

Collier County Public Schools

# New Beginnings Immokalee School



2023-24

Schoolwide Improvement Plan (SIP)

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## New Beginnings Immokalee

800 IMMOKALEE DR, Immokalee, FL 34142

[ no web address on file ]

### 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.**

The mission of New Beginnings is to accelerate the academic progress and develop positive social skills in students who have committed zero tolerance offenses and/or been significantly disruptive to the education of others and themselves. Students advance through ranks in a highly structured, behaviorally-based environment, similar to a JROTC program, to earn the right to return to their traditional school.

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

All students will complete New Beginnings with the skills necessary for success in their home school prepared for ongoing learning, community involvement, and global responsibilities.

## 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
Klein, Brent	Principal	Mr. Klein monitors the Assistant Principal and Program Leader, handles all staff hiring for New Beginnings, delegates leadership duties to the Assistant Principal and Program Leader, conducts staff evaluations, and manages the finances. He reports to the district and ensures New Beginnings meets all state and district compliance requirements. Mr. Klein leads weekly meetings with the Assistant Principals and bi-weekly meetings with the Alternative Schools Leadership Team.
Ruby, Paul	Assistant Principal	Mr. Ruby serves as the on-site Assistant Principal for New Beginnings Immokalee. He completes instructional and non-instructional evaluations, conducts professional development, and monitors program specific data. He oversees curriculum implementation, teacher instruction and development, safety & security training, and facility maintenance. He also supervises all state and district testing for New Beginnings Immokalee.
Groce, Jeff	Administrative Support	Mr. Groce serves as the Program Leader of the New Beginnings Immokalee program. He oversees all teachers and non-instructional staff on a daily basis, and he is the lead facilitator of the student behavior plan. He monitors program specific academic, behavior, and attendance data. Mr. Groce also works closely with parents to best engage them in their child's education and life.

**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.

The school leadership team works to involve stakeholders and seek their input throughout the year. Stakeholders include: teachers, school staff, parents, students, and community members. Stakeholder input is garnered at School Advisory Council meetings, school events, and through surveys. All stakeholders are invited to participate in these meetings, events, and on the surveys. Input was used to develop the areas of focus and corresponding use of funds to best meet the needs of the students.

**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))

The school leadership team will continuously monitor student data from state progress monitoring exams (FAST ELA and FAST mathematics, iReady for elementary ELA/Reading, Lexia PowerUp for middle school ELA/Reading, and ALEXS for middle school math to ensure effective implementation and impact on increasing student achievement. Administrators and teachers will meet in bi-weekly PLC meetings to discuss student progress and achievement to determine if adjustments are necessary to meet the continuous improvement goals. Parents and students will be involved to ensure partnerships stay strong and responsibility is shared in each student's quest to graduate from high school. These partnerships will also help the school leadership team determine if plan revisions are necessary to meet the continuous improvement goals.

**Demographic Data**

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School 2-8
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	90%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	CSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	Yes
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners (ELL)* Hispanic Students (HSP)* Economically Disadvantaged Students (FRL)*
<b>School Grades History</b>	

*2022-23 school grades will serve as an informational baseline.	
<b>School Improvement Rating History</b>	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
<b>DJJ Accountability Rating History</b>	

**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	3	4	6	8	22	0	43
One or more suspensions	0	0	0	1	1	3	4	10	0	19
Course failure in English Language Arts (ELA)	0	0	0	0	0	2	1	3	0	6
Course failure in Math	0	0	0	0	0	1	2	6	0	9
Level 1 on statewide ELA assessment	0	0	0	1	1	1	4	12	0	19
Level 1 on statewide Math assessment	0	0	0	1	0	4	4	8	0	17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	1	1	1	4	12	0	19

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	1	1	5	3	14	0	24

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	1	0	0	0	0	0	1
Students retained two or more times	0	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
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	1	1	0	1	2	9	0	14
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	1	2	7	0	10
Level 1 on statewide Math assessment	0	0	0	0	0	2	1	5	0	8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	1	2	7	0	10

**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	1	1	6	0	8

**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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

**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	1	1	0	1	2	9	0	14
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	1	2	7	0	10
Level 1 on statewide Math assessment	0	0	0	0	0	2	1	5	0	8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	1	2	7	0	10

