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School Board Approval

This plan has not yet been approved by the Alachua County School Board.

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: <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Constellation Charter School is a Waldorf-inspired free public charter school, whose mission is to foster children's love of learning through academic pursuits, movement, art and nature.

Provide the school's vision statement

The school's vision is to provide a whole child educational experience wherein teachers, staff and parents work together using Public Waldorf Education Principles to support children as they move forward in their intellectual, emotional, and social development.

We celebrate the gifts that a diverse community offers and honor the rhythms of human development. Our interdisciplinary, multisensory curriculum encourages students' critical thinking, emotional intelligence, and physical engagement, preparing children to be self-confident and capable individuals with a moral responsibility to act with purpose and compassion in our world.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Razia Ali Hamm

Position Title

School Principal

Job Duties and Responsibilities

Collaboration: Collaborate regularly to review progress and adjust strategies as needed.

Data Monitoring: Continuous monitoring of data to evaluate the effectiveness of implemented strategies.

Communication: Regular updates to stakeholders about progress, challenges, and next steps related to the school improvement plan.

Lead the development and implementation of the school improvement plan.

Monitor progress towards goals and objectives.

Facilitate professional development and support for staff.

Communicate with stakeholders about the improvement process.

Oversee specific areas (e.g., student achievement, curriculum, student discipline, student support services).

Support teachers in data-driven instruction and intervention strategies.

Collect and analyze student performance data.

Assist in setting measurable goals for student improvement.

Monitor progress and provide reports to the leadership team.

Ensure compliance with state and district policies.

Leadership Team Member #2

Employee's Name

Sylvia Paluzzi

Position Title

Pedagogical Lead

Job Duties and Responsibilities

Align curriculum with improvement goals and state standards.

Provide training and resources to teachers on curriculum implementation.

Monitor curriculum effectiveness through data analysis.

Support teachers in implementing evidence-based instructional practices.

Provide targeted professional development aligned with the school improvement plan.

Model effective teaching strategies in classrooms.

Leadership Team Member #3

Employee's Name

Javier Lavayen

Position Title

5th Grade Teacher

Job Duties and Responsibilities

Support peer collaboration and professional development.

Lead grade-level or subject-area teams in implementing the plan.

Share best practices and instructional strategies with colleagues.

Support curriculum implementation and contribute to data analysis.

Leadership Team Member #4

Employee's Name

Timothy Cohen

Position Title

Behavior Resource

Job Duties and Responsibilities

Address social-emotional needs of students, supporting their academic, social, and emotional development.

Support the implementation of programs aimed at improving school climate.

Collaborate with teachers on student interventions and support that address student behavior issues.

Leadership Team Member #5

Employee's Name

Emily Zawoy

Position Title

ESE Lead

Job Duties and Responsibilities

Ensure alignment of special education services with improvement goals.

Provide training and support for staff regarding special education compliance.

Monitor the progress of students with disabilities.

Collaborate with teachers and parents to address individual student needs.

Leadership Team Member #6

Employee's Name

Jessica Bacon

Position Title

Liaison

Job Duties and Responsibilities

Act as a liaison between the school and the families with questions and concerns.

Help families understand and follow the communication and dispute policies.

Promote family engagement in school initiatives.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

Here's how each stakeholder group contributed to the SIP development process:

1. School Leadership Team:

- **Role:** The school leadership team leads the SIP development process.
- **Input:** They provide strategic direction, identify areas for improvement based on data analysis, and set goals aligned with the school's mission and vision, and ensure that the SIP reflects the school's priorities and objectives.

2. Teachers and School Staff:

- **Role:** Teachers and staff members are essential contributors to the SIP, as they have direct insights into classroom dynamics and student needs.
- **Input:** They provide feedback on instructional practices, curriculum effectiveness, and student support services and discuss strategies for enhancing teaching methods, professional development needs, and fostering a positive school culture.

3. Parents, Students, and Families:

- **Role:** Parents, students, and families are crucial stakeholders whose perspectives help ensure that the SIP addresses the diverse needs of the school community.
- **Input:** They offer feedback on school communication, parent involvement opportunities, and student experiences and provide input on areas such as school climate.

4. Business or Community Leaders:

- **Role:** Business and community leaders provide external perspectives and resources that can support the school's improvement efforts.
- **Input:** They offer insights on community partnerships, and opportunities for student enrichment and contribute resources or expertise that align with the SIP goals.

