

Seminole County Public Schools

Scps Consequence Unit School



2023-24

Schoolwide Improvement Plan (SIP)

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Scps Consequence Unit

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[no web address on file]

School Board Approval

This plan was approved by the Seminole County School Board on 10/24/2023.

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 the Office of Alternative Programs is to utilize school, home, and community collaboration to empower students to achieve their maximum potential in academic development, personal growth, and career development while reflecting on their past, present and future, enabling them to exceed all expectations

Provide the school's vision statement.

The vision of the Office of Alternative Programs is to effectively impact student achievement by providing an academically sound education, positive behavior supports, consequences and structure, and life-long learning opportunities for students to be productive members in society.

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
Garnes, Deirdre	Director	Personnel Hiring/Management, Administrator for SCPS Alternative Programs, SCPS Code of Conduct and Discipline Procedures, Informal Discipline Hearings, Administrative Assignments/Recommendations for Expulsion, SCPS Transition Contact for Department of Juvenile Justice youth, HOPE Scholarship Management, Safe and Drug Free Schools Initiatives, Anti Bullying Policy and Initiatives, and Discipline Data
Pitters, Siobhan		Teacher Observations/Evaluations, Lesson Plan Management/ Review, Master Schedules, LEA for MTSS, Student Study Team, and IEP/504 meetings, Professional Development Implementation, Student Discipline, Management/Monitoring of Student Achievement Data, and District Attendance Initiatives, management of Professional Learning Committees, Title I Programming
Shelton, Dia	School Administration Manager	Student/Enrollment/Academic Placement, Student Attendance Monitoring, Transportation Liaison, Parent Liaison, Student Incentives, Student Field Trips, Treatment Team Coordination, Transition Coordinator, Summer Tutorial Program, Parent Expo, Title I Compliance, Instructional Materials Management/Inventory, and Assessment (Testing) Coordination

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.

Annually, the director and assistant principal develop a draft school improvement plan and share the draft plan with the members of the school advisory council (SAC) for their input and recommendations. The SAC consists of all required stakeholders (teachers, community members, parent representation, etc.).

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 will monitor the SIP on a quarterly basis for effective implementation and impact on achievement. After each Florida Assessment of Student Thinking (FAST) administration, school leadership will review achievement data, share it with school staff, and make recommendations for SIP revisions, if needed. The recommendations will then be shared with the SAC at the following monthly meeting for input and additional recommendations.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	89%
2022-23 Economically Disadvantaged (FRL) Rate	93%
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)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: I 2018-19: I

	2017-18: 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	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

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

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

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

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

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

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

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	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*		55	50		57	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		39	38		40	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		69	64		48	40			
Social Studies Achievement*		70	66		51	48			
Middle School Acceleration					48	44			
Graduation Rate	0	94	89	0	70	61	4		
College and Career Acceleration		60	65		71	67			
ELP Progress		59	45						

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	
Graduation Rate	0

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	
Graduation Rate	0

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				
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	0	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

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

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										4		
SWD												
ELL												
AMI												
ASN												
BLK										9		
HSP												
MUL												
PAC												
WHT												
FRL										6		

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	*	55%	*	50%	*
07	2023 - Spring	*	53%	*	47%	*
08	2023 - Spring	*	50%	*	47%	*
09	2023 - Spring	*	54%	*	48%	*
06	2023 - Spring	*	52%	*	47%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	*	67%	*	48%	*
08	2023 - Spring	*	31%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	55%	*	44%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	10%	54%	-44%	50%	-40%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	53%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	68%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	71%	*	66%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	69%	*	63%	*

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.

Skyward 2022-23 school data indicates only 58% of enrolled students completed the four core content courses in which they were enrolled. This data is consistent with less than 75% of students completing core content classes for the last three years. Factors contributing to this decline include ongoing chronic absenteeism and lack of a formalized plan for tracking course completions.

