

Collier County Public Schools

The Phoenix Program Naples School



2023-24

Schoolwide Improvement Plan (SIP)

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The Phoenix Program Naples

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[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 goal of Phoenix Naples is to provide an alternative route for students that have not been successful in the traditional school setting due to disciplinary reasons. They also may be behind cohort, have failed state assessments, have low GPAs, or have chronic absenteeism. Students are encouraged to reclaim responsibility and become active participants in their educational experience.

Provide the school's vision statement.

All students will complete school prepared for ongoing learning, as well as community 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 begins his second year as Principal for Alternative Schools in Collier County Public Schools. He previously served as the Assistant Principal of Curriculum and Instruction for Beacon and Bethune. Mr. Klein monitors the Assistant Principals, handles all staff hiring for Beacon High School, Phoenix, TAPP, and New Beginnings in Immokalee and in Naples. He delegates leadership duties to the Assistant Principals and Lead Teachers, conducts staff evaluations and manages the finances. He reports to the district and ensures that all programs meet all state and district compliance requirements. Mr. Klein leads weekly meetings with the Assistant Principals and Lead Teachers to discuss, school and district, information, and he leads bi-weekly Alternative School leadership team meetings.
Cox, Dan	Assistant Principal	Dr. Daniel Cox serves as the on site leader for Phoenix Naples. He completes the evaluations, monitors the data for this program, and serves in both the curriculum and instruction role while also overseeing attendance and discipline. He is responsible for the textbook distribution, instructional supplies and laptops, and the facilities. He oversees the Life Skills program (Connect For Success) and training the teachers and staff to implement it. Finally, he is responsible for supervising the site based testing coordinator for Phoenix Naples.

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. The school leadership team relied on the SAC meeting minutes and Title 1 surveys from the Spring when developing the School Improvement Plan. Due to inconsistent parent involvement at SAC meetings, the team relied on the parent surveys and informal parental feedback at school events when creating the School Improvement Plan.

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 exams (FSA Retakes & FAST), SAT & ACT administrations, and academic Edgenuity course progress 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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 4-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	82%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
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)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING

	2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
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	9	25	34	
One or more suspensions	0	0	0	0	0	0	0	12	30	42	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	2	0	2	
Course failure in Math	0	0	0	0	0	0	0	2	0	2	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	2	12	14	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	2	12	14	
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	2	12	14	

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	4	24	28

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	2	0	2
Students retained two or more times	0	0	0	0	0	0	0	2	0	2

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	0	0	0	0	1	9	25	128	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	1	2	12	61	
Level 1 on statewide Math assessment	0	0	0	0	0	0	1	4	12	57	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	2	12	61	

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	1	5	15	67

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	1	0	14
Students retained two or more times	0	0	0	0	0	0	0	1	0	6

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	1	9	25	35
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	1	2	12	15
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	1	4	12	17
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	1	2	12	15

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	1	5	15	21

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	1	0	1
Students retained two or more times	0	0	0	0	0	0	0	1	0	1

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*		58	53		62	55			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		63	55		45	42			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		55	52		59	54			
Social Studies Achievement*		76	68		56	59			
Middle School Acceleration		62	70		51	51			
Graduation Rate	8	56	74	5	54	50	5		
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	8
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	8
Total Components for the Federal Index	1
Percent Tested	
Graduation Rate	8

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	5
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	5
Total Components for the Federal Index	1
Percent Tested	
Graduation Rate	5

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	8	Yes	2	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	5	Yes	2	2

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	10	Yes	1	1
ELL				
AMI				
ASN				
BLK				
HSP	0	Yes	1	1
MUL				
PAC				
WHT				
FRL	6	Yes	1	1

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										8		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP											1	
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											1	

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										5		
SWD										10		
ELL												
AMI												
ASN												
BLK												
HSP										0		
MUL												
PAC												
WHT												
FRL										6		

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										5		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL										0		

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	14%	52%	-38%	50%	-36%
07	2023 - Spring	22%	52%	-30%	47%	-25%
08	2023 - Spring	13%	47%	-34%	47%	-34%
09	2023 - Spring	10%	50%	-40%	48%	-38%
04	2023 - Spring	*	65%	*	58%	*
06	2023 - Spring	*	51%	*	47%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	70%	*	54%	*
07	2023 - Spring	35%	75%	-40%	48%	-13%
04	2023 - Spring	*	74%	*	61%	*
08	2023 - Spring	35%	52%	-17%	55%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	14%	45%	-31%	44%	-30%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	13%	59%	-46%	50%	-37%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	6%	61%	-55%	48%	-42%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	22%	69%	-47%	63%	-41%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	68%	-36%	66%	-34%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	40%	66%	-26%	63%	-23%

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.

