

Gadsden County Schools

# CARTER PARRAMORE ACADEMY



## 2025-26 Schoolwide Improvement Plan

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## School Board Approval

This plan was approved by the Gadsden County School Board on 08/26/2025.

## SIP Authority

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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)

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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

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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**

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### **A. School Mission and Vision**

#### **Provide the school's mission statement**

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We are committed to providing a safe and inclusive environment where every student can thrive academically, socially, and emotionally. We believe in providing a well-rounded education that prepares students for the challenges and opportunities of a rapidly changing world.

#### **Provide the school's vision statement**

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To equip students with the necessary tools and skills to compete in a global society through compassion, guidance, support and academics.

## **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**

Catina Simmons-Russ

simmons-russc@gcpsmail.com

##### **Position Title**

Principal

##### **Job Duties and Responsibilities**

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Supervise the operation and management of all activities and functions at the school. Provide instructional leadership and supervision for student achievement. Manage and administer the development, implementation, and assessment of the instructional programs. Manage and administer personnel development through training, in-service and other developmental activities.

## **Leadership Team Member #2**

### **Employee's Name**

Jeanne Gunn

gunnj@gcpsmail.com

### **Position Title**

School Counselor

### **Job Duties and Responsibilities**

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Use school counseling research-based standards and competencies to inform the implementation of a comprehensive school counseling framework. Implement a developmentally appropriate school counseling curriculum to all students. Collaborate with teachers, families and other staff on early identification and intervention of children's academic and social-emotional needs. Make referrals to appropriate school and community resources. Work collaboratively with school psychologists, social workers, school nurses, ESE staff and other agencies to provide multi-tiered systems of supports to students and families.

## **Leadership Team Member #3**

### **Employee's Name**

Frances Harrell

harrellf@gcpsmail.com

### **Position Title**

Office Manager

### **Job Duties and Responsibilities**

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Assign duties and supervise work of clerical office personnel. Act as personal secretary to the Principal. Cooperate with students, parents, and peers. Assist the school and District in establishing and maintaining good public relations.

## **Leadership Team Member #4**

### **Employee's Name**

Judith Mandela

mandelaj@gcpsmail.com

### **Position Title**

Teacher

### **Job Duties and Responsibilities**

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Plan and prepare lessons and instructional strategies which support the school improvement plan and the District mission. Select, develop, modify, and/or adapt materials and resources which support learning objectives and address students' varying learning styles, backgrounds and special needs. Establish and maintain a positive, collaborative relationship with student's families to increase student achievement.

## **Leadership Team Member #5**

### **Employee's Name**

Mary Carr

carrm@gcpsmail.com

### **Position Title**

Social Worker

### **Job Duties and Responsibilities**

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Conduct services in a manner which ensures that student growth / achievement is continuous and appropriate for age group, subject area and / or student program classification. Assist in early identification of students' school-related problems to minimize interruption of teaching / learning. Assist in interpreting the school program to the community, relating community concerns to the school and working toward expansion and development of resources for remediation and prevention of student difficulties. Implement strategies that recruit students and families and encourage them to understand the connection between good attendance and positive achievement in school.

## **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.*

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Carter-Parramore Academy involves stakeholders through the implementation of a School Advisory Council (SAC) with an annual Title 1 meeting, monthly community meetings, and various parent night out activities. School Board policy requires that all schools have an active SAC with the appropriate mix of stakeholders. School Advisory meetings will be held monthly at a time feasible for the committee. The annual Title 1 meeting will be scheduled in September and community meetings held at the Superintendent's discretion. Stakeholder input is recorded through SAC minutes and online

parent, student and/or community surveys.

### **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)).

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Students will be assessed using classroom assessment data, as well as data from B.E.S.T progress monitoring. B.E.S.T progress monitoring will be administered three times per year, during PM1, PM2 and PM3. At the conclusion of PM1 and PM2, student assessment data will be analyzed by the leadership team to determine if school goals are being achieved and/or if adjustments in staffing and instructional practices/strategies are warranted.

Teachers will be afforded the opportunities to participate in various Professional Learning Communities (PLCs) and District in-service activities throughout the year.

