

Pinellas County Schools

Enterprise Charter High School



2023-24

Schoolwide Improvement Plan (SIP)

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Enterprise Charter High School

2495 ENTERPRISE ROAD, Clearwater, FL 33763

www.enterprisehs.org

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

To Reach the Heart, Educate the Mind and Graduate the Whole Student.

Provide the school's vision statement.

Enterprise High School is the leading individualized -learning charter school in Florida, known for effective, efficient and compassionate delivery of student-centered education and forging strong community relationships. We graduate students who are educated and empowered to succeed.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Vick, Delvin	Principal	To oversee the education of all students at Enterprise High School. To ensure best practices are being implemented by all staff. To maintain a healthy and safe environment for all. To ensure all reporting deadlines are completed and submitted on time. To ensure quality professional development is provided and accessed by all staff.

Stakeholder Involvement and SIP Development

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

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

All students are surveyed throughout the year for improvement in school processes and culture of school. Input is gathered from teachers and parents during Title One meetings and various professional development meetings. Any final plans and budget are presented to the board for approval and feedback.

SIP Monitoring

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

SIP will be monitored during regular leadership team meetings, professional learning communities, and professional development opportunities with staff. Data on testing results, credits being earned and gpa will be monitored on a quarterly basis by subgroup.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	53%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: COMMENDABLE 2018-19: COMMENDABLE 2017-18: COMMENDABLE 2016-17: COMMENDABLE
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	

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

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

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

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

Indicator	Grade Level	Total
Absent 10% or more days		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on statewide ELA assessment		
Level 1 on statewide Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	18	47	50		51	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		36	38		38	38	0		
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		61	64		42	40	7		
Social Studies Achievement*		63	66		47	48	22		
Middle School Acceleration					45	44			
Graduation Rate	60	92	89	69	61	61	62		
College and Career Acceleration	14	69	65	5	70	67	4		
ELP Progress	8	47	45						

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	25
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	100
Total Components for the Federal Index	4
Percent Tested	
Graduation Rate	60

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	37

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	74
Total Components for the Federal Index	2
Percent Tested	
Graduation Rate	69

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	4	3
ELL	23	Yes	3	1
AMI				
ASN				
BLK	28	Yes	4	1
HSP	23	Yes	4	1
MUL	25	Yes	1	1
PAC				
WHT	44			
FRL	24	Yes	4	1

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	3	2
ELL	38	Yes	2	
AMI				
ASN				
BLK	36	Yes	3	
HSP	34	Yes	3	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	38	Yes	3	
FRL	36	Yes	3	

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	18									60	14	8
SWD										13	2	
ELL											2	8
AMI												
ASN												
BLK										14	2	
HSP										8	3	9
MUL										0	2	
PAC												
WHT										18	2	
FRL										11	3	9

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students										69	5	
SWD										52	0	
ELL										75	0	
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK										68	4	
HSP										63	4	
MUL												
PAC												
WHT										71	5	
FRL										68	4	

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students				0			7	22		62	4	
SWD										41		
ELL										55	8	
AMI												
ASN												
BLK										54	0	
HSP								10		49	8	
MUL												
PAC												
WHT							10	33		71	4	
FRL				0				14		55	2	

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	27%	48%	-21%	50%	-23%
09	2023 - Spring	*	46%	*	48%	*

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	26%	53%	-27%	50%	-24%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	46%	*	48%	*

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	14%	59%	-45%	63%	-49%

CIVICS

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	40%	68%	-28%	66%	-26%

HISTORY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	19%	59%	-40%	63%	-44%

III. Planning for Improvement**Data Analysis/Reflection**

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

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

The SWD Subgroup has the lowest performance for the last 3 consecutive years and below the 32% threshold. A major factor for last year's low performance is the unfortunate passing of one of our most experienced ESE Teachers who worked closely with the Reading and English teachers. The loss mid-year and the time it took to find a highly qualified replacement did impact our student's progress. Another trend that we have identified over the last few years, is SWD students come to our school primarily during 2nd semester of 11th grade or the start of 12th grade with very few core credits to graduate on time. Students come to us with very low self esteem about their overall high school performance and it takes time to build a positive mindset about earning their diploma. These students need time to build positive relationships with staff and then in turn, more time to complete courses towards graduation.