Phoenix Naples students have historically struggled to pass the ELA state assessment (formerly the 10th grade ELA FSA, as well as to earn a concordant score on the ACT and SAT. ELA Achievement and corresponding learning gains remain the greatest need for improvement. The newest increase in the SAT concordant score (430 to 480), as well as the removal of the SAT and ACT reading concordant scores, have made it much more challenging for students to earn the score needed to meet the state reading test requirement. This change has the greatest impact on our many ESE students who struggled in passing the previous concordant scores as well as our ELL students (both LY and LF) who routinely struggle to earn a concordant EBRW score of 430 on the SAT and who now must earn an additional 50 points to "pass" for graduation purposes. Our ESE population (currently 36/135 have IEP's) has below the district score for comparative gains from FY23 PM1 to PM3.

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

ESE saw the greatest decline from the prior year was reading proficiency. The factors are the drastic increase in the SAT concordant score (430 to 480), as well as the removal of the SAT and ACT reading concordant scores, which have made it much more challenging for students to earn the score needed to meet the state reading test requirement.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state average occurred in math. The majority of students who enroll at Phoenix Naples do so having only achieved a level 1 or 2 on the state math assessment in previous years. In addition, approximately fifty percent of enrolled middle students are students with disabilities who struggle academically, as are a sizeable number of high school students who enroll.

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

The percentage of students demonstrating proficiency increased from FY22 (15) in 8th grade science. Biology increased by a modest 1%. 7th Grade Civics showed an increase of 12%. Subgroups showed a 9% increase in ESE and a decrease of 8% in ELL. US History stayed the same at 40%.

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

Math achievement with the ESSA subgroups SWD and FRL, which are far below 41%. Attendance also remains below the district average, particularly for high school students. Math achievement and student attendance should both be areas of focus for the 2023-24 SY.

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

1. Return 80% of those students who are eligible to return to their home schools in January 2024.
2. Provide support to ESE, SWD and other students who are at a level 1 in Math.
3. Provide support to ESE, SWD and other students who are at a level 1 in Reading.
4. Improve student attendance.
5. Provide consistent communication with parents.

Area of Focus

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

#1. 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.

23% of Phoenix Naples students are students with disabilities. These students struggled on the spring 2023 FAST ELA assessment with no students demonstrating grade level proficiency by earning an achievement level 3 or higher.

Measurable Outcome:

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

Our goal is to increase student reading comprehension and reading fluency to increase the rate at which students successfully complete their FAST ELA assessment. Students with disabilities in grades 8-10 demonstrating grade level proficiency on the FAST ELA assessment will increase 20% to 20% demonstrating grade level proficiency.

Monitoring:

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

Administration will work with classroom teachers and inclusion teachers during collaborative planning and PLCs to discuss student trend data gleaned from Lexia PowerUp, NoRedInk, and classroom assessments.

Person responsible for monitoring outcome:

Dan Cox (coxda@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 specifically focus on differentiated instruction for students with disabilities. Differentiated instruction will include use of visual cueing strategies. These strategies align with the Marzano instructional elements: Helping Students Process New Content and Using Engagement Strategies. Both elements have been shown to have a positive impact on student learning. Classroom teachers, inclusion teachers, and alternative education assistants will utilize these strategies while providing intensive support to students with disabilities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This subgroup of students struggles with auditory learning and our classroom makeup is not always conducive to kinesthetic and hands on learning. Visual cueing is a good strategy to help students with disabilities who need consistent check-ins of understanding during 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.

Provide professional development and classroom support on differentiated instruction and using visual cueing during instruction.

Person Responsible: Dan Cox (coxda@collierschools.com)

By When: Initiate at the start of the new school year and monitor throughout the school year.

Review of ELA content best suited for differentiated instruction for students with disabilities.

Person Responsible: Dan Cox (coxda@collierschools.com)

By When: Start in September.

Hire and train Alternative Education Assistant to help provide targeted, intensive instructional support to students.

Person Responsible: Dan Cox (coxda@collierschools.com)

By When: Hire and train by the end of September.

#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.

The Phoenix Program of Naples needs to focus on math intervention strategies for students taking the FAST Math assessment, the Algebra EOC, and the Geometry EOC. 8th grade students demonstrating grade level proficiency on the FAST Math assessment was 37.5%. Grade level proficiency demonstrated by students taking the Algebra 1 EOC was 13% and taking the Geometry EOC was 6%. The overall grade level proficiency demonstrated by students in grades 8-12 was 20%.

