supplemental Academic Intervention) interventions. Tier 3 Implementation: Students receive Tier 1 services, Tier 2 services, and Tier 3 services which consist of 30 minutes daily outside the reading block and addition to Tier 2 services. Students are assigned to an interventionist that works with students on their specific weakness which is based off data from, but not limited to, Reading Records, FSQs and USAs, along with other formative classroom assessments. Students are monitored using a Data Intervention sheet which is completed by the interventionist and then data is shared with the homeroom teacher weekly and at scheduled SBT meetings.

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

Our research based programs are chosen based on their alignment to the standards. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. During PLC, common planning, data chats and school based team meetings, we identify the students who are in need of assistance and determine what assistance could be provided to them with the available personnel on campus. During our PLCs and common planning, teachers create differentiated instructional strategies to meet the needs of all the students in their class. Administration monitors the lesson plans, holds data chats, and through classroom walk throughs to determine if the differentiation is implemented with fidelity. Clifford O. Taylor/Kirklane will use the FSQ's, USAs, RRR, I-Ready and the Progress Monitoring Periods to determine the correlation between the students' pre and post scores to identify increases or decreases in scores. Tutorial attendance and progress will be closely monitored to ensure it is aligned to students needs and progress is being made toward the achievement goal. Students participate in core classes that are supplemented with a 30 minute period of fine arts instruction. Our fine arts rotation consists of 9 offerings: Music, Art, 2 PE courses, Character Counts, Math Lab, Media, Reading Room and Guidance. Students rotate through the fine arts each 9 days. Each of the fine arts classes has a district approved curriculum and is taught by a teacher who is certified in the content. C.O.Taylor also has a Dual Language Program in grades Kg-5. Students in this program are instructed in Spanish and English. Students learn Reading, Writing, & Science in Spanish. Then they learn Reading, Writing and Math in English. This is an effective program to help develop language proficiency literacy in English and Spanish.

## Post-Secondary Opportunities and Workforce Readiness

### 1. Post-Secondary Opportunities and Workforce Readiness

We offer a course called Accelerated Mathematics Plan (AMP) in grades 3, 4 and 5. AMP courses are accelerated math classes. In the 3rd grade AMP course students are covering all of the third grade standards and half of the 4th grade standards. In the 4th grade AMP course students are exposed to the other half of the 4th grade standards and all the fifth grade standards and then take the 5th grade Math PM assessment. In fifth grade the students learn 6th grade standards and take the 6th grade PM assessments. We have 2 AMP classes on each grade level. Instruction for 3rd is taught by teachers on that grade level. For 4th and 5th grade AMP classes, two classes on each grade level is taught by a classroom math teacher and the other one is taught by our accelerated math teacher.

## Transition From Early Childhood to Elementary School

## 1. Transition to Elementary School

2 Pre-K classes on campus Kindergarten Kick Off Meet the teacher As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten CO Taylor/Kirklane ES offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. Our school holds a Kindergarten Round-Up in May prior to the end of the school year in order to showcase the school and give information to parents of school-age children who will be attending the school in the fall. We advertise through our Parent Newsletter, Marquee, Palm Springs Library, PBCSD website. Additionally, we offer a staggered start so that kindergarten students and parents are familiar with the building, classroom, and teachers. Kindergarten students are screened during the first 30 calendar days of the beginning of the school year using the Florida Kindergarten Readiness STAR assessment. The STAR assessment consists of a subset of the Early Childhood Observation System (ECHOS) an observational instrument that is used to monitor the skills knowledge, and behaviors a student demonstrates or needs to develop.

## Professional Learning

### 1. Professional Learning

PLCs: Professional Learning Communities is where teachers meet by grade level and discuss best practices for disseminating academic instruction to the students in their classes. In PLCs teachers get Professional Development on the standards and best practices when it comes to instructional growth in the classroom. Area Support: Our school gets area support from the district in reading and math. District area support personnel come out to our school and model and coach our teachers in Reading, Writing and Math. Parent Data Chats & Activity Night is implemented at C.O.Taylor for grades K-5 grade this year. Parent Data Chats & Activity Night is a program that helps increase parent involvement in their child's education. At C.O.Taylor we hold 3 parent meetings a year. At these meetings teachers go over data with parents on a particular skill and show parents where their child is currently, where they need to be by next meeting time and how the teachers are going to help them get there. Most importantly in these meetings teachers give parents the tools they need to help support this goal at home. Teachers & parents are working side by side to help student achievement and parental involvement. Professional book study: We have a professional book study session at our school where teachers get together read research based literature on best practices for the classroom, parental involvement and instruction practices.

## Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

Our strategies include posting vacancies via District's web page, administrators attending District Job Fairs, Grade level teachers participating in the interviewing process, regular meetings with new teachers ESP Educator Support Program and partnering new teachers with veteran teachers. To retain teachers, we include them all in the decision making process in relation to the master schedule and school improvement plan. All teachers are given the opportunity to join a committee in which he/she represents a grade level, giving input on behalf of that grade level. We meet with teachers regularly to develop and review their Professional Growth Plans (PGPs), review data through learning teams, and provide professional development based on teachers' request and student data. School administration meets with new teachers weekly to provide support, encouragement, mentorship, and assistance as they transition to the school. Our ESP program is run by our Assistant Principal and Volunteer Lead Mentor to support all staff with an emphasis on new teachers to PBCSD and new teachers to our building. In the ESP program we make sure that teachers are up to date on all information C.O.Taylor and assist them with the professional and educational needs they may have. It is a program that provides support and guidance to make the teaching professional a little easier and more manageable to guide through. Clifford O. Taylor/Kirklane Elementary implements the District's Educator Support Program (ESP) for all beginning teachers. Every new teacher is paired with a clinically educational trained mentor. The program encompasses 5 Florida Educator Accomplished Practices (FEAPs). The 5 FEAPS surround the mentor observing the beginning teacher while teaching and providing feedback using a pre/post conference form. In addition to the mentor, the beginning teacher is assigned a 'buddy'. The beginning teacher is paired with another teacher on his/her grade level, an experienced/veteran teacher who teaches the same subject area as the beginning teacher. Along with the ESP program, Clifford O. Taylor/Kirklane participates in the Teacher Ambassador Pilot program that the district offers. This program invests on retaining teachers and helping them build their capacity in education.