ELA retakes and concordant score passing rates is an additional area of focus for our school. This is not specifically reflected in the data entered in this site but it is an important component towards our overall graduation rate. Many students arrive at our school late in 11th grade and have limited time for remediation, credit recovery and meeting all graduation requirements. We use multiple avenues of administering FSA Retakes, ACT and SAT test administration at our school site. We have achieved a level of success with students passing the ACT test over the other two options.

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

The subgroup analysis is challenging for our school since a majority of our students are 11th and 12th graders. Each year we have a handful of 10th graders join our school and rarely are these students with us for both FTE periods. The lack of data does not prevent us from knowing what subgroup needs our focused interventions. The black and hispanic subgroup are two groups within the school that are underperforming in graduation rate data. Along with SWD, a majority of our students choose to come to our school at the mid-point of 11th grade or sometime during the 12th grade year. This gives us limited testing windows to help achieve success on graduation required testing and completion of core courses. We are a drop-out prevention charter school and take in all students working towards a general education high school diploma. Many students and families realize too late in the child's high school career that he or she will not graduate on time if they stay in the traditional high school model. Although the ELA Retakes passing rates are not reflected in your data, in 20-21- 43% passed, in 21-22- 46% passed and in 22-23- 44% passed. As you can see, we have hit a threshold in our passing rates in this trend data and need additional resources to assist our current Reading Teacher to reach more students in a strategic manner.

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.

We do not receive the break-out data on our tenth grade students so it is very challenging to do a thorough comparison to the state average. We know our SWD, Black and Hispanic students underperform when looking at graduation rates and those groups are our focus for continuous improvement.

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

The group with the biggest improvement is ELL when you look at the graduation rate. We can contribute this to a full time bi-lingual assistant and a full time ELL teacher that is also fully bi-lingual. Along with these two critical factors, we have a bi-lingual math teacher, enrollment specialist and graduation coach. The ability to clearly communicate with families and students starting on the very first day of enrollment is a major factor towards success. The ELL teacher is also certified in English and Art History so he can be instrumental in assisting students in their native language, if needed. Our curriculum, APEX, can also be translated to Spanish for students to read assignments in their native language.

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

1. SWD subgroup consistently underperforms on tests and graduation rates for over 3 consecutive years.
2. Our passing rates for ELA Retakes needs to improve past the threshold of 46%.

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

1. Improve Graduation Rates for SWD, Black and Hispanic students.
2. Improve ELA Retakes passing rates to assist with improving Graduation cohort rates.
3. School will provide Extended Learning opportunities during the month of June 2024 to all students.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This focus is for the entire school population since we are a drop-out prevention school. There is a direct correlation between non or low attendance and not graduating. Last year, our school had one of the best overall attendance percentages in years with a overall attendance rate of 52.81%. In 21-22, post pandemic, our overall attendance rate was 43.53%. We would like to see this positive trend continue and make incremental progress in moving this bar higher for our students because we know it will lead to more graduates. We aim to implement programs and clubs that will help build a positive student culture at Enterprise High School. As a DOP school, do not have sports and other extracurricular programs that link our student body to the school.

Measurable Outcome:

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

To increase our overall attendance rate from 52.81% to 54% for the 23-24 school year.

Monitoring:

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

Attendance data will be captured daily and entered into a spreadsheet for Child Study Team to review at their meetings twice per month. Leadership team will also discuss at their meetings to ensure success of this goal.