Measurable Outcome:

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

Student grade level math proficiency - as demonstrated on the 8th grade FAST Math, Algebra 1 EOC, and Geometry EOC - will increase 15% for students in grades 8-12.

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 Math Nation, ALEKS, and McGraw Hill assessments. Progress will also be monitored through classroom written assessments and informal class assignments. Instructional adjustments will be made to address student and class weaknesses.

Person responsible for monitoring outcome:

Dan Cox (coxda@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 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.

Ensure all students have access to their respective, grade-specific online resources then facilitate pre-assessments - within each district provided online learning platform.

Person Responsible: Dan Cox (coxda@collierschools.com)

By When: By the end of August.

Meet in PLC groups to discuss instructional strategies designed to best address student learning weaknesses in math. Then, observe teachers in class and provide feedback & coaching to assist them with using the evidence-based strategies.

Person Responsible: Dan Cox (coxda@collierschools.com)

By When: By September and regularly throughout the year.

Plan, schedule, and implement the targeted instruction utilizing the evidence-based instructional strategies.

Person Responsible: [no one identified]

By When: By October

#3. Positive Culture and Environment specifically relating to Early Warning System**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 school culture and environment must be positive to maximize student learning. A positive school culture and environment leads to improved attendance, which leads to greater instructional time for the students. The positive culture and environment focus, therefore, will be to improve student attendance.

Measurable Outcome:

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

Student attendance at The Phoenix Program Naples dropped approximately 10% last year to 70%. The goal for the 2023-24 SY will be to raise attendance by 10% to 80%.

Monitoring:

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

The Lead Teacher and Assistant Principal will monitor attendance by grade level and contact parents by the 3rd consecutive absence. They will record their parent contacts, or attempted contacts, on a parent contact log. These contacts will then get added to the district's student data management system to ensure all school staff working with the student has access to that information. They will also be tasked with making 5-day absence calls, mailing 7- and 10-day absence letters, and setting up attendance meetings with students and parents. The PLC team will analyze attendance data monthly to identify areas of improvement and discuss possible adjustments.

Person responsible for monitoring outcome:

Dan Cox (coxda@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.)

The school administrator will do an attendance shout-outs for perfect attendance - no days absent or tardies. Students will get treat coupons to local restaurants and their names will be put in a raffle for cool prizes like movie theater tickets and gift cards. Positive student data and overall classroom attendance data will be posted on the attendance bulletin board in the main hallway. The student attendance plan and positive support will be shared with students in their homeroom and shared with parents and stakeholders on the front office bulletin board.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A structured positive behavior support system focused on attendance is a targeted, evidence-based method to improve student attendance while simultaneously improving the culture of the school.

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?

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.

Administrative staff will run weekly and monthly reports to identify students of concern to discuss in PLC meetings and to schedule parent attendance conferences.

Person Responsible: Dan Cox (coxda@collierschools.com)

By When: Starting in September and occurring each month through May.

The Assistant Principal will monitor for compliance of the Attendance Plan, including the completion of 5-day absence calls, the mailing of the 7- and 10-day absence letters, and the documentation of all student and parent contacts on the MTSS panel in FOCUS. Schoolwide goals will be monitored and available for all to see on the attendance bulletin board.

Person Responsible: Dan Cox (coxda@collierschools.com)

By When: Monitoring will occur at the beginning of the school year and take place continuously throughout the year.

#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 The Phoenix Program Naples 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 8-10 at The Phoenix Program Naples 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, NoRedInk formative writing assessments, and quarterly on district writing tool assessments.

Person responsible for monitoring outcome:

Dan Cox (coxda@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.)

Middle school teachers will use Top Score writing curriculum aligned to the Florida BEST writing standards and high school teachers will use NoRedInk 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 the NoRedInk online platform, 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.

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 and NoRedInk curriculum.

Person Responsible: Dan Cox (coxda@collierschools.com)

By When: Teachers will receive training by October.

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

Person Responsible: Dan Cox (coxda@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

The Phoenix Program Naples does not fall under the purview of the RAISE program. Therefore, this section is not applicable to The Phoenix Program Naples.

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

The Phoenix Program Naples does not fall under the purview of the RAISE program. Therefore, this section is not applicable to The Phoenix Program Naples.

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

The Phoenix Program Naples does not fall under the purview of the RAISE program. Therefore, this section is not applicable to The Phoenix Program Naples.

Grades 3-5 Measurable Outcomes

The Phoenix Program Naples does not fall under the purview of the RAISE program. Therefore, this section is not applicable to The Phoenix Program Naples.

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.

The Phoenix Program Naples does not fall under the purview of the RAISE program. Therefore, this section is not applicable to The Phoenix Program Naples.