Process for Involving Stakeholders:

1. **Needs Assessment** relevant to the school's performance.
2. **Stakeholder Meetings** to gather input on priorities, challenges, and aspirations for improvement.
3. **Data Review:** Analyze academic data, discipline reports, attendance records, and other relevant metrics to inform goal-setting and action planning.

4. **Goal Setting:** Collaboratively establish SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals that address identified areas for improvement.
5. **Action Planning (still unfolding):** Develop strategies, action steps, and timelines for implementing initiatives that support the achievement of SIP goals.
6. **Review and Feedback:** Share draft SIP documents as applicable with stakeholders for review and feedback, ensuring transparency and accountability in the planning process.
7. **Finalization and Approval:** Revise the SIP based on feedback, align with budgetary considerations, and seek approval from Constellation's board of directors.
8. **Implementation and Monitoring:** Implement strategies outlined in the SIP, monitor progress through regular assessments and data reviews, and make adjustments as needed to ensure continuous improvement.

This collaborative approach fosters a shared commitment to student success and enhances the overall effectiveness of school improvement efforts.

SIP Monitoring

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

Monitoring the School Improvement Plan (SIP) for effective implementation and impact on student achievement, especially for those with the greatest achievement gaps, involves a systematic approach to assessment, data analysis, and stakeholder feedback.

Monitoring Implementation and Impact:

1. **Data Collection and Analysis:**
 - **Continuous Data Collection:** Regularly collect academic data, including standardized test scores, formative and summative assessments, and other relevant metrics.
 - **Focus on Achievement Gaps:** Specifically analyze data to identify achievement gaps among different student groups, such as racial/ethnic minorities, economically disadvantaged students, English language learners, and students with disabilities.
2. **Progress Monitoring:**
 - **Benchmark Assessments:** Use benchmark assessments at regular intervals to track student progress towards meeting state academic standards.
 - **Data Review Meetings:** Conduct periodic data review meetings involving teachers and administration to analyze trends, identify barriers to progress, and celebrate successes.
3. **Implementation Reviews:**
 - **Implementation Checkpoints:** Monitor the implementation of strategies outlined in the SIP to ensure fidelity and effectiveness.
 - **Feedback Loops:** Establish feedback mechanisms to gather input from teachers, staff,

parents, and students regarding the effectiveness of implemented strategies.

Revising the SIP with Stakeholder Feedback:

1. **Feedback Collection:**
2. **Feedback on Specific Strategies:** Seek input on the impact of specific interventions, the adequacy of resources, and the overall alignment of the SIP with the school's mission and vision.
3. **Data-Informed Decision Making:**
 - **Analysis of Feedback:** Analyze stakeholder feedback alongside academic data to identify areas of improvement and emerging needs.
 - **Identifying Priorities:** Prioritize revisions based on the most pressing needs identified by stakeholders and data analysis.
4. **Revision Process:**
 - **Collaborative Revision:** Engage stakeholders, including teachers, administrators, parents, and community leaders, in collaborative discussions to revise goals, strategies, and action steps as necessary.
 - **SMART Goals:** Ensure that revised goals are SMART (Specific, Measurable, Achievable, Relevant, Time-bound) and aligned with state academic standards and the school's strategic priorities.
5. **Approval and Implementation:**
 - **Board Approval:** Present revised SIP to the school board or governing body for approval.
 - **Implementation Planning:** Develop a revised implementation plan with clear responsibilities, timelines, and accountability measures.
6. **Monitoring the Revised Plan:**
 - **Ongoing Assessment:** Continue to monitor the revised SIP through regular assessments and data reviews.
 - **Adjustments as Needed:** Make adjustments to implementation strategies based on ongoing feedback and analysis of student outcomes.