**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	1	1	6	0	8

**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	0
Students retained two or more times	0	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*	22	58	53	17	62	55	30		
ELA Learning Gains				35			56		
ELA Lowest 25th Percentile									
Math Achievement*	32	63	55	18	45	42	26		
Math Learning Gains				62			65		
Math Lowest 25th Percentile									
Science Achievement*		55	52		59	54			
Social Studies Achievement*	42	76	68		56	59			
Middle School Acceleration		62	70		51	51			
Graduation Rate		56	74		54	50			
College and Career Acceleration		63	53		73	70			
ELP Progress		58	55		66	70			

\* 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	32
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	96
Total Components for the Federal Index	3
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	132
Total Components for the Federal Index	4
Percent Tested	95
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP	24	Yes	4	2
MUL				
PAC				
WHT				

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%
FRL	35	Yes	4	

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	0	Yes	1	1
ELL	28	Yes	1	1
AMI				
ASN				
BLK				
HSP	23	Yes	3	1
MUL				
PAC				
WHT				
FRL	33	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	22			32				42				
SWD												
ELL												
AMI												
ASN												
BLK												
HSP	17			24				30			3	
MUL												

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
PAC												
WHT												
FRL	24			35				45			3	

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	17	35		18	62							
SWD	0											
ELL	13	31		7	62							
AMI												
ASN												
BLK												
HSP	7	17		7	62							
MUL												
PAC												
WHT												
FRL	17	35		18	62							

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	30	56		26	65							
SWD												
ELL												
AMI												
ASN												
BLK												
HSP	29	60		25	71							
MUL												
PAC												
WHT												
FRL	33	56		29	60							

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	*	60%	*	54%	*
07	2023 - Spring	22%	52%	-30%	47%	-25%
04	2023 - Spring	*	65%	*	58%	*
06	2023 - Spring	*	51%	*	47%	*
03	2023 - Spring	*	56%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	70%	*	54%	*
07	2023 - Spring	36%	75%	-39%	48%	-12%
03	2023 - Spring	*	67%	*	59%	*
04	2023 - Spring	*	74%	*	61%	*
05	2023 - Spring	*	70%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	*	62%	*	51%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	68%	-32%	66%	-30%

**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.**

Reading across all grade levels showed the lowest performance. Four out of fourteen elementary students and fifteen out of twenty-nine middle school students earned a level 1 on the FAST ELA. 57% of elementary students made gains on the FAST ELA between progress monitoring 1 (PM1) and PM3, but only 35% increased achievement levels.

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

Third grade reading achievement showed the greatest decline from the prior year. During the 2021-2022 SY, third grade students had an average scale score gain of 10 points; whereas, third grade students during the 2022-2023 SY demonstrated an average scale score loss of 3 points. It is important to note that this analysis involves comparing data from the 3rd grade FSA ELA in 2022 to the data from the 3rd grade FAST ELA progress monitoring assessments given during the 2022-2023 SY. It is also difficult to ascertain the exact reasons for the decline given the fact that students typically do not remain enrolled at New Beginnings for consecutive years. Therefore, the cohort make-up and number of students can vary greatly from one year to the next.

**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.**

Seventh grade students demonstrating grade level proficiency on the FAST ELA PM3 fell 25% below the state average. 22% of seventh grade students at New Beginnings Immokalee demonstrated grade level proficiency on the FAST ELA PM3 by earning a level 3 or higher while the state average was 47% and the district average was 52%. It is difficult to ascertain the exact factors that contributed to this gap. The student population struggled in reading from the onset of the year, and they openly voiced their dislike of the district reading program. The district has adopted a new reading program, so that should help overcome the student apathy with regard to the program.

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

Math remained an area of strength for New Beginnings Immokalee. 88% of the students demonstrated a gain between FAST Mathematics PM1 and PM3, including 100% of elementary students, and 67% of the students demonstrated an achievement level increase. These increases exceeded the 53% of students who demonstrated learning gains on the FSA Mathematics assessment taken during the 2021-2022 SY. The gains in math can be attributed, in part, to the intensive math support provided during the after-school program that started during the 2022-2023 SY. Each day, the students received additional math instruction during the program.

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

Every indicator in the EWS data is a potential area of concern for our students. New Beginnings Immokalee serves students who have been alternatively placed from their traditional school and, as a result, every student enrolls with over 10% absences and 1 or more suspensions. Further, the majority enroll with failing courses due to the time they have missed school due to discipline and other issues. One area of concern that aligns well with an area of focus is improving students' reading deficiency because 19 of the 43 students enrolled with a significant reading deficiency.