## C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>COMBINATION</b> <b>4-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>ALTERNATIVE EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>CSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT</b> (UNISIG)	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>BLACK/AFRICAN AMERICAN</b> <b>STUDENTS (BLK)</b> <b>ECONOMICALLY DISADVANTAGED</b> <b>STUDENTS (FRL)</b>
<b>SCHOOL IMPROVEMENT RATING HISTORY</b>	<b>2024-25: I</b> <b>2023-24: MAINTAINING</b> <b>2022-23:</b> <b>2021-22: MAINTAINING</b> <b>2020-21:</b>



## 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							0	0	1	1
Absent 10% or more school days							0	0	0	0
One or more suspensions							0	0	0	0
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							0	0	0	0
Level 1 on statewide Math assessment							0	0	4	4
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	0	0	0
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							0	0	0	0

#### 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							0	0	0	0
Students retained two or more times							0	0	0	0

**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							4	6	17	27
One or more suspensions							3	4	18	25
Course failure in English Language Arts (ELA)							1	1	2	4
Course failure in Math							1		1	2
Level 1 on statewide ELA assessment							2	5	11	18
Level 1 on statewide Math assessment							2	4	10	16
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							3	6	17	26

**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							1	1	1	3
Students retained two or more times							2	2	7	11

**2. Grades 9-12 (optional)****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
	9	10	11	12	
School Enrollment	13	19	17	12	61
Absent 10% or more school days	7	12	14	18	51
One or more suspensions	3	9	2	3	17
Course failure in English Language Arts (ELA)	7	12	9	3	31
Course failure in Math	2	2	5	2	11
Level 1 on statewide ELA assessment	7	14	12	8	41
Level 1 on statewide Algebra assessment	5	12	9	7	33

**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
	9	10	11	12	
Students with two or more indicators	7	17	14	9	47

**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
	9	10	11	12	
Absent 10% or more school days	17	9	14	7	47
One or more suspensions	14	9	11	4	38
Course failure in English Language Arts (ELA)	2	1	3		6
Course failure in Math		1	1	2	4
Level 1 on statewide ELA assessment	11	5	4	3	23
Level 1 on statewide Algebra assessment	6	7	7	4	24

**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
	9	10	11	12	
Students with two or more indicators	15	9	13	7	44

**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
	9	10	11	12	
Retained students: current year	1			1	2
Students retained two or more times	2	2	3	4	11

## **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†	STATE†
ELA Achievement*	0	40	61	4	32	58	0	32	53	
Grade 3 ELA Achievement		47	62		45	59		47	56	
ELA Learning Gains		54	61	26	46	59				
ELA Lowest 25th Percentile		60	55		49	54				
Math Achievement*	0	42	62	16	37	59	7	33	55	
Math Learning Gains		54	60	36	50	61				
Math Lowest 25th Percentile		56	53		55	56				
Science Achievement		33	57	6	21	54		20	52	
Social Studies Achievement*		55	74	0	45	72		38	68	
Graduation Rate	57	86	72	12	63	71	49	70	74	
Middle School Acceleration		60	75		48	71		56	70	
College and Career Acceleration		62	56		89	54	6	69	53	
Progress of ELLs in Achieving English Language Proficiency (ELP)		43	61		57	59		50	55	

\*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)	CSI
OVERALL FPPI – All Students	19%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	57
Total Components for the FPPI	3
Percent Tested	
Graduation Rate	57%

### ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
19%	14%	16%	16%	9%		17%

\* 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**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Black/African American Students	57%	No		
Economically Disadvantaged Students	62%	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	0%				0%						57%		
Black/African American Students											57%		
Economically Disadvantaged Students											62%		

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	4%		26%		16%	36%		6%	0%		12%		
Black/African American Students	5%		28%		19%	38%		0%	0%		12%		
Economically Disadvantaged Students	4%		26%		17%	36%		6%	0%		13%		

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	0%				7%					
Black/African American Students	0%				11%					
Economically Disadvantaged Students	0%				11%					
	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS							
All Students	49%	6%								
Black/African American Students	48%	6%								
Economically Disadvantaged Students	45%	7%								

## 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	10	0%	37%	-37%	58%	-58%
Biology		0%	46%	-46%	71%	-71%
Algebra		6%	26%	-20%	54%	-48%
Geometry		0%	18%	-18%	54%	-54%
ELA	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
ELA	9	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Science	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Civics		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

### 2024-25 WINTER

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		0%	39%	-39%	16%	-16%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

### 2024-25 FALL

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

### **III. Planning for Improvement**

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#### **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?