Person responsible for monitoring outcome:

Delvin Vick (c.vickd@pcsb.org)

Evidence-based Intervention:

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

Our entire staff provides Tier One Interventions to all students with attendance concerns. Those strategies include staff calling-texting students and parents upon 3rd consecutive absence from school. Staff identifies the barrier preventing student from attending school and troubleshoots solutions with family during the contact call. School receives information from Attendance Works which is a national platform addressing chronic absentee issues. Tier Two includes the Child Study Team meeting twice per month to review school wide data. Our attendance specialist will continuously contact students and families to identify attendance roadblocks. Some of these solutions may include a change in homeroom assignment or a change in shift. Attendance will be discussed in data chats between student and homeroom teacher. Attendance incentives will be provided on a monthly basis.

Non-academic student clubs and activities that promote school community are in place to build relationships between staff and students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We had a full time attendance specialist in 22-23 school year and this well trained staff member was consistent in her follow-up with students and families throughout the year. We were able to maintain this same person on a part time basis for the 23-24 school year. Data demonstrates her impact on raising our student attendance over 9% points in one year which was a needed corrective action post pandemic.

Data chats help build the relationship between teacher and student. Relationships are the cornerstone to success in a drop-out prevention model.

Students will be recognized for their attendance achievements and improved efforts.

Due to our design, our student body has few opportunities to connect with one another. We see fostering student connections as a key step in improving our attendance rate.

Tier of Evidence-based Intervention

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

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

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

Contract part time attendance specialist funded through ESSER III.

Person Responsible: Delvin Vick (c.vickd@pcsb.org)

By When: August 2023

Child Study Team to review daily/weekly/monthly attendance data for any corrective actions or additional actions needed.

Person Responsible: Delvin Vick (c.vickd@pcsb.org)

By When: Ongoing all year between September 2023 through June 2024.

Provide monthly incentives for student attendance based on the criterion set forth by the Leadership Team and/or CST team funded through Unisig.

Person Responsible: Delvin Vick (c.vickd@pcsb.org)

By When: Ongoing all year between August 2023 through June 2024.

Our students have a poor self-image of themselves in the school setting. Many of them have failed multiple courses and tests. We know our students would benefit from a team building activity outside of school that will give them the confidence they need to become accomplished in the classroom setting as well as in their future. This will also give the students an opportunity to connect with our staff outside of the school building and we know positive relationships between staff and students is a baseline for student success in their coursework and testing. This activity will be funded through Unisig.

Person Responsible: Delvin Vick (c.vickd@pcsb.org)

By When: June 2024

#2. ESSA Subgroup specifically relating to Hispanic**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Pinellas County School District is asking our school to add an annual goal to focus our efforts on the hispanic subgroup with graduation cohort data. The data provided in this CIMS process indicates 63% of hispanic students graduated in 2021-22 school year. We did not keep break out data for this subgroup in subsequent years. In 20-21 school year, 49% graduated on time. We can attribute the higher percentage in 21-22 due to removal of testing requirements due to Covid. The 23-24 school year will be considered baseline data to build upon and become more strategic with our action plans.

Measurable Outcome:

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

The 23-24 school year will be considered baseline data. It is reasonable to expect 52% to graduate on time for this school year. Our goal is to ensure 52% of ELL students pass the ELA testing requirement to ensure on time graduation.

Monitoring:

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

Graduation coaches and the leadership team will be monitoring this subgroup of cohort students for continuous progress towards graduation in the 23-24 school year. The Reading Team/ELA team will be monitoring students progress towards passing the ELA graduation required testing.

Person responsible for monitoring outcome:

Delvin Vick (c.vickd@pcsb.org)

Evidence-based Intervention:

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

1. Ongoing coaching and monitoring from the graduation coaches throughout the year. Ensure translator is participating in meetings, if needed. One Graduation Coach is funded through General Revenue(FTE) and the other is funded through ESSER dollars.
2. Participation in Extended Learning Programs in June of 2024 to ensure on time graduations. Extended Learning is funded through ESSER dollars and General Revenue dollars (FTE).
3. Provide scaffolding and differentiated instruction in small groups or 1:1 to improve reading skills to pass the state required testing for ELA.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students come to our school primarily as 11th or 12th graders and are significantly behind on their course credits and required testing. The additional time during the summer term guarantees more students will graduate on time. The ongoing coaching from our counselors gives the student one point person to connect with and to help guide them towards success. An additional part time teacher with Reading Certification will assist the team in providing focused instruction to struggling students.