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

1. Improving Reading Achievement for All Students.
2. Improving Math Achievement for All Students.
3. Improving Student Attendance.
4. Improving Student Behavior & Personal Responsibility

**Area of Focus**

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



**#1. Instructional Practice specifically relating to ELA****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.

Students demonstrating grade level proficiency on the state FAST ELA assessment, pursuant to the FLDOE grade level proficiency requirements, was lower than the district and state average. Increasing the percentage of students demonstrating grade level proficiency should have a positive effect on overall academic achievement data for all students, including students with disabilities, English language learners, Hispanic students, and economically disadvantaged students.

**Measurable Outcome:**

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

Elementary and middle school students demonstrating an achievement level gain on the state FAST ELA assessment will increase 30% from 28% to 58% as measured by comparing the students' scores on PM1 to their scores on PM3.

**Monitoring:**

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

Success will be monitored continuously throughout the year by analyzing student performance on iReady (elementary) and Lexia PowerUp (middle), as well as by monitoring student performance on the state FAST ELA progress monitoring assessments, namely PM2 which is offered half-way between PM1 and PM3.

**Person responsible for monitoring outcome:**

Paul Ruby (rubypa@collierschools.com)

**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.)

Teachers will use explicit, systematic instruction tied to state standards during their ELA and reading lessons. To meet the needs of individual learners and to improve areas of student weakness, teachers will use data gleaned from iReady, Lexia PowerUp, and classroom assessments to provide corrective feedback and to differentiate instruction during intensive small group instruction. According to Marzano, the evidenced-based strategies of "Organizing Students to Interact with Content" and "Helping Students Process New Content" have both been shown to help students make impactful learning gains. Both strategies will be used during the targeted ELA instruction provided by certified teachers during the extra period of instruction and after-school enrichment program.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Explicit, systematic instruction contributes to each student's ability to clearly understand new content and to make connections to previously taught content while helping students continuously acquire knowledge that grows with complexity. Differentiated instruction with corrective feedback helps raise student awareness of errors to aid in self-correction and self-regulation while simultaneously helping the learning to improve fluency in specific areas of weakness through individual instruction. Finally, increased time on task while utilizing the aforementioned instructional strategies during the extra period of instruction and after-school enrichment program will both increase general reading ability and provide increased opportunities to target areas of weakness.

**Tier of Evidence-based Intervention**

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

## Tier 1 - Strong Evidence

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

No

**Action Steps to Implement**

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

Explicit, systematic instruction will be implemented in each class through each teacher's daily use of the CCPS grade specific ELA Curriculum Guide and Pacing Calendar.

**Person Responsible:** Paul Ruby (rubypa@collierschools.com)

**By When:** This will begin at the beginning of the school year and continue for the duration of the year.

Students will receive additional practice and targeted instruction addressing areas of weakness during the after-school enrichment program. Overall student success will be tracked and monitored through student performance on iReady, Lexia PowerUp, and state FAST ELA progress monitoring tests

**Person Responsible:** Paul Ruby (rubypa@collierschools.com)

**By When:** This will begin at the beginning of the school year and continue for the duration of the year.

Planning and scheduling of the extra period of instruction and after-school enrichment program.

**Person Responsible:** Jeff Groce (groceje@collierschools.com)

**By When:** The after-school enrichment program must be planned for the first day of school. The plan for the extra period of instruction must be ready by the end of September.

The principal will meet with teachers every interim period to review student data, to identify areas of weakness by class and by student, and to assist with making adjustments to target identified areas of concern.

**Person Responsible:** Brent Klein (kleinb@collierschools.com)

**By When:** Meetings will start during the second interim period, which is the second five weeks of the school year.

## #2. Instructional Practice specifically relating to Math

### 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.

Overall math achievement demonstrated by students at New Beginnings Immokalee fell below the district and state averages for students in grades 3-8 who took the assessment. For students at New Beginnings Immokalee, 45% demonstrated grade level proficiency on their respective FAST Math PM3 assessment, while 56% of grades 3-8 students throughout the state demonstrated grade level proficiency and 69% of district students demonstrated grade level proficiency on the same math assessment. This overall focus on improving math achievement will also have a strong positive effect on improving the math achievement of students with disabilities, English language learners, Hispanic students, and economically disadvantaged students.