Continuous Improvement Cycle:

- **Reflection and Evaluation:** Encourage a culture of continuous improvement where stakeholders reflect on progress, celebrate successes, and identify areas for further growth.
- **Professional Development:** Provide targeted professional development opportunities to support teachers and staff in implementing effective instructional practices that address achievement gaps.
- **Community Engagement:** Maintain open communication with parents and community members to foster support for the SIP and encourage active participation in school improvement efforts.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION 1-7
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	33.8%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	63.9%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: 2022-23: * 2021-22: 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days		10	7	8	10	1	1			37
One or more suspensions		0	0	0	0	0	0			0
Course failure in English Language Arts (ELA)		0	0	0	0	0	0			0
Course failure in Math		0	0	0	0	0	0			0
Level 1 on statewide ELA assessment				1	6	1	1			9
Level 1 on statewide Math assessment				4	6	3	1			14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)		8	1	7						16
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		4	0	2	3					9

Current Year 2024-25

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		1	5	1	5	4	1	0		17

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		1	0	0	0	0	0			1
Students retained two or more times		0	0	0	0	0	0			0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	48	50	58	46		53		52	55
ELA Grade 3 Achievement **	44	51	59	55		56			
ELA Learning Gains	54	54	59						
ELA Learning Gains Lowest 25%	50	50	54						
Math Achievement *	29	55	59	52		55		34	42
Math Learning Gains	62	62	61						
Math Learning Gains Lowest 25%	55	55	56						
Science Achievement *	48	48	54	47		52		52	54
Social Studies Achievement *	64	64	72	62		68		56	59
Graduation Rate	59	59	71	66		74		44	50
Middle School Acceleration	76	76	71	77		70		43	51
College and Career Readiness	34	34	54	33		53		63	70
ELP Progress	54	54	59	30		55		74	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 (FPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	40%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	121
Total Components for the FPPI	3
Percent Tested	89%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
40%						

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
White Students	44%	No		

Economically Disadvantaged Students	38%	Yes	1	
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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%
No ESSA data found for this school and year				

No ESSA data found for this school and year

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%
No ESSA data found for this school and year				

No ESSA data found for this school and year

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	48%	44%			29%								
White Students	54%	45%			33%								
Economically Disadvantaged Students	48%	50%			17%								

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

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

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	44%	56%	-12%	55%	-11%
Ela	4	63%	51%	12%	53%	10%
Math	3	31%	54%	-23%	60%	-29%
Math	4	42%	53%	-11%	58%	-16%
Ela	5	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Ela	6	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Math	5	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Math	6	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				
Science	5	<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

This is a first year school. We do not have previous data to reflect upon. What we do have is where students were at the beginning of the year and where they were at the end of the year.

Our school started with a substantial number of children coming from home schooling. There were a wide range of abilities within each grade, with children in every grade with deficient reading or math skills. Once this was identified, we implemented intervention reading groups and remediation for math skills. There were gains in reading and math for all grades. In 1st grade we had to start with preliteracy skills and build. While there were gains in reading in first grade, we were not yet able to bring all the students to grade level reading.

Of Note: we had a certain amount of transience in our population over the school year. We also have a sub-group (Economically Disadvantaged).

Lowest Performance

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

Again, this was our first year as a school so we did not have any data to compare. We do think that this indicator is directly linked to our sub-group of Economically Disadvantaged.

Attendance. There were many bouts of serious illness that contributed to the high rate of absences. Families also did family travel during the school year. A number of our children also had external therapies that resulted in absences. We also heard that if one sibling was sick, there was not enough money to drive just one child to school. There were 3 students who were absent at times because they had no clean clothes and had to help their parent at the laundry mat. There were families with insecure housing - and were absent at times for this reason.

The number of tardies was very high. Parents complained about the driving distance and early start times. These were families who had mostly previously homeschooled.

There is a correlation and maybe causation with the number of absences and the performance of the student.

Greatest Decline

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

No data from the prior year.

Greatest Gap

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

Math had the greatest gap. Many of the students who performed poorly on the standardized tests were home schooled. We believe they came in with an extreme deficit. Most had never done testing before or had access to a computer. We had to start with foundational basics - even in 5th and 6th grade we had to start with first grade math and work our way up.

EWS Areas of Concern

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

Math

Reading

Highest Priorities

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

1st priority - improve attendance

2nd priority - continue to improve reading literacy for individual students who came in at a great deficit

3rd priority - have fewer students at a level 1 or 2 in ELA at the end of the school year and more students at a level 3 and above

4th priority - have fewer students at a level 1 or 2 in Math at the end of the school year and more students at a level 3 and above

5th priority - Shore up our science strategy to level up students who come in at a deficiency in science.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Comprehensive Action Plan for Enhancing Math Proficiency: Addressing Foundational Gaps and Improving Student Outcomes

Description of Area of Focus

The Area of Focus is to improve students' mathematical proficiency, particularly addressing foundational math skills. Given that students entered the school significantly below grade level in math, there is a pressing need to bolster their basic math competencies. This will include enhancing their understanding of arithmetic operations, number sense, and problem-solving skills.