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

The 2022-23 academic data from Edinsight indicates a decrease in the number of course failures in English/Language Arts. ELA course failures over the last three years were as follows:

- 2020-21, 9 Course Failures
- 2021-22, 20 Course Failures
- 2022-23, 11 Course Failures

Factors which contributed to this decline include improved utilization of the Title I ELA/Reading teacher for one to one tutoring, assessemnt preparation, and small group pullouts. Additonally, the ELA/Reading teacher co-taught with the regular ELA teacher and supported intensive reading students in the social studies classroom as well.

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 graduation rate has the greatest gap between that of the state average. In 2021-22 the graduation rate was 87.3% for the state of Florida and the graduation rate at the Consequence Unit was 0% for the same year. The graduation rate for the 2022-23 school year remained at 0%. Factors which contribute to EGMYA/CASU's low graduation rate is 12th grade students re-entering zoned schools for their diploma conferral and the failure of some 12th grade students to complete their education (dropouts).

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

Student attendance showed the most improvement. The average daily attendance rate for the 2021--22 school year was 26.88%. For the 2022-23 school year it was 56.18% which was a 29.3% increase. The staff implemented various PBIS student attendance incentives, the leadership encouraged teachers to make daily calls to homes when students were absent and referrals were made to the school social worker for students with chronic absenteeism. Additionally, students were provided with a transition requirements tracking sheet where they were required to self-monitor their own attendance to qualify for transition.

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

N/A-No data provided

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

Our priorities will be: (1) increased course completions, (2) improved family engagement, (3) improved student attendance, (4) teacher retention and (5) improved self-regulation amongst students.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

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

Eugene Gregory Memorial Youth Academy/Consequence Unit (EGMYA/CASU) continues to be challenged with a lack of parent engagement. Data for the 2021-2022 and 2022-2023 school years indicates less than 75% of families participated in student treatment team (TT) meetings each month and less than 10% of families attended the biannual parent expos.

Treatment team meetings, with each student and his/her support system (parents, probation officers, Guardian Ad Litem, etc.) are facilitated monthly to review individual student's progress in academics, attendance, and behavior. Information regarding school events and special programs/resources is disseminated during the meetings. During parent expos, parents receive information regarding attendance initiatives, restorative practices, PBIS programming, MTSS processes, mental health/counseling resources and community-based resources. Parents receive information pertaining to supporting their student in making those good choices which would positively impact student learning and foster a safe, inclusive school environment.

Measurable Outcome:

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

Increase family engagement in treatment team (TT) meetings to 75% attendance or better for each month and parent participation in biannual expos to 50% or better for each semester of the 2023-2024 school year.

Monitoring:

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

Implementation will be monitored through our comprehensive, School Advisory Council (SAC), which consists of a diverse group of stakeholders and convenes once per month. The SCSO Director of Youth Intervention Services and a classroom teacher both serve as members of the SAC.

Person responsible for monitoring outcome:

Dia Shelton (dia_shelton@scps.k12.fl.us)

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.)

EGMYA/CASU utilizes EdInsight (early warning system) and the Skyward system to identify students who exhibit academic and behavioral success or deficiencies while enrolled in the program. EdInsight will be used generate attendance/truancy letters for parents/guardians to keep them apprised of their students' attendance and to generate discipline/intervention reports for MTSS meetings. Additionally, teachers will support the students in utilizing their Skyward accounts to generate their self-tracking, progress sheets which include attendance, behavior, and academic data. The students will use these tracking sheets to present their progress to their parent/guardian during their monthly treatment team meetings. The Skyward messaging system will also be utilized to communicate important information to parents/guardians regarding grade reports, student absences, family engagement events, in/out of school suspensions, etc.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research shows that engaging parents in schools contributes to positive student outcomes, including improved student achievement, decreased disciplinary issues, improved parent-teacher and teacher-

student relationships, and improved school environment. Data indicates a correlation between consistent parent involvement/encouragement, increased achievement and decreased disciplinary incidents. By utilizing these systems, the staff will be better able to identify families which may benefit from personal outreach and targeted supports.

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.

The school will implement personal student data notebooks to increase student ownership and reporting of attendance, discipline, assessments, and course completions during treatment team meetings. Through implementation of the notebooks, it is expected that parents will not only become more aware of the student's progress, but also partner with the school in promoting their students' success.