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The school's proficiency scores are inconclusive in every tested category (ELA, Math, Science and Social Studies). There were only ten students enrolled at CPA for the full year: therefore, there were less than ten students tested at each grade level. Of the ten students enrolled, only four took the ELA test. One scored proficient at Level 3 and one showed Learning Gains, moving from level 1 to Level 2. Based on students tested, that would be 25% Proficiency and 50% Learning Gains in ELA. The 2024 ELA Proficiency was calculated at 4%.

##### **Lowest Performance**

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

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The school's proficiency scores are inconclusive in every tested category (ELA, Math, Science and Social Studies). There were only ten students enrolled at CPA for the full year: therefore, there were less than ten students tested at each grade level. Of the ten students enrolled, only two took the Math assessment. There were no students scoring at proficiency and no students making learning gains. Although one student scored at Level 2, there is no prior year match data to compare. In 2024, Math Achievement was at 16% and Math Learning Gains were at 36%. Contributing factors include, but are not limited to, inconsistent progress monitoring of student performance, limited training for students and teachers utilizing the Edgenuity platform, frequent student transitions into alternative programs, and poor student attendance.

##### **Greatest Decline**

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

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The school's proficiency scores are inconclusive in every tested category (ELA, Math, Science and Social Studies). There were only ten students enrolled at CPA for the full year: therefore, there were less than ten students tested at each grade level. Of the ten students enrolled, only two took the Math assessment. There were no students scoring at proficiency and no students making learning gains. Although one student scored at Level 2, there is no prior year match data to compare. In 2024,

Math Achievement was at 16% and Math Learning Gains were at 36%. Contributing factors include, but are not limited to, inconsistent progress monitoring of student performance, limited training for students and teachers utilizing the Edgenuity platform, frequent student transitions into alternative programs, and poor student attendance.

### **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.

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The school's proficiency scores are inconclusive in every tested category (ELA, Math, Science and Social Studies). There were only ten students enrolled at CPA for the full year: therefore, there were less than ten students tested at each grade level. Of the ten students enrolled, only two took the Math assessment. There were no students scoring at proficiency and no students making learning gains. Although one student scored at Level 2, there is no prior year match data to compare. In 2024, Math Achievement was at 16% and Math Learning Gains were at 36%. Contributing factors include, but are not limited to, inconsistent progress monitoring of student performance, limited training for students and teachers utilizing the Edgenuity platform, frequent student transitions into alternative programs, and poor student attendance.

### **EWS Areas of Concern**

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

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1. Poor student attendance coupled with the number of out of school suspensions/expulsions resulting in a low number of students completing the state test.
2. Students with substantial reading and math deficiencies.

### **Highest Priorities**

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

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1. Increase the percentage of students scoring at proficiency in all assessed academic areas (ELA, Math, Science, Civics, U.S. History).
2. Increase the percentage of students graduation ready by grade 10.
3. Reduce the percentage of unexcused student absences.
4. Reduce the number of out of school suspensions.

## **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.

More than 75% of students have significant reading and math deficiencies. Differentiating instruction and intensive intervention aligned to the state standards are needed to improve student achievement.

#### **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.

Increase ELA proficiency from 25% to 35% and learning gains from 50% to 60% for the 2025-26 school year in every grade band. Increase of the number of student taking the test with fidelity.

#### **Monitoring**

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

Weekly analysis and progress monitoring of data to inform instruction. Encourage more student participation in test taking by providing testing calendars to students and parents.

#### **Person responsible for monitoring outcome**

Principal Simmons-Russ

#### **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:**

Edgenuity, IReady, Acaletics, and Achieve 3000 online platforms will be used as supplements to the core curriculum for reading.