Tier of Evidence-based Intervention

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

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

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

Students will connect with one of the two graduation coaches to ensure student stays on track and follows a plan towards graduating on time.

Person Responsible: Delvin Vick (c.vickd@pcsb.org)

By When: Ongoing all year from August 2023 through June 2024.

Students falling short of a May graduation need additional time at school with their teachers to complete courses to graduate on time.

Person Responsible: Delvin Vick (c.vickd@pcsb.org)

By When: Monitoring of progress occurs all year but specifically more so during second semester to determine who needs the extra time in June to complete courses.

Student will participate in June Extended Learning Program to complete unfinished courses to graduate on time.

Person Responsible: [no one identified]

By When: Identify summer students by April-May 2024. Clearly communicate to students identified this opportunity to catch up and graduate on time.

Students will be given additional instruction and support in reading/ela areas by the part time reading teacher or the full time reading teacher.

Person Responsible: Delvin Vick (c.vickd@pcsb.org)

By When: June 30,2024

Students will be given additional instruction and support in reading/ela areas by the part time reading teacher or the full time reading teacher or paraprofessional.

Person Responsible: Delvin Vick (c.vickd@pcsb.org)

By When: June 30,2024

#3. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and Rationale:**

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

An Area of Focus has always been our Black/African American Graduation Rate. In 21-22 school year, our graduation rate for this subgroup was 47.5% and for the 22-23 school year it improved to 51%. This subgroup has had a laser focus for the last five years and incremental improvement has been accomplished each year.

Measurable Outcome:

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

Our Black/African American graduation cohort rate will be at or above 53%. It is reasonable to expect 53% of this population to pass the ELA/Reading test requirement towards graduation.

Monitoring:

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

Graduation coaches will meet regularly with their cohort students throughout the year for planning and outcome reviews. Graduation coaches will also report to leadership team and staff the progress students are making throughout the year for any support or corrective actions needed. The Reading/ELA team will be monitoring students progress towards passing the ELA required testing for graduation.

Person responsible for monitoring outcome:

Delvin Vick (c.vickd@pcsb.org)

Evidence-based Intervention:

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

Starting in the 21-22 school year, we have two graduation coaches for our school. One coach is focused on current cohort and one is focused on 11th grade cohort. The coaches job is to provide continuous monitoring of cohort and its subgroups, to have individual data chats and to provide progress data to the leadership team and to the staff. We have identified having the second graduation coach as promising evidence on the impact of future performance due to the incremental improvement in the past year. One Graduation Coach is paid through ESSER funds and the other is paid through General Revenue(FTE). Participation in Extended Learning Programs in June 2024 to ensure on time graduation. Extended Learning is paid for through ESSER funds.

Provide scaffolding and differentiated instruction in small groups or 1:1 to improve reading skills to pass the state required testing for ELA.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We clearly understand the road to success with our drop-out prevention students is a positive relationship with one or more key staff members. Both of our graduation coaches have skillsets in each area of connecting with our student and collecting data to ensure success with an individualized graduation game plan for the year(s) ahead. We also know our students come to our school as 2nd semester 11th graders or 12th graders and are already significantly behind in their credits and ability to pass required graduation tests. Students will be expected to attend the Extended Learning Program in June 2024 to ensure on time graduation. An additional part time reading teacher or paraprofessional to assist the full time reading teacher in reaching the needs of this subgroup to ensure on time graduation.

Tier of Evidence-based Intervention

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

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

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

Graduation coaches meeting regularly with assigned students throughout the year to provide support, guidance, reinforcement towards meeting the goal of an on-time graduation.

Person Responsible: Delvin Vick (c.vickd@pcsb.org)

By When: Ongoing throughout the 23-24 school year.

Graduation coaches sharing progress data to Leadership Team and Staff throughout the year.

Person Responsible: Delvin Vick (c.vickd@pcsb.org)

By When: Ongoing throughout the 23-24 school year.