Person Responsible: Dia Shelton (dia_shelton@scps.k12.fl.us)

By When: August 2023 and January 2024

The school will provide parent handbooks at new student orientation. It is expected that by providing parents with information regarding school schedules, academic support resources, attendance supports, the SIP, community/social service resources, counseling/mental health resources, graduation requirements, etc. parents will become more knowledgeable about what is needed for student success and how to access supports for their students, if needed.

Person Responsible: Dia Shelton (dia_shelton@scps.k12.fl.us)

By When: Ongoing throughout the 2023-24 school year

The school will provide transportation for parents to participate in after-hours parent engagement events. It is expected that by mitigating barriers to parent involvement, students will demonstrate more behavioral and academic success as a result of the school-home partnership.

Person Responsible: Siobhan Pitters (siobhan_pitters@scps.k12.fl.us)

By When: October 2023 and March 2024.

The school will collect parent input regarding academic programming and school climate via a Title I family questionnaire. It is expected that by gathering honest, actionable and authentic feedback from parents, the leadership and staff will be able to improve the academic programming and the school climate for the school.

Person Responsible: Dia Shelton (dia_shelton@scps.k12.fl.us)

By When: October 2023 and March 2024

#2. Graduation specifically relating to Graduation

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 purpose of the program at Eugene Gregory Memorial Youth Academy/Consequence Unit (EGMYA/CASU) is to educationally support Seminole County Public Schools students who have been removed from the regular zoned school environment for significant disciplinary infractions. Educational services are provided so students can complete their education and graduate from high school. If a student begins his/her high school career at EGMYA/CASU and subsequently fails to graduate with his/her cohort or drops out of school, this counts against the EGMYA/CASU graduation rate. Therefore, the goal will be to both improve students' attendance while enrolled in EGMYA/CASU to improve academic success and to improve students' overall attitudes towards school attendance so they will re-enter their zoned schools with the intention of earning their high school diploma. For the last five school years, EGMYA/CASU has focused on improving the average daily student attendance to fifty percent (50%) or better. The attendance averages for each year is as follows:

2017-2018, Average Daily attendance-10.28%
 2018-2019, Average Daily Attendance-12.69%
 2019-2020, Average Daily Attendance-15.15%
 2020-2021, Average Daily Attendance-11.35%
 2021-2022, Average Daily Attendance-26.88%

Although the average daily attendance of 56.18% for the 2022-23 school year exceeded the initial attendance goal, this percentage remains well below an acceptable average.

Measurable Outcome:

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

The average daily attendance for students at the Consequence Unit will be 70% or better for the 2023-24 school year.

Monitoring:

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

Utilizing attendance/truancy reports generated from EdInsight, EGMYA/CASU staff will review daily attendance during weekly Multi-tiered Systems of Support (MTSS) review meetings to inform decisions regarding individual interventions and supports.

Person responsible for monitoring outcome:

Siobhan Pitters (siobhan_pitters@scps.k12.fl.us)

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.)

Research indicates utilization of an early warning system to identify at-risk students to determine needed supports increases their likelihood for future academic success and graduation.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Seminole County Public Schools utilizes an early warning system (EdInsight) to identify at-risk students who display academic, behavioral and attendance concerns/deficiencies. EGMYA/CASU students with poor attendance have correlating low assessment scores and low academic achievement. By using the

attendance and truancy data from the EWS, EGMYA/CASU will be better able to identify and support students with a history of chronic absenteeism and/or periodic absences to provide needed supports for continued progression towards high school graduation.

Tier of Evidence-based Intervention

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

Tier 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.

The MTSS administrator will refer students with chronic absenteeism to the designated student support personnel (family outreach worker and school social worker) for outreach/home visits. By monitoring students' daily attendance and providing outreach for chronic absenteeism while enrolled and upon zoned school re-entry, students' attendance is expected to improve and progression towards high school diploma attainment is expected to continue.