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?

The Phoenix Program Naples does not fall under the purview of the RAISE program. Therefore, this section is not applicable to The Phoenix Program Naples.

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?

The Phoenix Program Naples does not fall under the purview of the RAISE program. Therefore, this section is not applicable to The Phoenix Program Naples.

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**

The Phoenix Program Naples does not fall under the purview of the RAISE program. Therefore, this section is not applicable to The Phoenix Program Naples.

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 Phoenix Program Naples website can be found at: <https://www.collierschools.com/domain/204>.

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 Phoenix Program Naples website can be found at: <https://www.collierschools.com/domain/204>.

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)

Improve direct instruction in middle school classes and Algebra 1 & Geometry. Improve the integrity in the use of Edgenuity Program. Students will have to take all unit tests on paper to ensure academic honesty, teachers will monitor student progress and provide academic support as needed, and students who are struggling - FAST Achievement Level 1 & 2) will receive small-group instruction. Improve direct instruction in middle school classes and Algebra 1 & Geometry.

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.

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))

At Phoenix as is the case in most of the Alternative Schools there is a tiered protocol in place provide the student with support as needed that is consistent schoolwide. For example, student is first referred to the school counselor. Second the LMHP and if needed, the school psychologist. There are also monthly non-threat assessment meetings to identify students who may need more support or closer monitoring. There is also mentoring provided to seniors by all staff members to provide guidance and additional support to ensure students are on the road to promotion and graduation.

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))

Students at The Phoenix Program Naples are not eligible to earn postsecondary credit while enrolled in the program.

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).

At Phoenix as is the case in most of the Alternative Schools there is a tiered protocol in place provide the student with support as needed that is consistent schoolwide. For example, student is first referred to the school counselor. Second the LMHP and if needed, the school psychologist. There are also monthly

non-threat assessment meetings to identify students who may need more support or closer monitoring. There is also mentoring provided to seniors by all staff members to provide guidance and additional support to ensure students are on the road to promotion and graduation.

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))

In CCPS there are designated professional development days throughout the school year. Some PDs are district ran and others are ran at the school level based on the teacher's need from data from the teacher evaluation program (FTEM).

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))

To date, we have not had any preschool children alternatively placed into The Phoenix Program Naples. Therefore, this question does not apply.

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: ESSA Subgroup: Students with Disabilities				\$171,983.56
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	131	9015 - The Phoenix Program Naples	UniSIG	0.26	\$17,490.20
			Notes: 0.26 Resource Teachers will be compensated to work during their planning period to provide small group interventions for students in need			
	5100	210	9015 - The Phoenix Program Naples	UniSIG		\$2,373.42
			Notes: Resource Teachers - Retirement 13.57%			
	5100	220	9015 - The Phoenix Program Naples	UniSIG		\$1,338.00
			Notes: Resource Teachers - Federal Insurance Contributions 7.65%			
	5100	240	9015 - The Phoenix Program Naples	UniSIG		\$87.45
			Notes: Resource Teachers - Workers Comp .50%			
	5100	151	9015 - The Phoenix Program Naples	UniSIG	0.7	\$18,562.20
			Notes: .70 Alt Ed Assistant will be funded to provide classroom support. This position is split-funded with a .30 Classroom assistant funded with Title I, Part A funds			
	5100	210	9015 - The Phoenix Program Naples	UniSIG		\$2,518.89
			Notes: Alt Ed Assistant - Retirement 13.57%			