This plan provides a structured approach to addressing the math achievement gaps and will support students in developing the foundational skills necessary for future academic success. A potential contributing factor is the impact of our Economically Disadvantaged sub-group and how their health, their attendance, and their preexisting achievement gaps affect their current learning. Attendance and its impact on learning is covered in Section IV Positive Culture and Environment.

Rationale

The need for this focus emerged from last year's standardized test data, which indicated that students scored well below the state average in math. The data revealed substantial gaps in foundational math skills across all grade levels. As a first-year school, establishing a strong math foundation is crucial for future academic success. Addressing these gaps early will support overall academic growth and improve performance in subsequent grades.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior Year Data

- 22% of students in first grade scored at the 10th percentile or below on end of year state

standardized tests.

- 25% of students in third grade scored a Level 1 on end of year state standardized tests.
- 33% of students in fourth grade scored a Level 1 on end of year state standardized tests.

Specific Measurable Outcome

- Decrease the percentage of students scoring at a Level 1 by 50% by the end of the academic year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring Plan

- **Formative Assessments** - Conduct end of lesson and/or end of unit formative assessments to track student progress and adjust instruction as needed. May be exit tickets, quizzes, think/pair/share, teacher observations
- **Benchmark Assessments:** Administer FAST Progress Monitoring 3 times a year and use Istation to measure progress on standards and learning goals and to ensure students are on track to meet end of year expectations and to identify areas where additional support may be needed.
- **Data Analysis and Review Meetings:** Schedule monthly data review meetings with teachers to analyze student performance and adjust strategies.

Impact on Student Achievement: Ongoing monitoring will allow for timely interventions and adjustments, ensuring that instruction is aligned with student needs and that progress towards the measurable outcomes is on track. This continuous feedback loop will help in addressing any emerging gaps promptly.

Person responsible for monitoring outcome

School Principal with Title I lead.

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

i-Ready Personalized Instruction uses information from the i-Ready Diagnostic to generate an individualized program of online lessons in mathematics for grades K-8. i-Ready mitigates the challenges of what's next to meet each student's unique needs—whether their performance is below-grade, on-grade, or above-grade. The program helps teachers efficiently targeted instruction to help each student reach their academic potential and monitors how students are progressing in mathematics over time. Decision-making at the student, group, class, school, and district levels is explicitly driven by comprehensive, actionable reports—helping educators assess less and know

more.

Rationale:

It will be used as a tool for enhancing teaching, assessments, and tracking, to enhance students' number sense and arithmetic skills by engaging them in practice. There is a focus on foundational skills and differentiated instruction that caters to varying levels of student readiness.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Implement iReady.

Person Monitoring:

Classroom Teacher

By When/Frequency:

Since this will be through UniSIG funding, timing will depend on procurement according to program requirements.

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

Once this step is complete then we can move on to implementation - Procure resource, install in computers, ensure teachers are proficient in program use to optimize this resource with our students. Implement use of this tool, beginning with screenings. Continue to use throughout the school year. Evaluate progress with in program assessments, looking at gains during FAST progress monitoring.

Action Step #2

Quarterly Data Review Meetings

Person Monitoring:

Classroom Teacher

By When/Frequency:

End of each quarter

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

Analyze student performance data and review instructional strategies to ensure progress towards goals. Adjust instructional practices based on data insights and feedback.

Area of Focus #2

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Area of Focus Description:

Our focus is on improving English Language Arts (ELA) proficiency among students at our charter school. Given that our students entered well below grade level in reading, enhancing ELA skills is essential. This focus will target foundational reading skills, comprehension, and writing, addressing the deficits observed in prior year data.

Rationale: Data from the prior year indicated that a significant percentage of students were reading below grade level when they started the year, as evidenced by standardized test scores and diagnostic assessments. These results highlighted critical gaps in reading proficiency, comprehension, and writing abilities. Addressing these gaps is crucial for closing the achievement gap and ensuring that students meet or exceed grade-level expectations in ELA.