Person Responsible: Siobhan Pitters (siobhan_pitters@scps.k12.fl.us)

By When: Ongoing throughout school year.

The PBIS team will provide student incentives and rewards for attendance. By frequently and routinely acknowledging improved and/or regular attendance, students' attitude towards school attendance is expected to improve.

Person Responsible: Dia Shelton (dia_shelton@scps.k12.fl.us)

By When: Monthly throughout the school year.

#3. 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.

Increasing readiness for the academic success and graduation rate of EGMYA students who are returning to their zone school or next alternative placement. ESSA Federal Percent of Points Index indicates this is a high priority need. Skyward school data indicates that during the 2022-23 school year, only 58% of enrolled students completed the four core content courses in which they were enrolled with only 31% of all students passing all four core content courses during their assignment period.

Measurable Outcome:

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

Increase students' success in completing assigned courses and credit recovery courses. Each student will complete four (4) core content courses during a placement of 10-18 weeks which is an average administrative assignment period.

Monitoring:

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

Teachers will monitor course completion and academic foundations through Edmentum Credit Recovery. Teacher will conference with students to review the number of lessons completed and gaps in understanding. These gaps will be addressed by standards based intervention lessons in core courses. School leader monitoring will include data analysis of progress toward graduation and course completion, classroom walkthroughs, formal observations and attendance support.

Person responsible for monitoring outcome:

Siobhan Pitters (siobhan_pitters@scps.k12.fl.us)

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.)

Standards based intervention at the appropriate grade level of complexity with ongoing feedback loops between leadership and teachers and students and teachers support continuous improvement and student owned monitoring of progress toward graduation success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Standards based lessons differentiated to meet the needs of EGMYA students and data driven deliberate action planning will improve achievement and learning gains for students. This strategy is aligned to having high expectations for all learners and teachers.

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.

The administration will provide teacher PD focused on setting learning goals, assessing student learning, and monitoring academic progress. Student academic motivation and efficacy will improve as a result of teachers' deliberate planning and monitoring.

Person Responsible: Deirdre Garnes (deirdre_garnes@scps.k12.fl.us)

By When: Ongoing throughout the school year.

The administration will establish progress monitoring goals and timelines. By initiating goals and creating time limits, teachers will be better able to gauge students' progress towards course completions and the credit recovery needed for high school graduation.

Person Responsible: Siobhan Pitters (siobhan_pitters@scps.k12.fl.us)

By When: August 2023

The administration will utilize a walkthrough evaluation tool to identify patterns, trends, and opportunities, to inform instruction. Through timely, actionable, and frequent feedback teachers will improve their practice in aligning instruction to established content standards (B.E.S.T.) and the use of high-yield instructional strategies.

Person Responsible: Siobhan Pitters (siobhan_pitters@scps.k12.fl.us)

By When: Ongoing throughout the school year

The teachers will provide afterschool tutoring in core content classes twice per week

Person Responsible: Siobhan Pitters (siobhan_pitters@scps.k12.fl.us)

By When: September 2023-May 2024

The administration will provide standards-based training and planning for new ELA and Math teachers

Person Responsible: Deirdre Garnes (deirdre_garnes@scps.k12.fl.us)

By When: Quarter One (October 2023)

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**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.

Teacher job satisfaction and efficacy are critical for teacher retention. Due to the substantial needs of the at-risk population served at EGMYA/CASU, burnout and frustration can become a concern if not counteracted or mitigated. The failure to effectively address student misconduct and/or to provide adequate professional supports could lead to high turnover. EGMYA/CASU was able to retain all six (6) teachers employed in the 2022-2023 school year, but unable to fill the two (2) vacancies created by resignations from the previous school year; therefore, the focus this will be on supporting and retaining all staff.

Measurable Outcome:

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

The administration will retain 100% of all EGMYA/CASU veteran and new instructional staff at the conclusion of the 2023-2024 school year.

Monitoring:

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

The leadership of EGMYA/CASU will monitor teacher attendance data using the Frontline system to identify potential issues with teacher absenteeism and execute quarterly teacher surveys for input regarding working conditions and ongoing professional development needs.