### Measurable Outcome:

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

Students demonstrating grade level proficiency on the state FAST Math assessment will increase 11% from 45% to 56%. Students will demonstrate proficiency by earning a level 3 or higher on the FAST Math PM3 assessment.

### Monitoring:

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

Student achievement will be monitored on a continuous basis through student performance on Reveal & Redbird math assessments for elementary and performance on Math Nation & ALEKS assessments for middle school students. Performance will also be monitored for all students through the state FAST math progress monitoring assessment.

### Person responsible for monitoring outcome:

Paul Ruby (rubypa@collierschools.com)

### 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.)

Teachers will use explicit, systematic instruction tied to state standards during their math lessons. To meet the needs of individual learners and to improve areas of student weakness, elementary teachers will use data gleaned from Reveal math & McGraw Hill Redbird and the middle school math teacher will use student data from Math Nation, ALEKS, and classroom assessments to provide corrective feedback and to differentiate instruction. During their instruction, teachers will use the evidenced-based strategies of "Organizing Students to Interact with Content" and "Helping Students Process New Content". According to Marzano, both have been shown to help students make impactful learning gains. Students will also have the opportunity to receive targeted math instruction beyond the school day by attending an extra period of instruction and the after-school enrichment program.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Explicit, systematic instruction contributes to each student's ability to clearly understand new content and to make connections to previously taught content while helping students continuously acquire knowledge that grows with complexity. Differentiated instruction with corrective feedback helps raise student awareness of errors to aid in self-correction and self-regulation while simultaneously helping the learning to improve fluency in specific areas of weakness through individual instruction. Finally, increased time on task while utilizing the aforementioned instructional strategies during the extra period of instruction and

after-school enrichment program will both increase overall mathematical fluency and general math ability while providing increased opportunities for targeted instruction.

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

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

Tier 1 - Strong Evidence

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

No

### **Action Steps to Implement**

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

Math teachers will ensure all students have access to their respective, grade-specific online resources and they will facilitate pre-assessments - within each district provided online learning platform. They will also administer the state FAST Math progress monitoring assessments. The teachers will then use this data to adjust their explicit instruction, as well as to develop student specific, targeted differentiated instruction.

**Person Responsible:** Paul Ruby (rubypa@collierschools.com)

**By When:** This will begin at the onset of the school year and continue throughout the year until the administration of the state FAST Math PM3 assessment.

Students will receive additional practice and targeted instruction addressing areas of weakness during the after-school enrichment program. Overall student success will be tracked and monitored through student performance on Reveal math assessments, Redbird math online performance, Math Nation assessments, ALEKS progress, and the state FAST Math PM1 & 2 assessments.

**Person Responsible:** Paul Ruby (rubypa@collierschools.com)

**By When:** This will begin at the onset of the school year and continue throughout the year until the administration of the state FAST Math PM3 assessment.

Instructional planning and scheduling of the extra period of instruction and after-school enrichment program.

**Person Responsible:** Jeff Groce (groceje@collierschools.com)

**By When:** The after-school enrichment program must be ready for the first day of school and the extra period of instruction must be planned & scheduled by the end of September.

The principal will meet with teachers during each interim period to review student data, to identify areas of weakness by class and by student, and to assist with making adjustments to target identified areas of concern.

**Person Responsible:** Brent Klein (kleinb@collierschools.com)

**By When:** Meetings will start during the second interim period that occurs during the second five weeks of the school year.

### #3. 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.

Students attend New Beginnings Immokalee in-lieu of getting expelled from the Collier County Public School District. As a result, all students are alternatively placed into the program due to a school discipline event or off-campus issue that necessitates a change in behavior. Therefore, an area of focus will be on using positive behavior intervention strategies to help students manage their behavior so they can be successful in and out of school.

#### Measurable Outcome:

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

Student behavior will improve as evidenced by a decrease in school discipline referrals and incidents during each student's enrollment at New Beginnings Immokalee.

#### Monitoring:

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

Individual student data related to PBIS and classroom management strategies is collected multiple times a day in student point books and analyzed weekly. Points are earned in each period throughout the day. Each week, students are granted positive privileges and opportunities for earning their points and they become eligible to increase their rank within the behavioral hierarchy of the program.

#### Person responsible for monitoring outcome:

Jeff Groce (groceje@collierschools.com)

#### 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.)

Students at the New Beginnings Program will follow a point and rank system in order to objectively assess their behaviors. Students will learn to be responsible for their own behavior and will be held accountable for their actions.