Identify students needing more time to complete coursework in March through May 2024, to ensure participation in Extended Learning Program in June 2024.

Person Responsible: Delvin Vick (c.vickd@pcsb.org)

By When: March through May 2024 and Extended Learning will be in June 2024.

Students will be given additional instruction and support in Reading/ELA areas by the part time reading teacher or para and the full time reading teacher.

Person Responsible: Delvin Vick (c.vickd@pcsb.org)

By When: ongoing from hire date through June 30, 2024

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

The data provided for this CIMS/SIP plan clearly indicated the subgroup of SWD was underperforming all other subgroups. SWD had two out of the last three years achieving less than 32% of the federal percent of points index. In 2021, the SWD only received 26 points and 52% graduated on time. In 20-21, 41% graduated on time. The SWD Case managers and one Graduation Coach are paid through General Revenue(FTE). The other Graduation Coach is paid for through ESSER Funds.

Measurable Outcome:

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

We did not keep break-out data for this subgroup in 22-23 but will consider 23-24 a baseline year to build upon. Our goal would be for the SWD subgroup to attain 54% of on- time graduates.

Monitoring:

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

The graduation coaches along with the SWD Case managers will be meeting with students throughout the 23-24 school year to give feedback and strategies for success to the cohort student. This information will be shared with leadership team as well as with staff. The SWD students will need additional time in Extended Learning Program to complete their classes

Person responsible for monitoring outcome:

Delvin Vick (c.vickd@pcsb.org)

Evidence-based Intervention:

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

Provide ongoing support and monitoring of each individual student's progress towards graduation. Ensure testing waivers are given in a timely manner if a student is eligible for that waiver. Ensure students who need additional time to complete courses participates in the Extended Learning Program in June 2024.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We know our students need additional emotional and coaching support to be successful in achieving their goal of a diploma. The graduation coach and the ESE Case manager will both be providing these services to this group of students in the current cohort.

Some students will need extra time in school to complete their courses and will be encouraged to take advantage of the Extended Learning Program in June of 2024.

Tier of Evidence-based Intervention

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

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

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

Ongoing support and coaching from Graduation Coach and ESE Case manager. These two staff members will be monitoring progress towards graduation throughout the year. the 23-24 School Year will be considered baseline for this action plan.

Person Responsible: Delvin Vick (c.vickd@pcsb.org)

By When: Ongoing from August 2023 through June 2024.

SWD students may need additional time in school to complete graduation required coursework. This will be provided during June of 2024.

Person Responsible: Delvin Vick (c.vickd@pcsb.org)

By When: Ongoing from August 2023 through June 2024.

#5. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our Leadership team is new to Enterprise High School. In order to build their professional development, the school would like for them to participate in the national and state conferences. Our Teacher Leaders will be offered an opportunity to attend national conferences as they pertain to their subject area or to the school culture and environment. The purpose in attending national or state conferences is to gain new information as it relates to processes and strategies to share with remaining staff members at the school. The laser focus will be on assisting identified subgroups in this plan to be more successful in their coursework and test outcomes, improving attendance for struggling students and improving leadership best practices for our new leadership team. Determine if any are viable in the short term or long term implementation to determine effectiveness with our population of students.

Measurable Outcome:

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

Two Leadership Team members attend the ASCD(Association for Supervision and Curriculum Development national conference)- Washington DC in March 2024. ASCD is where educators come to learn about new instructional strategies, grow as individuals and thrive as professionals. Bring information back to school Leadership Team to determine if new processes or strategies can be implemented in our school site.

Two Leadership Team members to attend the Florida Charter School Conference- Orlando in October 2023 to gain insight into new legislation, policies, best practices, etc. as it pertains specifically to Florida Charter Schools. Bring information back to school Leadership Team to determine if new processes or strategies can be implemented in our school site.