Person responsible for monitoring outcome:

[no one identified]

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.)

Research indicates that providing mentorship to teachers, providing opportunities for collaboration, providing relevant professional development and improving school leadership all contribute to teacher retention.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By empowering teachers to succeed, promoting collaborative work, cultivating a supportive school climate and improving working conditions, job satisfaction will improve and teachers will be less likely to vacate their positions.

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.

School leaders will participate in all required district, administrator cadre meetings focused on supporting teachers with effective instructional practices and with their own effective management of student

discipline. Through these cadre meetings, administration will identify/adopt strategies to more effectively support teachers and foster positive working conditions for teachers.

Person Responsible: Deirdre Garnes (deirdre_garnes@scps.k12.fl.us)

By When: Monthly throughout the 2023-24 school year

Administrators will provide time for teachers to collaborate during common planning periods and through school-based professional learning communities. All ELA/Reading and math teachers will also participate in established district, content area PLCs. School improvement funds will also be utilized to pay teachers extended contact to collaborate beyond their regular contract time.

Person Responsible: Deirdre Garnes (deirdre_garnes@scps.k12.fl.us)

By When: Ongoing throughout the school year.

Teachers with fewer than two years of instructional experience will be paired with highly effective, veteran teachers for mentorship. Mentorship will include but not be limited to unpacking content standards, examining high-yield instructional strategies, effective use of instructional materials, cultivating positive relationships with students, and successful strategies for classroom management.

Person Responsible: Deirdre Garnes (deirdre_garnes@scps.k12.fl.us)

By When: Ongoing throughout the school year

The school leadership will coordinate with the Department of Teaching and Learning, the Office of Secondary Education and Student Support Services to provide relevant professional development on B.E.S.T. standards/instruction, conditions for learning, self-care strategies, and Restorative Practices training.

Person Responsible: Deirdre Garnes (deirdre_garnes@scps.k12.fl.us)

By When: Ongoing throughout the school year

The educational technology facilitator will provide quarterly training and professional development for teachers on technology integration and the use of interactive technology resources/hardware in their classrooms.

Person Responsible: Siobhan Pitters (siobhan_pitters@scps.k12.fl.us)

By When: December 2023 and April 2024

#5. 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 assigned to EGMYA/CASU frequently demonstrate a decreased ability to self regulate and effectively manage their emotions. A review of administrative assignment/expulsion data indicates that 41% of the students assigned to EGMYA/CASU committed infractions indicative of decreased self-regulation or aggression (Simple Battery, Threat, Fighting, etc.)

Measurable Outcome:

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

Discipline referrals for aggressive and confrontational acts will decrease by 50% from semester one to semester two of the 2023-2024 school year.

Monitoring:

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

The school leadership will query monthly discipline data and review/discuss the data as an agenda item during each monthly faculty meeting.

Person responsible for monitoring outcome:

Deirdre Garnes (deirdre_garnes@scps.k12.fl.us)

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.)

Through the explicit teaching of self-regulation strategies, students learn to monitor and control their cognition, motivation, and behavior in order to achieve certain goals. Effective self regulation increases a student's ability to focus on learning and more positively interact with others in his/her environment.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Seminole County Public Schools uses an early warning system to identify individual students with problematic behaviors and to identify trends in student misconduct school-wide. Through consistent review of this data, leadership will be able to identify students who demonstrate a need for support/training in self-regulation practices and techniques.

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.

The administration will schedule students for social skills training/curriculum. Through explicit education in self-regulation, conflict resolution, problem solving, etc., students will be more successful in the classroom as a result of a reduction in behaviors which typically lead to removal from the learning environment.

Person Responsible: Siobhan Pitters (siobhan_pitters@scps.k12.fl.us)

By When: Ongoing throughout the school year.

Teachers and support staff will provide self regulation tools for student use. Students will be provided tangible tools to use in conjunction with explicitly taught strategies to calm themselves during periods of anger, frustration, anxiousness, etc.