#### **Rationale:**

Edgenuity platform will be utilized to provide differentiated learning opportunities for students. Small

group instruction will allow students to engage in grade-level text with teacher support to facilitate comprehension. I-Ready will be used to monitor student progress on essential reading skills. Achieve 3000 will allow students additional reading practice at their individual reading levels. As students show mastery, the program will increase rigor and increase student's reading Lexile levels.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**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**

Acaletics emphasizes using assessment data to inform instructional decisions and monitor student progress. Based on assessment data, Acaletics provides targeted materials to address specific needs.

**Person Monitoring:**

Principal Simmons-Russ

**By When/Frequency:**

June 2026/Weekly

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

Professional development on the implementation of Edgenuity, Acaletics, IReady and Achieve 3000 to supplement face-to-face instruction. Monitoring will be conducted monthly in PLCs and daily walk-throughs.

**Action Step #2**

IReady will be used for analyzing diagnostic reports, using that data to inform lesson planning, and providing differentiated support to students based on their needs

**Person Monitoring:**

Principal Simmons-Russ

**By When/Frequency:**

Monthly

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

Professional development on the implementation of Edgenuity, Acaletics, IReady and Achieve 3000 to supplement face-to-face instruction. Monitoring will be conducted monthly in PLCs and daily walk-throughs.

**Action Step #3**

Before school tutoring for student who arrive to school early.

**Person Monitoring:**

Jeanne Gunn

**By When/Frequency:**

Daily

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

Before school tutoring will provide individualized attention, which can improve academic performance by helping students master concepts and develop better study habits. It will also build confidence and self-esteem, reduce anxiety, and foster important skills like critical thinking and problem-solving, in a safe space.



## **Area of Focus #2**

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

### **Instructional Practice specifically relating to Student Engagement**

#### **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.

---

There were a total of four out of ten full time students who took either the ELA (4 students) or Math (2 students) state assessments. Many of the students chose to forfeit the test, although prior notice had been given of test dates.

#### **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.

---

The goal is for at least 95% of students enrolled to sit for each assessment in which they are required to take. In the 2024-25 school year, only 40% of full time students took their required assessments.

#### **Monitoring**

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

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Weekly analysis and progress monitoring of data to inform instruction. Utilizing PBIS strategies to address and/or identify student engagement.

#### **Person responsible for monitoring outcome**

Teacher and School Counselor

#### **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:**

Incorporating activities like group discussions, problem-solving tasks, peer teaching, and hands-on activities can significantly boost engagement. Group projects, peer assessments, and cooperative learning activities can foster engagement through social interaction and shared problem-solving.

#### **Rationale:**

Regular feedback helps students understand their strengths and weaknesses, allowing them to adjust their learning strategies and stay motivated.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**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**

Professional development addressing student engagement and classroom management.

**Person Monitoring:**

Teachers and Principal

**By When/Frequency:**

Daily

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

Provide an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes. Professional development for teachers and staff.

**Area of Focus #3**

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

**Instructional Practice specifically relating to Collaborative Planning**

**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.

---

Teachers have limited time during the school day to conduct collaborative planning due to the fact that all teachers have different planning periods and there is only one teacher per subject area. Therefore, teachers will be afforded the opportunity to work an additional two hours per week, with pay, for collaborative planning. Teachers will work to review student data, plan lessons, plan student activities and incentives, update I.E.P's and coordinate parent meetings or conferences.

**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.

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Several of the students have multiple Early Warning Systems indicators including excessive absenteeism, course failures in ELA and Math, scoring at Level 1 on ELA and Math assessments in grades 6-12. The goal is to decrease the number of indicators connected to students by 20% through collaborative planning, along with parental input.

**Monitoring**

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

---

Lesson plans will be submitted by the close of business each Monday. Lesson plans will be evaluated and assessed each week to ensure that plans are written and lessons are taught based on the Florida B.E.S.T standards. Classroom walk-throughs will be conducted frequently to monitor instructional practices, with feedback.

**Person responsible for monitoring outcome**

Principal

**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:**

Data-driven decision making and lesson planning.

**Rationale:**

Data analysis is a key element of data-driven instruction, an educational approach where teachers use student learning data to improve their lesson plans. Teacher will use the data to tailor lessons on student interests and reflect on teaching. Having extra time for planning will help to increase student achievement when teachers are well prepared and lessons are carefully planned.

**Tier of Evidence-based Intervention:**

Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**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**

Extended time for collaborative lesson planning; two hours per week, with pay after the contractual time ends.