A potential contributing factor is the impact of our Economically Disadvantaged sub-group and how their health, their attendance, and their preexisting achievement gaps affect their current learning. Attendance and its impact on learning is covered in Section IV Positive Culture and Environment.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior Year Data:

- **Grade 1:** 44% of students in first grade scored at the 10th percentile or below on end of year state standardized tests.
- **Grade 3:** 44% of students scored at the 20th percentile or below at the first and middle PM, and/or at a Level 1 at the end of the year on the state ELA assessment.
- **Grade 4:** 32% of students scored at a Level 1 at the end of the year on the state ELA assessment.

Specific Measurable Outcomes for the students continuing to the next grade level:

- **Grade 5:** Decrease the percentage of students scoring at a Level 1 by 50% by the end of the academic year.
- **Grade 2:** Decrease the percentage of students scoring at the 10% percentile or below by 50% by the end of the academic year
- **Grade 4:** Decrease the percentage of students scoring at the 20% percentile or below by 50% by the end of the academic year

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring Plan:

- **Data Collection:** Regular formative assessments, progress monitoring tools, and benchmark tests will be used to track student progress in ELA.
- **Frequency:** Assessments will be conducted quarterly with interim reviews to assess student growth and adjust instruction as needed.
- **Impact on Achievement:** Ongoing monitoring will help identify areas of improvement and provide timely feedback to adjust teaching strategies, ensuring students are on track to meet their goals.

Monitoring Impact: The results from these assessments will inform instructional adjustments and support targeted interventions, thereby directly impacting student achievement outcomes.

Person responsible for monitoring outcome

School Principal with Title I Lead

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

i-Ready Personalized Instruction uses information from the i-Ready Diagnostic to generate an individualized program of online lessons in reading for grades K-8. i-Ready mitigates the challenges of what's next to meet each student's unique needs—whether their performance is below-grade, on-grade, or above-grade.

Rationale:

The program helps teachers efficiently provide targeted instruction to help each student reach their academic potential and monitors how students are progressing in reading over time. Decision-making at the student, group, class, school, and district levels is explicitly driven by comprehensive, actionable reports.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Implement iReady

Person Monitoring:

Classroom Teacher

By When/Frequency:

Since this is based on either Title I or UniSIG funding, implementation will be based on

procurement through program requirements.

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

Once there is procurement, implementation may occur. Implement use of this tool, beginning with screenings. Continue to use throughout the school year.

Action Step #2

Progress Monitoring and Data Analysis

Person Monitoring:

Title I Lead

By When/Frequency:

Quarterly

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

Analyze student performance data, adjust instruction based on findings, and provide targeted interventions. Monitoring: Data reports, adjustment plans, and follow-up on student progress.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The focus is on improving student attendance and reducing tardiness across grades 1-7. High rates of absenteeism have been identified as barriers to academic success, as students who are frequently absent or late miss out on valuable instructional time, which affects their learning and performance. Those who are late also miss valuable intention setting for the day and interrupt class and teaching that is in session. It also diverts from learning for the rest of the class as the teacher has to bring the student up to speed.

Rationale:

These high rates of absenteeism correlate with lower academic performance and reduced student engagement when we look at which student had chronic absenteeism and which were low performing. Addressing these issues is crucial for ensuring that students maximize their instructional time and achieve better academic outcomes.

A potential contributing factor is the impact of our Economically Disadvantaged sub-group and how their health, their attendance, and their preexisting achievement gaps affect their current learning. There were many bouts of serious illness that contributed to the high rate of absences. We also

heard that if one sibling was sick, there was not enough money to drive just one child to school. There were 3 students who were absent at times because they had no clean clothes and had to help their parent at the laundry mat. There were families with insecure housing - and were absent at times for this reason.

The number of tardies was very high. Again, we see the impact of our Economically disadvantaged sub-group on this risk factor. Parents complained about the driving distance and early start times. These were families who were previously from non-traditional schooling backgrounds and/or who were previously outside the public school system.

There is a correlation and maybe causation with the number of absences and the performance of the student.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior Year Data

Data from the prior year revealed that there was a substantial number of students with 10% or greater number of days absent:

- **Grade 1:** 56% of students
- **Grade 2:** 50% of students
- **Grade 3:** 50% of students
- **Grade 4:** 52% of students
- **Grade 5:** 17% of students
- **Grade 6:** 25% of students
-

Specific Measurable Outcome:

- Decrease chronic absenteeism by 50% across grade levels

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring Plan:

- **Data Collection:** Track daily attendance and tardiness records using the school's Student Information System (SIS) and School Pass by Raptor.
- **Frequency:** Monthly analysis of attendance and tardiness data to monitor trends and identify patterns.