Person Responsible: Dia Shelton (dia_shelton@scps.k12.fl.us)

By When: Ongoing throughout the school year

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 Director of Federal Projects conferenced with school leadership to review the parameters and limitations of the UniSIG grant which will be the primary funding source for the plan's action items (correlated to the areas of focus). School leadership collaborated to identify the manner in which the funds should be used to address these areas and the budget has been submitted to Federal Projects for final review and approval.

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 is disseminated via the school website (https://eugenegregory.scps.k12.fl.us/eugene_gregory). It is also shared with stakeholders via treatment team meetings, school advisory council meetings and parent expos. A copy is also available for parent review in the waiting area of the school lobby.

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))

Information regarding school events, treatment team meetings, student field trips, mentoring and counseling opportunities, restorative practices, the school pantry, resources for the SCPS-FIN (Families in Need) program and more are shared via the school website (https://eugenegregory.scps.k12.fl.us/eugene_gregory), a school program brochure, letters from the Director, School Messenger (an email distribution from the district student database) and personal telephone calls from school leaders and staff. Additionally, families are invited to participate in special school events such as holiday and cultural

appreciation luncheons. Parent expos monthly student treatment team meetings are executed to provide parents with information on available resources and their individual student's progress.

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

The school has modified the bell schedule for the 2023-24 school year to allow for more time in each subject area/class period. Students will continue use of the Plato computer-based instructional program for credit recovery and an added instructional paraprofessional will provide one on one academic support for targeted students. Additionally, an additional ESE teacher has been staffed for enhanced case management and to provide more class sections of support facilitation. Teachers will continue to participate in district PLCs to improve and increase their competency and comfort with the B.E.S.T. standards. Title I teachers will continue to provide supplemental academic support in the classroom for students who qualify for the GED preparation program and small group instruction for remediation and enrichment in ELA and math.

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))

Through the support of Title I funding, EGMYA/CASU is able to provide GED preparation for select students who meet the program requirements. While the preparation program is executed by SCPS teachers, testing is delivered through an ongoing partnership with Seminole State College.

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))

Eugene Gregory/Counsequence Unit students are provided counseling and mental health services by a district mental health counselor and a school social worker. Mentoring services are provided by community partners such as area churches and staff from the Seminole County Sheriff's Office.

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))

Each student is enrolled in the Personal, School, and Career Development Course where they explore career options and post secondary educational options. Middle school students are enrolled in the iJourneys course where they explore their interests, strengths and occupational possibilities.

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).

The school facilitates weekly MTSS meetings where each new enrollee's academic, attendance and behavior data is reviewed and team determinations are made regarding initiation or revision of Tier II

and Tier III intervention are made as needed. The MTSS provides ongoing monitoring of intervention for tiered students while enrolled in Eugene Gregory. Each student with an IEP or Section 504 plan is also reviewed through a student study team case review, upon entry, to review his/her plan for required accommodations or determine the need for plan updates/revisions.

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))

Teachers and support staff receive training in the conditions for learning, restorative practices, self-care strategies, ESE/504 implementation and compliance, and trauma-informed care. Teachers also participate in school-based PLCs, as well as, district PLCs where they examine student data to improve instruction and student achievement.

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))

Eugene Gregory does not serve preschool students.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other				\$745.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	390	9224 - Scps Consequence Unit	UniSIG		\$125.00
			<i>Notes: Printing - Parent Transition Guide (\$1.25 each x 100 guides)</i>			
	6150	390	9224 - Scps Consequence Unit	UniSIG		\$620.00
			<i>Notes: SCPS school buses for parents to participate in parent engagement events/ meetings; 2 buses x \$38.65/hour x 4 hrs x 2 events per year</i>			
2	III.B.	Area of Focus: Graduation: Graduation				\$24,830.71
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6110	160	9224 - Scps Consequence Unit	UniSIG	0.5	\$15,645.00
			<i>Notes: Family and Community Outreach Worker (0.5 FTE) to provide personal outreach/ home visits/zoned school collaboration.</i>			
	6110	210	9224 - Scps Consequence Unit	UniSIG		\$2,123.00
			<i>Notes: Benefits, Retirement (13.57%) - Family and Community Outreach Worker</i>			
	6110	220	9224 - Scps Consequence Unit	UniSIG		\$1,197.00
			<i>Notes: Benefits, Social Security/Medicare (7.65%) - Family and Community Outreach Worker</i>			