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The behavior management program is designed to set reasonable expectations for each student in New Beginnings. The program's strategy is to target behaviors that generally result in problems in the classroom as well as addressing individual needs. Our behavior management system's aim is to provide students a safe, structured and disruption-free environment. A positive result of proper attention to student's behavior is the building of self-respect resulting in respect for others.

The point and rank system (Mustang) encompasses all aspects of the program. Students will constantly be evaluated for their behaviors. Students will need to earn a specified amount of points in order to receive privileges and to eventually exit the program. Students will be able to earn points for the following areas: Classroom, Transition, Formation, Lunch Points, Dismissal, Bus, and Homework.

#### Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

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

No

### Action Steps to Implement

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

Implement point system tied to student behavior by training teachers and non-instructional staff the program structure & point system.

**Person Responsible:** Jeff Groce (groceje@collierschools.com)

**By When:** Training for teachers and non-instructional staff starts before the school year starts.

Teach students about the structure of the program and how they earn/lose points in the system.

**Person Responsible:** Jeff Groce (groceje@collierschools.com)

**By When:** Student training begins on the first day of school.

Redirect students in class and work with classroom teachers to award points at the conclusion of each academic period (non-instructional staff lead this step).

**Person Responsible:** Jeff Groce (groceje@collierschools.com)

**By When:** This starts at the conclusion of student training, which typically occurs on day 2 or 3 of the school year. This action step happens each class period throughout the day.

Conduct student promotion interviews, award promotions to deserving students, and monitor for student compliance required with each rank.

**Person Responsible:** Jeff Groce (groceje@collierschools.com)

**By When:** Interviews start within the first three weeks of school and occur continuously throughout the year. Promotion ceremonies occur monthly starting in September.

**#4. Instructional Practice specifically relating to Benchmark-aligned Instruction****Area of Focus Description and Rationale:**

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

During the spring 2024 administration of FAST, students in grades 4-8 will take a new standalone writing assessment aligned to the Florida BEST writing standards. In preparation for this assessment, teachers at New Beginnings will provide students with explicit, systematic writing instruction aligned to these standards. In addition to preparing students for the writing assessment, emphasizing writing will also help students better develop reading comprehension and analysis skills included in the grade specific Florida BEST ELA/Reading standards.

**Measurable Outcome:**

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

At least 50% of students in grades 4-8 at New Beginnings will demonstrate grade level proficiency on the FAST writing assessment.

**Monitoring:**

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

Success will be monitored continuously throughout the year by analyzing student performance on Top Score Writing formative assessments and quarterly on district benchmark writing assessments.

**Person responsible for monitoring outcome:**

Paul Ruby (rubypa@collierschools.com)

**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.)

Teachers will use Top Score writing curriculum aligned to the Florida BEST writing standards to provide explicit, systematic writing instruction. To meet the needs of individual learners and to improve areas of student weakness, teachers will use data gleaned from the Top Score curricular model and classroom writing assessments to provide corrective feedback and to differentiate instruction. Instruction will be differentiated based on individual student weaknesses delivered using a small group instruction model or one-to-one. Students will also receive targeted writing instruction beyond the school day during their extra period of instruction and by attending the After-School Enrichment Program. Teachers will also integrate the grade specific writing standards into their content-specific courses.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Explicit, systematic instruction contributes to each student's ability to clearly understand new content and to make connections to previously taught content while helping students continuously acquire knowledge that grows with complexity. Differentiated instruction with corrective feedback helps raise student awareness of errors to aid in self-correction and self-regulation while simultaneously helping the learning to improve fluency in specific areas of weakness through individual instruction.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

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

No

**Action Steps to Implement**

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

Train teachers on Top Score Curriculum.

**Person Responsible:** Paul Ruby (rubypa@collierschools.com)

**By When:** Teachers will receive training by October.

Integrate and use the Top Score curricular model aligned to the Florida BEST writing standards to provide explicit, systematic writing instruction to the students.