Two Leadership Team members to attend Innovative Schools Summit- School Administrative Strand- NYC- in Feb. 2024 to gain insight in how to work with struggling student populations. Leaders come to together to learn about new instructional strategies, grow as individuals and thrive as professionals. Bring information back to school Leadership Team to determine if new processes or strategies can be implemented in our school site.

Two Instructional Leaders to attend the Innovative Schools Summit- Learning Loss, School Improvement and Trauma Informed Strategies. These leaders will learn about new instructional strategies, grow as individuals and thrive as professionals. Bring information back to school Leadership Team to determine if new processes or strategies can be implemented in our school site.

Monitoring:

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

Conference summary will be shared with Administration Team and there is an expectation the new knowledge will be shared at PLC, Staff meeting or future professional development with staff.

Person responsible for monitoring outcome:

Delvin Vick (c.vickd@pcsb.org)

Evidence-based Intervention:

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

Gaining access to national speakers to decide on any new strategies or processes to implement at Enterprise High School in the new year. Documentation of newly gained knowledge will be documented on meeting agendas or training outlines. At this time, the purpose of attending these national conferences is to gain knowledge from national speakers and to share information with team or staff, as appropriate.

Determinations will be made for any school-wide improvement implementations based on this new knowledge.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

It is challenging for any leader or teacher to think outside the box when they are embedded in the day to day operations of the school. A Leader's professional development is just as important as a teachers. Our teacher leaders will be able to gain invaluable insight from national experts in their fields of expertise. This is an investment in the future of our school and worthy of these dollars.

Tier of Evidence-based Intervention

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

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

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

Register and sign up for ASCD conference in Washington D.C for two leadership team members. Attend conference and report new learnings to leadership team and staff, as appropriate.

Person Responsible: Delvin Vick (c.vickd@pcsb.org)

By When: December 2023- March 2024

Register 2 staff members to attend the Innovative Schools Summit-Learning Loss, School Improvement Conference in Chicago, IL.

Person Responsible: Delvin Vick (c.vickd@pcsb.org)

By When: August 2023- November 2023.

Register 2 Leaders for the Innovative Schools Summit for School Administrators in NYC.

Person Responsible: Delvin Vick (c.vickd@pcsb.org)

By When: August 2023- March 2024

Register 2 administrators to attend the Florida Charter School Conference in Orlando, FL.

Person Responsible: Delvin Vick (c.vickd@pcsb.org)

By When: August 2023- October 2023.

CSI, TSI and ATSI Resource Review

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

This budget will be reviewed with the Enterprise High School Board. Expenses outlined in this budget will be monitored by the Principal and the Consultant for accuracy and timeliness. Analysis of the benefits to the school from these expenses will be assessed in July of 2024. Student achievement data and positive culture of school can be the data points showing impact from these educational conferences.

Any input from PCSB staff will be taken into consideration for this plan and for future plans.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

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

A direct link to our SIP will be placed on our website at <https://enterprisehs.org/resources/title-one/>.

The methods of which we will disseminate this SIP, UniSIG budget through our website, our Title One Information Night and our board meeting. The plan and the budget will be translated into Spanish for our Spanish speaking families. Plans and budget will always be shared upon request.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

A direct link to our 2023-24 Title I PFEP can be found at <https://enterprisehs.org/resources/title-one/parent-involvement-plan/>

Our school has always been proud of the positive relationships built between school and families. Parents and families meet key staff members on their first day at the school. The Graduation Coach assigned to the student will review the graduation plan and share contact information with families. Open House is conducted two times per year and representatives from PTEC, SPC and various military branches are present to talk about the next steps after high school. Our teachers and administrators are available for parent conferences or meetings with the students to discuss any concerns or issues. This year we are rolling out a student dashboard that can be accessed anytime by the student or parent. This will give a clear indicator how the student is progressing towards graduation. This dashboard will also be the first thing a student will see when they log into their account for the day. We are hopeful this will empower students to take control over their graduation progress.

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

We have started out the 23-24 school year fully staffed with all highly qualified teachers except for one. Students will be empowered this year with real time information on their progress towards graduation. This dashboard will give information on passing tests, completing courses and GPA. We will also provide an Extended Learning Time during June and the end of July to give students more time to complete courses towards graduation.