- **Impact on Achievement:** Regular monitoring will help identify students with chronic absenteeism or tardiness early, allowing for timely interventions to address underlying issues.

Monitoring Impact: Consistent tracking and analysis will enable the school to promptly address attendance and tardiness issues, thereby improving student engagement and performance.

Person responsible for monitoring outcome

Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

EveryDay Intervention (Formerly InClass Today and EveryDay Labs) This is our preferred evidence-based intervention tool. We have reached out to see if they service charter schools. They are on the list of approved programs.

Rationale:

EveryDay Intervention reduces absenteeism by delivering Absence Reports to parents and guardians with actionable, personalized information about their student’s attendance. They generate personalized Absence Reports with content tailored for each student and mail them directly to the parents/guardians.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action Step #1

Monitor and Review Attendance and Tardiness Data

Person Monitoring:

Classroom Teacher

By When/Frequency:

Monthly

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

Track the number of check-ins and review student progress with intervention strategies. Monthly meetings with the teachers, BR, and principal to review progress and make necessary adjustments.

Action Step #2

Implementation of PBIS Framework

Person Monitoring:

Principal

By When/Frequency:

Monthly

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

Implement the PBIS framework to promote positive behavior and establish clear expectations for

attendance and punctuality. Reinforce positive behaviors through incentives and recognition.
Monitoring: Monitor the implementation of PBIS strategies, review behavior and attendance data regularly, and adjust the framework based on effectiveness and feedback.

Action Step #3

Implement BR-parent meetings

Person Monitoring:

Principal

By When/Frequency:

Monthly

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

Based on student attendance and academic performance, hold these meetings to help resolve why attendance is a challenge for a particular family.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

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

<https://www.constellationchartergnv.org/>

We have just finished our first year and once this SIP has been submitted, we will post it on our website, along with all other documents required as they are made available to us.

Methods for Dissemination:

- **School Website:** The School Improvement Plan (SIP), UniSIG budget, and SWP will be posted on the school's official website. This will be accessible to all stakeholders, including students, families, school staff, and local businesses.
- **Parent Newsletters:** Newsletters will include summaries of the SIP, budget updates, and progress reports. These will be available electronically for easy access.
- **School Meetings:** Regular meetings, such as PTA meetings and school advisory council meetings, will feature updates on the SIP and UniSIG budget. This ensures direct communication and feedback from stakeholders.
- **Conferences:** During conferences, teachers will discuss relevant aspects of the SIP and progress with parents, providing personalized information about how these plans affect their child's education.

Plan for Sharing and Dissemination:

- **Distribution Protocol:** Documents will be distributed via email to stakeholders who have opted for digital communication and in hard copy for those who prefer physical documents.

- **Feedback Mechanism:** Stakeholders will be encouraged to provide feedback through surveys and suggestion boxes available at the school and online.
- **Review and Update:** The SIP will be reviewed and updated annually based on stakeholder feedback and progress reports, with revised versions disseminated to all parties.

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

<https://www.constellationchartergnv.org/>

We have just finished our first year and once this SIP has been submitted, we will post it on our website, along with all other documents required as they are made available to us.

Building Positive Relationships:

- **Parent Engagement Activities:** Host workshops and seminars on topics such as supporting student learning at home, understanding the curriculum, and navigating the school system.
- **Regular Communication:** Establish consistent communication channels through emails, phone calls, and text messages to keep parents informed about their child's progress and school events.

Support for Students and Keeping Parents Informed:

- **Student Progress Reports:** Provide regular updates on student progress through report cards, progress reports, and parent-teacher conferences.
- **Family Engagement Events:** Organize events open houses to foster engagement and provide parents with tools to support their child's learning.