**Person Responsible:** Paul Ruby (rubypa@collierschools.com)

**By When:** The goal is to start in October.

**CSI, TSI and ATSI Resource Review**

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

The school team reviewed and analyzed student data from previous years to identify the areas of greatest need. The team then reviewed parent and student input provided during meetings, on surveys, and through informal conversations to ensure the areas of greatest need aligned to their concerns. The team then identified resources and instructional models that would help improve those areas of need to best help the students succeed academically and grow positively as citizens. Various school district departments - purchasing, allocations, federal & state grants, teaching & learning, school leadership - then reviewed the plan and provided feedback. Once the initial draft is complete, the draft plan will be posted for stakeholders to provide feedback prior to being finalized and approved by the School Advisory Council and School Board.

**Reading Achievement Initiative for Scholastic Excellence (RAISE)****Area of Focus Description and Rationale**

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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



New Beginnings does not fall under the purview of the RAISE program. Therefore, this section is not applicable to New Beginnings.

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

New Beginnings does not fall under the purview of the RAISE program. Therefore, this section is not applicable to New Beginnings.

**Measurable Outcomes**

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2 Measurable Outcomes**

New Beginnings does not fall under the purview of the RAISE program. Therefore, this section is not applicable to New Beginnings.

**Grades 3-5 Measurable Outcomes**

New Beginnings does not fall under the purview of the RAISE program. Therefore, this section is not applicable to New Beginnings.

**Monitoring**

**Monitoring**

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

New Beginnings does not fall under the purview of the RAISE program. Therefore, this section is not applicable to New Beginnings.

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs**

**Description:**

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

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

New Beginnings does not fall under the purview of the RAISE program. Therefore, this section is not applicable to New Beginnings.

**Rationale:**

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

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

New Beginnings does not fall under the purview of the RAISE program. Therefore, this section is not applicable to New Beginnings.

**Action Steps to Implement**

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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New Beginnings does not fall under the purview of the RAISE program. Therefore, this section is not applicable to New Beginnings.

**Title I Requirements**

**Schoolwide Program Plan (SWP) Requirements**

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

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

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

The SIP, UniSIG budget, and all Title 1 documents - Use of Funds, Comprehensive Needs Assessment, School Parental & Family Involvement Policy, School Parent Compact - are disseminated for review at School Advisory Council (SAC) meetings. They are also presented at parent meetings at the beginning of each semester and posted on the school website. Schoolwide progress towards the school goals is shared at SAC meetings and at the parent meetings. Individual student progress is shared with parents regularly throughout the year via phone calls, emails, and parent conferences. Translators are available at all school meetings and parent contact is always made in a language the parents or guardians can understand to the extent possible based on available translators who speak the needed language. The New Beginnings Immokalee website can be found at: <https://www.collierschools.com/domain/196>.

**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))

Individual orientation meetings with parents and students are held upon enrollment. Phone calls are made to parents by lead teachers, counselors, and mentor teachers regarding each student's progress. Parents are also invited to an Open House Parent Night each semester that also discusses the school curriculum, forms of assessment, and student achievement levels. Parents are also invited to monthly promotion ceremonies celebrating the success of students that earned a promotion that month. The New Beginnings Immokalee website can be found at: <https://www.collierschools.com/domain/196>.

**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)**

New Beginnings plans to strengthen the academic program in the school by adding a period of instruction at the end of the school and by providing an after-school enrichment program for elementary school students. Teachers will also receive professional development on a new writing program - Top Score Writing - that will be integrated into the curricular plan for the school. New Beginnings will also continue to serve the students in a highly structured environment focused on improving the students' behavior and self-control while providing strong instruction in a small class environment.

**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))**

Collier County Schools provide a systematic and strategic approach to providing services through the District Strategic Plan and the K-12 Comprehensive Reading Plan. Goals and objectives of each program and department are aligned with these overarching district plans.

Title I Parts A, C, D, SIG 1003g, UniSIG, Title II, Part A and Title IV are managed out of the same department. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently coordinated. Informal communications and monthly administrative meetings are held to discuss program needs, issues and coordinate efforts.

Leadership staff of the Title I Parts A, C, D, Title II, Title III, Title IV, Head Start/VPK and Title IX programs meet monthly to coordinate efforts and receive joint staff development for improving their services.

Curriculum and Instruction (C&I) department meetings include program coordinators, including IDEA, Perkins, Head Start, and Career and Technical Education.

Title IX, LEA, and Title I Parts A and C coordinate services to identify and assist homeless children, assist with registration and provide support services. Title I and District jointly fund the Homeless Liaison to support homeless students in all schools.

Title I Parts A and C and Title III funds are coordinated to provide at-risk students with supplemental instructional support and resources.