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

Funding under ESSA has helped us to offset costs for the additional graduation coach, the student dashboard, attendance specialist and extended learning programs during the summer. We work collaboratively with our transition to adulthood programs in our community such as St. Petersburg College, Pinellas Technical College and various military branches on a regular basis. All entities listed are invited in to speak to our students and also are allowed to set up information tables during our Open Houses and various days in throughout the year in the cafeteria.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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

The school contracts with a licensed School Psychologist 2.5 days per week. She provides counseling and mental health services to SWD and to all students at the school. The school is set up with self-contained classes to help students form a relationship with that teacher and is also assigned to a graduation coach for mentoring and guidance services. We provide our monthly mental health lessons provided to us from Pinellas County Schools.

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

The school employs a vocational specialist that assists student with necessary work and volunteer requirements in order to graduate from our school. All students must work a total of 120 hours or volunteer the same amount in order to graduate. A majority of our students come to our school very behind on their credits so it is rare when students want to take college courses while still in high school. We have certainly accommodated the few students when it is applicable and encourage students to take courses through FLVS if it is a course not offered at Enterprise High School.

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

MTSS/RTI team meets twice per month to discuss students who are struggling behaviorally or academically. The team follows through with families to see if any mental health services have been initiated in the past. The team also makes suggestions on interventions and helps with collecting data on those interventions. Most students at the school are at a Level 1 or 2, but if a Level 3 is needed, then appropriate processes are followed to ensure evaluations are requested and then determine next steps with the team and families.

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

The beginning of the year always starts out with a two day retreat off campus to review critical data points from previous year and launch the plan for the new year. All staff attends this retreat so we are all on the same page towards student success. There are professional development days where speakers are brought in to discuss curriculum, accommodations or strategies for students who have experienced trauma. We feel strongly this professional development is in direct alignment with our student population and provides the ongoing support to all staff members who are dedicated to our students. Data from academic assessments are analyzed and discussed for improvement during the Professional Learning Community meetings. Any corrective actions can be discussed and employed with urgency. We ensure our salary and benefits are comparable to Pinellas County Schools so we can stay competitive in hiring but also retention.

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

This does not apply to our high school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	7731 - Enterprise Charter High School	UniSIG		\$10,000.00
			<i>Notes: Instruction, basic/distributions to charter schools: Instructional materials and supplies to create a positive culture and environment including paper, pens, posters, journals, toner, workbooks, and study guides.</i>			
2	III.B.	Area of Focus: ESSA Subgroup: Hispanic				\$29,065.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	7731 - Enterprise Charter High School	UniSIG	0.75	\$29,065.00
			<i>Notes: Instruction, basic/distributions to charter schools: The school would like to hire a part-time reading teacher to work with students one-on-one to provide interventions. Estimated costs through 7/31/24 are salary \$27,000 = (30 hours x 36 weeks) x \$25/hour plus 7.65% FICA = \$2,065 for a total of \$29,065.</i>			
3	III.B.	Area of Focus: ESSA Subgroup: Black/African-American				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	7731 - Enterprise Charter High School	UniSIG		\$10,000.00
			<i>Notes: Instruction, basic/distributions to charter schools: Instructional materials and supplies: paper, pens, posters, journals, toner, workbooks, and study guides.</i>			
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	5100	394	7731 - Enterprise Charter High School	UniSIG		\$10,000.00
			<i>Notes: Instruction, basic/distributions to charter schools: Instructional to create a positive culture and environment: paper, pens, posters, journals, toner, workbooks, study guides, copies, 3-ring binders.</i>			
5	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning				\$9,121.25
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	7731 - Enterprise Charter High School	UniSIG		\$9,121.25
			<i>Notes: Instruction, basic/distributions to charter schools: Instructional materials and supplies: paper, pens, posters, journals, toner, workbooks, study guides, 3-ring binders, copies.</i>			
Total:						\$68,186.25

Budget Approval

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

No