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	6110	230	9224 - Scps Consequence Unit	UniSIG		\$4,700.00
			<i>Notes: Benefits, Health Insurance (Flat rate per FTE, \$9,400) - Family and Community Outreach Worker</i>			
	6110	240	9224 - Scps Consequence Unit	UniSIG		\$61.71
			<i>Notes: Benefits, Workers Compensation (0.39%) - Family and Community Outreach Worker</i>			
	6110	330	9224 - Scps Consequence Unit	UniSIG		\$1,104.00
			<i>Notes: Mileage for Family and Community Outreach Worker to to conduct home visits; \$0.655 per mile</i>			
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$11,840.95
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	120	9224 - Scps Consequence Unit	UniSIG		\$2,331.00
			<i>Notes: Extended Contract, Teachers - To participate in standards-based planning activities; estimated \$37/hr (3 teachers)</i>			
	6300	210	9224 - Scps Consequence Unit	UniSIG		\$316.00
			<i>Notes: Benefits, Retirement (13.57%) - Extended Contract, Teachers</i>			
	6300	220	9224 - Scps Consequence Unit	UniSIG		\$178.00
			<i>Notes: Benefits, Social Security/Medicare (7.65%) - Extended Contract, Teachers</i>			
	6300	240	9224 - Scps Consequence Unit	UniSIG		\$9.00
			<i>Notes: Benefits, Workers Compensation (0.39%) - Extended Contract, Teachers</i>			
	5900	120	9224 - Scps Consequence Unit	UniSIG		\$2,973.00
			<i>Notes: Extended Contract, Teachers - To provide supplemental academic support during afterschool hours; estimated \$37/hr (2 teachers)</i>			
	5900	210	9224 - Scps Consequence Unit	UniSIG		\$403.00
			<i>Notes: Benefits, Retirement (13.57%) - Extended Contract, Teachers</i>			
	5900	220	9224 - Scps Consequence Unit	UniSIG		\$228.00
			<i>Notes: Benefits, Social Security/Medicare (7.65%) - Extended Contract, Teachers</i>			
	5900	240	9224 - Scps Consequence Unit	UniSIG		\$12.00
			<i>Notes: Benefits, Workers Compensation (0.39%) - Extended Contract, Teachers</i>			
	6400	330	9224 - Scps Consequence Unit	UniSIG		\$991.00
			<i>Notes: Participate in the Solution Tree PLC Training: Registration - \$749 each; Travel - Mileage to training - Approximately 38 miles x \$0.655 per mile x 2 trips x 2 days (split funded with district allocation)</i>			

	5100	640	9224 - Scps Consequence Unit	UniSIG		\$4,399.95
			<i>Notes: Technology to support student learning - Dell Latitude 7320 Laptops (\$1,466.65 each x 3)</i>			
4	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Other				\$8,446.34
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	360	9224 - Scps Consequence Unit	UniSIG		\$5,939.00
			<i>Notes: Digital subscription (3-year subscription), Second Step Middle School Curriculum</i>			
	5100	510	9224 - Scps Consequence Unit	UniSIG		\$2,507.34
			<i>Notes: Self Regulation Tools: Stress Balls (Nine packs @ \$11.99/pack), Monkey Noodles (Ten packs @ \$10.99/pack), Lava Timers (Two, 6 packs@ \$28.87/pack), Noise Cancelling Headphones (Six @ \$14.89/set) and Anxiety Sensory Strips (Ten packs @ \$10.99/pack) Teaching Regulation Instructional Activity Books (\$34.77 each x 15 books) Teen's Workbook to Self Regulation (\$15.11 each x 100 workbooks)</i>			
					Total:	\$45,863.00

Budget Approval

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

Yes