**Person Monitoring:**

Principal

**By When/Frequency:**

Weekly

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

Teachers have limited time during the school day to conduct collaborative planning due to the fact that all teachers have different planning periods and there is only one teacher per subject area. Therefore, teachers will be afforded the opportunity to work an additional two hours per week, with pay at \$35 per hour, for collaborative planning. Teachers will work to review student data, plan lessons, plan student activities and incentives, update I.E.P's and coordinate parent meetings or conferences.

## **IV. Positive Learning Environment**

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### **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.

One hundred (100%) percent of students' Average Daily attendance falls below 90%. There is a direct correlation between student attendance and achievement. Higher attendance rates lead to improved academic performance.

#### **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.

School will decrease the number of students with average daily attendance less than ninety (90) percent by twenty-five (25) percent.

#### **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.

The teachers and/or social workers will review student attendance weekly and contact parents for students who have more than two unexcused absences in a week. Parents of students who miss three consecutive days will be contacted by the School Social Worker. Students who miss five days within a marking period will be referred to the Attendance Intervention Team.

#### **Person responsible for monitoring outcome**

Social Worker

#### **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:**

The teacher will review student attendance weekly and contact parents for students who have more than two unexcused absences in a week. Parents of students who miss three consecutive days will be contacted by the School Social Worker. Students who miss five days within a marking period will be referred to the Attendance Intervention Team.

**Rationale:**

There is a direct correlation between student attendance and achievement. Higher attendance rates lead to improved academic performance.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**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**

Quarterly Attendance Celebrations will be conducted for students who have an average daily attendance of 90% or higher.

**Person Monitoring:**

School Counselor

**By When/Frequency:**

At the end of each grading period

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

Weekly attendance will be monitored by the School Social Worker and/or the Guidance Counselor. Weekly reports will be submitted to the District's Attendance Office as well.

**Area of Focus #2**

Positive Behavior and Intervention System (PBIS)

**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.

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More than 90% (55/61) of the students assigned to Carter-Parramore have experienced significant behavior challenges and were suspended one or more times and/or expelled. Many of the students have been expelled for up to one semester with re-evaluation for a determination to return to their home school, based on the student's academics and behavior. Students who are suspended from school lose valuable instructional time, which negatively impacts their learning.

**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.

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The school's goal is to reduce the number of out-of-school suspensions by 10% by the end of the school year and to transition students back to their home schools earlier, upon reevaluation of their academics and behavior.

**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.

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Student attendance, discipline and academic data will be reviewed frequently to chart the student's progress utilizing data chats and goal setting strategies with the students. Parents will be afforded the opportunity to take part in the data chats with students and/or receive information at various parent activities throughout the year.

**Person responsible for monitoring outcome**

Principal and School Counselor

**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:**

By infusing positivity and purpose into data chats, educators can transform these interactions into empowering experiences for both teachers and their students. The goal is not only to analyze data, but to inspire and guide students towards realizing their full potential.

**Rationale:**

Students have a strong desire to join their cohorts at their home schools. When guided with strategies and goals, students will work to achieve their individual goals.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**Description of Intervention #2:**

Partner with Impact Youth Services, Inc. to provide integrated mental health practices addressing childhood trauma.

**Rationale:**

Impact Youth Services will serve as a safe haven for young people while actively promoting mental wellness through the provision of high-quality services to youth and their families, enriching their well-being.

**Tier of Evidence-based Intervention:**

Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**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**

Provide incentives for students who are on track to meet their educational goals and objectives to include, but not limited to academics, attendance, and discipline.

**Person Monitoring:**  
Principal

**By When/Frequency:**  
Monthly

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

School will encourage student achievement and positive decision making through motivational posters, field trips, providing educational literature for parents to promote parent attendance and participation. Parents will be invited to Parent Evening events to receive information on B.E.S.T standards, I.E.P's, understanding student data, progress monitoring, grade level and graduation requirements.

**Action Step #2**

Positive Behavior Intervention System

**Person Monitoring:**  
Principal and School Social Worker

**By When/Frequency:**  
Weekly

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

Purchase a curriculum that teaches character development and decision-making skills to advocate for themselves and develop positive life habits to empower students to communicate their preferences, strengths, and interests as they prepare for transition into life after high school and beyond.