	5100	220	9015 - The Phoenix Program Naples	UniSIG		\$1,420.01
			<i>Notes: Alt Ed Assistant - Federal Insurance Contributions 7.65%</i>			
	5100	131	9015 - The Phoenix Program Naples	UniSIG		\$7,282.80
			<i>Notes: Alt Ed Assistant - Group Insurance (10,404.00)</i>			
	5100	132	9015 - The Phoenix Program Naples	UniSIG		\$49.00
			<i>Notes: Alt Ed Assistant - Life Insurance (70)</i>			
	5100	240	9015 - The Phoenix Program Naples	UniSIG		\$92.81
			<i>Notes: Alt Ed Assistants - Workers Comp .50%</i>			
	5900	130	9015 - The Phoenix Program Naples	UniSIG	0.09	\$5,440.00
			<i>Notes: Afterschool Program will be provided for struggling students. 2 Teachers will work 4 days per week (125 days) for 30 minutes of instruction (teachers paid at their hourly rate)</i>			
	5900	210	9015 - The Phoenix Program Naples	UniSIG		\$738.21
			<i>Notes: Afterschool Program - Retirement 13.57%</i>			
	5900	220	9015 - The Phoenix Program Naples	UniSIG		\$416.15
			<i>Notes: Afterschool Program - Federal Insurance Contributions 7.65%</i>			
	5900	240	9015 - The Phoenix Program Naples	UniSIG		\$27.20
			<i>Notes: Afterschool Program - Workers Comp .50%</i>			
	5900	130	9015 - The Phoenix Program Naples	UniSIG	0.03	\$2,040.00
			<i>Notes: Spring Saturday Program; 2 Teachers will provide a Saturday program for 6 Saturdays for 4 hours per day. The program will be offered to all students needing to recover credits</i>			
	5900	210	9015 - The Phoenix Program Naples	UniSIG		\$276.83
			<i>Notes: Saturday Program - Retirement 13.57%</i>			
	5900	220	9015 - The Phoenix Program Naples	UniSIG		\$156.06
			<i>Notes: Saturday Program- Federal Insurance Contributions 7.65%</i>			
	5900	240	9015 - The Phoenix Program Naples	UniSIG		\$10.20
			<i>Notes: Saturday Program - Workers Comp .50%</i>			
	6300	130	9015 - The Phoenix Program Naples	UniSIG	0.04	\$2,380.00
			<i>Notes: Curriculum Writing - Planning: Curriculum Writing - Planning: 2 teachers will work up to 28 hours each to develop a new curriculum for afterschool programs, Saturday programs, and small group intervention instruction. Teachers will be compensated at their hourly rate.</i>			

	6300	210	9015 - The Phoenix Program Naples	UniSIG		\$322.97
			<i>Notes: Curriculum Writing - Retirement 13.57%</i>			
	6300	220	9015 - The Phoenix Program Naples	UniSIG		\$182.07
			<i>Notes: Curriculum Writing - Federal Insurance Contributions 7.65%</i>			
	6300	240	9015 - The Phoenix Program Naples	UniSIG		\$11.90
			<i>Notes: Curriculum Writing - Workers Comp .50%</i>			
	5100	510	9015 - The Phoenix Program Naples	UniSIG		\$4,806.00
			<i>Notes: Top Score curriculum and workbooks: 50 Top Score 8th Grade Florida Edition Student Workbook of Activities @ \$45.00ea = \$2,250.00, 50 Top Score 8th Grade Florida Edition Student Workbook of Passages @ \$35.00ea = \$1,750.00, 1 8th Grade Teacher Florida Print Edition Curriculum Set @ \$450ea + Shipping & Handling \$356.00</i>			
	5100	131	9015 - The Phoenix Program Naples	Title, I Part A		\$65,388.40
			<i>Notes: Resource Teacher</i>			
	5100	210	9015 - The Phoenix Program Naples	Title, I Part A		\$8,873.21
			<i>Notes: Retirement 13.57%</i>			
	5100	220	9015 - The Phoenix Program Naples	Title, I Part A		\$5,002.21
			<i>Notes: Federal Insurance Contributions 7.65%</i>			
	5100	230	9015 - The Phoenix Program Naples	Title, I Part A		\$10,474.00
			<i>Notes: Health Insurance \$10,404 + Life Insurance \$70</i>			
	5100	240	9015 - The Phoenix Program Naples	Title, I Part A		\$326.94
			<i>Notes: Workers Comp .50%</i>			
	5100	131	9015 - The Phoenix Program Naples	Title, I Part A	0.3	\$8,137.50
			<i>Notes: Alt Ed Assistant</i>			
	5100	210	9015 - The Phoenix Program Naples	Title, I Part A		\$1,104.23
			<i>Notes: Retirement 13.57%</i>			
	5100	220	9015 - The Phoenix Program Naples	Title, I Part A		\$622.52
			<i>Notes: Federal Insurance Contributions 7.65%</i>			
	5100	230	9015 - The Phoenix Program Naples	Title, I Part A		\$3,142.20
			<i>Notes: Health Insurance \$10,404 + Life Insurance \$70</i>			
	5100	240	9015 - The Phoenix Program Naples	Title, I Part A		\$40.39

			Notes: Workers Comp .50%			
	5100	510	9015 - The Phoenix Program Naples	Title, I Part A		\$676.59
			Notes: Instructional Supplies			
	5100	519	9015 - The Phoenix Program Naples	Title, I Part A		\$173.00
			Notes: Technology Supplies			
2	III.B.	Area of Focus: Instructional Practice: Math				\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$938.73
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	510	9015 - The Phoenix Program Naples	Title, I Part A		\$938.73
			Notes: Parent Involvement Supplies			
4	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$0.00
Total:						\$172,922.29

Budget Approval

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

Yes