Plans to Strengthen the Academic Program

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

Strengthening the Academic Program:

- **Curriculum Enrichment:** Enhance the curriculum by integrating advanced instructional materials and technology, and offering enrichment activities that challenge students and deepen their understanding.
 - iReady for ELA and Math support and tracking
- **Professional Development:** Provide ongoing professional development for teachers to improve instructional practices and ensure they are equipped with effective strategies to meet diverse student needs.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

As a school completing its first year, we have had many points of data driven reflection that has lead to the plans as presented here. At the start of the last school year, when we began to understand the students were who enrolled in our school, we knew we would potentially have many students with deficiencies as so many of the children had not had formal schooling previously. This was proven to be true as with data from screening and from the results of the first FAST Progress Monitoring. We had students who were grade levels behind in ELA and Math. After implementing interventions, and based on the students' growth at the end of the year, we were able to write our goals and strategy for this coming school year.

It is clear that more parent education and engagement is needed to continue to making further strides and gains and Constellation will work towards this end with this plan. In addition, Title II, Title IV, and Title I funds are being used effectively for the purpose of increasing the school and teachers' capacity to meet the ongoing student needs in ELA and Math, as well as improving our screening, assessments, and data analysis. Providing additional support by adding the roles of Title I Lead as well Title I Teacher will increase the school's capacity to better serve the needs of the students, as well as our accountability to them.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

Counseling and Mental Health Services:

- **School Counseling Services:** The school provides individual and group counseling services to support students' emotional and social development. District assigned Social Worker work with students to address issues such as anxiety, peer relationships, and family dynamics.
- **Youth Mental Health First Aid:** Our staff are trained in Youth Mental Health First Aid and will implement tools, skills and knowledge to assist students.
- **Social-Emotional Learning (SEL):** Implement SEL programming to teach students skills such as self-awareness, empathy, and conflict resolution.

Specialized Support Services:

- **Special Education Services:** Provide individualized support for students with disabilities through tailored instructional strategies, resource rooms, and support staff.
- **504 Plans:** Develop and implement 504 Plans for students with non-disabling conditions that affect their learning, ensuring they receive appropriate accommodations and support.

Preparing for Postsecondary Opportunities and the Workforce

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

Career Awareness and Preparation:

- **Career Exploration Activities:** Introduce students to various career paths through guest speakers, field trips, and interactive activities that explore different professions and industries.
- **Career Day Events:** Host annual career fairs where students can interact with professionals from diverse fields, gaining insights into various career opportunities.

Addressing Problem Behavior and Early Intervening Services

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

Schoolwide Tiered Model:

- **Positive Behavioral Interventions and Supports (PBIS):** Implement a tiered PBIS framework to promote positive behavior and prevent problem behaviors. This includes establishing clear behavioral expectations, providing recognition for positive behavior, and offering targeted interventions for students with frequent behavioral issues.
- **Tier 1 Interventions:** Universal strategies such as classroom management techniques and school-wide behavior expectations to support all students.
- **Tier 2 Interventions:** Targeted interventions for students who exhibit at-risk behaviors, including small group sessions and additional support from Behavior Resource.
- **Tier 3 Interventions:** Intensive, individualized interventions for students with significant behavioral challenges, including one-on-one support and personalized behavior plans.

Coordination with IDEA Services:

- **Collaboration with Special Education:** Coordinate with special education services to ensure that behavioral interventions align with Individualized Education Programs (IEPs) and are integrated with educational goals and accommodations specified under the Individuals with Disabilities Education Act (IDEA).

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

Professional Development:

- **Ongoing Training:** Provide regular professional development opportunities for teachers, paraprofessionals, and other school personnel focused on effective instructional strategies, data-driven instruction, and differentiated learning.
- **Data Analysis Workshops:** Conduct workshops on analyzing and using data from academic assessments to inform instructional decisions and improve student outcomes.

Recruitment and Retention of Effective Teachers:

- **Mentoring and Support:** Implement a mentoring program for new teachers to provide support and guidance. Offer professional learning communities where teachers can collaborate and share best practices.

Evaluation and Continuous Improvement:

- **Feedback Mechanisms:** Regularly evaluate the effectiveness of professional learning activities through surveys and feedback from participants. Adjust training programs based on this feedback to meet the evolving needs of the staff.
- **Retention Strategies:** Monitor teacher retention rates and implement strategies to address any identified issues, ensuring a stable and effective teaching staff.

Strategies to Assist Preschool Children

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

Not applicable as we start with first grade.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Review Process Overview: The process to review the use of resources involves a systematic approach to evaluate how effectively resources are allocated and utilized to meet the needs of students identified in the school's improvement plan.