**Action Step #3**

Partner with Impact Youth Services, Inc. to provide integrated mental health practices addressing childhood trauma.

**Person Monitoring:**  
Principal and Social Worker

**By When/Frequency:**  
Monthly

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

Impact Youth Services will offer linkage to mental health services, afterschool wellness support, peer-to-peer mentorship, summer enrichment, family care coordination and advocacy.

## **V. Title I Requirements (optional)**

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### **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.

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The plan will be shared with stakeholders at quarterly informational meetings, along with corresponding progress monitoring data. Parents will have an opportunity to ask questions and provide input. A copy of the plan will remain posted on the school website for review. A copy of the plan will be provided to the stakeholders upon request.

#### **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)).

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School Flyers

Parent/teacher conferences

Superintendent's Community Meeting Initiative

Focus messaging system along with email, telephone calls, and letters to parents.

#### **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)).

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Faculty meetings, PLC and collaborative planning time with teachers led by the principal.

Small group teacher led instruction

Utilize the core curriculum with fidelity. Opportunities for students to earn industry certification.

### **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)).

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Collaborative partnership agreement with Gadsden Technical College to provide adult education programs focused on industry certification and Post Secondary prep for students.

## **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)).

---

Counseling and mentoring services are provided based on student needs in collaboration with outside community agencies.

#### **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)).

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Post secondary readiness planning meetings with the school counselor, students and parents to discussion postsecondary opportunities.

#### **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)).

---

School will attempt to implement a school-wide PBIS framework.

#### **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)).

---

Early Release Days are incorporated into the school district's calendar to provide professional development for faculty and staff based on their individual needs assessment.

Teacher and Leadership Academies were conducted through the Office of Professional Learning to build capacity based on needs assessment.

Partnership with the Panhandle Area Education Consortium (PAEC) to provide additional professional development opportunities that teacher's may self-select.

**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)).

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Not Applicable

## **VI. ATSI, TSI and CSI Resource Review**

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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.

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Step 1: The school leadership team, led by the principal, will review all relevant student and school data for all subgroups to determine needs and priorities.

Step 2: Principal will coordinate with the office of Academic Services to discuss and verify the school improvement funding allocation and guidelines for the 2025-2026 school year.

Step 3: The School Leadership team in collaboration with all relevant stakeholders, i.e. faculty/staff, parents, students, community, etc. will develop an action plan and schedule of activities/interventions to address the areas of need.

Step 4: SIP/Schedule of interventions and activities will be implemented and monitored to assess the effectiveness of interventions/services and make modifications as needed based on data.

### **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).

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The teachers will utilize the Edgenuity, IReady and Achieve3000 platforms to supplement core curriculum to help increase ELA and math proficiency by the end of the 2025-26 school year. ELA proficiency was at 25%, previously 4% and math proficiency was at 0%, previously 16% of full year students. In-service training will be offered by December 2025.