Title I and C&I coordinators collaborate in providing workshops to build the capacity of parents and foster strong home/school connections.

Title I, Parts A and C and Title II, Part A funds are coordinated to provide customized staff development that ensures students receive high-quality, differentiated instruction.

Title I, Part A funds are used in collaboration with Title II Part A and Reading Categorical to fund Reading Coaches to support lowest performing schools.

Title II, Part A, and IDEA fund exam reimbursements to ensure staff meet certification requirements.

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA				\$74,360.66
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	131	9007 - New Beginnings Immokalee	UniSIG	0.26	\$18,336.50
			<i>Notes: 0.26 Resource Teachers will be compensated to work during their planning period to provide small group interventions for students in need</i>			
	5100	210	9007 - New Beginnings Immokalee	UniSIG		\$2,488.26
			<i>Notes: Resource Teachers - Retirement 13.57%</i>			
	5100	220	9007 - New Beginnings Immokalee	UniSIG		\$1,402.74
			<i>Notes: Resource Teachers - Federal Insurance Contributions 7.65%</i>			
	5100	240	9007 - New Beginnings Immokalee	UniSIG		\$91.68
			<i>Notes: Resource Teachers - Workers Comp .50%</i>			
	6300	130	9007 - New Beginnings Immokalee	UniSIG	0.1	\$6,235.00

			<i>Notes: Curriculum Writing - Planning: 2 teachers will work up to 72.5 hours each to develop new curriculum for afterschool program and small group intervention instruction. Teachers will be compensated at their hourly rate.</i>		
	6300	210	9007 - New Beginnings Immokalee	UniSIG	\$846.09
			<i>Notes: Curriculum Writing - Retirement 13.57%</i>		
	6300	220	9007 - New Beginnings Immokalee	UniSIG	\$476.98
			<i>Notes: Curriculum Writing - Federal Insurance Contributions 7.65%</i>		
	6300	240	9007 - New Beginnings Immokalee	UniSIG	\$31.18
			<i>Notes: Curriculum Writing - Workers Comp .50%</i>		
	5100	510	9007 - New Beginnings Immokalee	UniSIG	\$11,934.00
			<i>Notes: Top Score curriculum and workbooks: 110 Top Score Florida Edition Student Workbook of Activities (grades 4th to 8th @ \$45.00ea = \$4,950.00, 110 Top Score Florida Edition Student Workbook of Passages (grades 4th to 8th @ \$35.00ea = \$3,850.00, 5 Grade Teacher Florida Print Edition Curriculum Sets Grades 4th to 8th @ \$450ea = \$2,250 + Shipping &amp; Handling \$884.00</i>		
	5100	510	9007 - New Beginnings Immokalee	UniSIG	\$3,505.82
			<i>Notes: Instructional supplies to support SIP goals will be purchased not to exceed \$3,505.82</i>		
	5100	131	9007 - New Beginnings Immokalee	Title, I Part A	0.25 \$18,291.50
			<i>Notes: Resource Teacher</i>		
	5100	210	9007 - New Beginnings Immokalee	Title, I Part A	\$2,482.16
			<i>Notes: Retirement 13.57%</i>		
	5100	220	9007 - New Beginnings Immokalee	Title, I Part A	\$1,399.30
			<i>Notes: Federal Insurance Contributions 7.65%</i>		
	5100	230	9007 - New Beginnings Immokalee	Title, I Part A	\$2,618.50
			<i>Notes: Life insurance rate = \$70 + Health Insurance \$10,404.00</i>		
	5100	240	9007 - New Beginnings Immokalee	Title, I Part A	\$91.46
			<i>Notes: Workers Comp .50%</i>		
	5100	510	9007 - New Beginnings Immokalee	Title, I Part A	\$2,629.49
			<i>Notes: Miscellaneous instructional Supplies to support instruction</i>		
	5100	519	9007 - New Beginnings Immokalee	Title, I Part A	\$1,500.00
			<i>Notes: Miscellaneous Technology Supplies to support instruction. Mice and headphones will be purchase for students</i>		
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Math</b>			<b>\$0.00</b>

<b>3</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Other</b>				<b>\$261.97</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	510	9007 - New Beginnings Immokalee	Title, I Part A		\$261.97
			<i>Notes: Parent Engagement Supplies</i>			
<b>4</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Benchmark-aligned Instruction</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$74,622.63</b>

**Budget Approval**

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

Yes