This process includes several key steps:

- **Data Collection and Analysis:** Collect data on current resource allocation, including financial resources, personnel, and instructional materials. Analyze this data to determine how resources align with the identified needs of students and areas of focus in the School Improvement Plan (SIP).
- **Stakeholder Input:** Engage with stakeholders, including teachers, administrator, and parents, to gather feedback on resource utilization and effectiveness. This input helps identify any gaps or areas for improvement.
- **Review of Current Practices:** Assess current practices and strategies being implemented with the available resources. Evaluate their effectiveness based on student performance data and progress toward meeting identified needs.
- **Adjustment and Planning:** Based on the analysis, adjust resource allocation and develop a plan to address any identified gaps. This plan includes specific actions, timelines, and responsible parties.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Identified Need: Our school needs improvement in the areas of student attendance, ELA and Math performance, and behavioral issues. These needs are based on data indicating high rates of absenteeism, low Math standardized test scores, ELA screenings at start of school year, and frequent behavioral problems. The Economically Disadvantaged subgroup and contributing factors that affect this sub-group and its impact on learning has been identified.

Specific Resources:

1. Resource for Attendance Improvement:

- **Resource:** EveryDay Intervention is a program to engage parents and students in reflection and accountability for attendance and the reasons for absences.
- **Resource:** Attendance verification by scanning in to School Pass and Attendance

accountability with teachers.

- **Rationale:** Data shows high absenteeism rates and tardiness. Attendance tracking, reminders and accountability will help monitor and analyze attendance patterns, while the principal will oversee intervention strategies.
- **Plan:**
 - **Timeline:** Implement tracking software by September 2024, dependent on Title I/ UniSIG funds allocation and procurement.
 - **Actions:**
 - Set up and integrate attendance tracking platform.
 - Develop and implement attendance improvement strategies based on data analysis.
 - Conduct monthly reviews of attendance data and adjust strategies as needed.

2. Resource for ELA Improvement:

- **Resource:** iReady
- **Rationale:** ELA data indicates significant gaps in reading and writing skills. Evidence-based programs like iReady are proven to improve literacy skills.
- **Plan:**
 - **Timeline:** Start implementation by September 2024 if platform has been procured by Title I.
 - **Actions:**
 - Train teachers.
 - Integrate into daily ELA instruction.
 - Monitor student progress through regular assessments and adjust instruction as needed.

3. Resource for Math Improvement:

- **Resource:** iReady
- **Rationale:** Math data indicates significant gaps in foundational math skills. Evidence-based programs like iReady are proven to improve Math outcomes.
- **Plan:**
 - **Timeline:** Start implementation by September 2024 if platform has been procured by Title I.
 - **Actions:**
 - Train teachers.
 - Integrate into daily Math instruction.
 - Monitor student progress through regular assessments and adjust instruction as needed.

4. Resource for Behavioral Support:

- **Resource:** Positive Behavioral Interventions and Supports (PBIS) Framework and Behavioral Specialists
- **Rationale:** Behavioral data shows frequent issues that impact student learning. PBIS provides a structured approach to promote positive behavior and prevent problem behaviors.
- **Plan:**
 - **Timeline:** Implement PBIS and hire Behavioral Specialists by September 2024.
 - **Actions:**
 - Develop and implement PBIS framework school-wide.
 - Hire and integrate Behavioral Specialist to support students with significant behavioral challenges. (this is budget dependent)
 - Conduct regular evaluations of behavioral data and adjust PBIS strategies accordingly.

Monitoring and Evaluation:

- **Regular Reviews:** Conduct monthly reviews of resource utilization and effectiveness based on student performance data and feedback from stakeholders.
- **Adjustments:** Make necessary adjustments to resource allocation and strategies based on review findings to ensure they are meeting the identified needs effectively.
- **Reporting:** Provide regular updates to stakeholders on progress and any changes made to resource allocation and strategies.

By following this process and plan, the school will effectively address the identified needs, improve student outcomes, and meet the requirements for ATSI, TSI, or CSI designations.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Indirect Costs					
<i>4.21% Allowable Indirect Costs</i>		7200/790	UNISIG	0.0	3,999.50
Positive Culture and Environment	Student Attendance	6150/310	UNISIG	0.0	900.00
<i>Contract Services with Sylvia Paluzzi Parent Education / Engagement Sessions to improve attendance and student outcomes. 4, 3-hour parent workshops at \$75/hour</i>					
Plan Budget Total					4,899.50