## VII. Budget to Support Areas of Focus

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

**No**

<b>BUDGET</b>	<b>ACTIVITY</b>	<b>FUNCTION/ OBJECT</b>	<b>FUNDING SOURCE</b>	<b>FTE</b>	<b>AMOUNT</b>
<b>School Areas of Focus</b>	<b>Instructional Practice - Benchmark-aligned instruction</b>	6400/120	UNISIG	0.0	14,000.00
<i>Teachers of ELA, Math, Science, and Social Studies will be compensated to attend professional learning sessions focused on curriculum alignment to Florida's State Academic Standards, lesson plan development/delivery and instructional scope and sequence for sessions that occur outside of contractual hours. (up to 10 teachers x \$35/hour x up to 40 hours). Pre and Post Supplemental and Intervention Planning.</i>					
<b>School Areas of Focus</b>	<b>Instructional Practice - Benchmark-aligned instruction</b>	6400/330	UNISIG	0.0	10,000.00
<i>Travel for teachers to participate in professional learning activities offered offsite and required by BSI or district to support school improvement and implementation of the Florida State Academic Standards. (up to 10 teachers x \$300)</i>					
<b>School Areas of Focus</b>	<b>Instructional Practice - Student Engagement</b>	5100/510	UNISIG	0.0	6,250.00
<i>District supplies 3 ring binders, pencils, labels, index cards, folders, and dividers copy paper</i>					
<b>School Areas of Focus</b>	<b>Instructional Practice - Student Engagement</b>	7900/160	UNISIG	0.0	7,500.00
<i>Before and after-school 2 drivers x 15 hours x 2.5 hours a day for 100 days</i>					
<b>School Areas of Focus</b>	<b>Instructional Practice - Benchmark-aligned instruction</b>	5100/310	UNISIG	0.0	15,000.00
<i>Instructional supplemental materials, licenses, subscriptions and supplies aligned with district-approved curricular resources that promote academic success, (i.e Acaletics, Achieve 3000, IXL, PBIS Rewards/Navigate 360)</i>					
<b>School Areas of Focus</b>	<b>Instructional Practice - Collaborative Planning</b>	6400/120	UNISIG	0.0	25,000.00
<i>Teachers of ELA, Math, Science, and Social Studies will be compensated to attend professional learning sessions focused on curriculum alignment to Florida's State Academic Standards, lesson plan development/delivery and instructional scope and sequence for sessions that occur outside of contractual hours. (up to 10 teachers x \$40/hour x up to 80 hours and 3 Paraprofessionals x \$30/hour x up to 80 hours ). Pre and Post Supplemental and Intervention Planning.</i>					
<b>School Areas of Focus</b>	<b>Instructional Practice - Benchmark-aligned instruction</b>	5100/120	UNISIG	0.0	10,000.00
<i>Teacher salary for extra hours to support services provided during before school/morning enrichment. Teacher will serve as additional support for students arriving before school (1 teacher x \$35 per hour). Teacher salary for extra hours to support services provided during planning period/evening enrichment. Teacher will serve as additional support for fragile students. (1 teacher x \$35 per hour.)</i>					

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
<b>School Areas of Focus</b>	<b>Instructional Practice - Benchmark-aligned instruction</b>	<b>5100/510</b>	<b>UNISIG</b>	<b>0.0</b>	<b>12, 250.00</b>
	<i>Instructional material (copy paper, pens, pencils, printer cartridges, composition notebooks, binders, highlighters 3-ring binders loose-leaf paper, spiral notebook index card</i>				
<b>Total</b>	<b>School Areas of Focus</b>				<b>100, 000.00</b>
<b>Positive Learning Environment</b>	<b>Student Attendance</b>	<b>6150/510</b>	<b>UNISIG</b>	<b>0.0</b>	<b>1, 500.00</b>
	<i>Materials and supplies to promote parent engagement and increased student attendance to support learning. (books from approved lists on Florida Academic Standards; parenting literature; financial literacy resources). Parents will attend parent nights throughout the year for information on B.E.S.T standards, student attendance requirements, understanding student data and grade level requirements, and make and take nights to promote learning at home and school.</i>				
<b>Positive Learning Environment</b>	<b>Positive Behavior and Intervention System (PBIS)</b>	<b>6300/311</b>	<b>UNISIG</b>	<b>0.0</b>	<b>8, 800.00</b>
	<i>Contracted Services to increase the number of students services support personnel to address student needs and reduce the interruption of learning. Personnel will serve a academic mentors to students with multiple discipline referrals and or excessive absences in an effort to promote credit recovery and high school graduation (Up to 2 personnel x 3 days/ week x 10 weeks x 4 hours/day x \$45/hour)</i>				
<b>Positive Learning Environment</b>	<b>Positive Behavior and Intervention System (PBIS)</b>	<b>5100/510</b>	<b>UNISIG</b>	<b>0.0</b>	<b>4, 200.00</b>
	<i>Instructional supplemental materials and supplies aligned with district-approved curricular resources that promote resiliency and civic engagement. 3-ring binders, loose-leaf paper, pens, pencil, highlighter, color pencil, label, graph paper, index cards, earbuds, folders, spiral notebook, index dividers, resilience handout, tool kits, booklets</i>				
<b>Total</b>	<b>Positive Learning Environment</b>				<b>14, 500.00</b>
<b>Plan Budget Total</b>					<b>114, 500.00</b>