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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	
2023-24 MINORITY RATE	
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	
CHARTER SCHOOL	YES
RAISE SCHOOL	
2023-24 ESSA IDENTIFICATION	
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)	
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										0
One or more suspensions										0
Course failure in English Language Arts (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
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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										0

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										0
Students retained two or more times										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 loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHL	DIST	STATE	SCHL	DIST	STATE	SCHL	DIST	STATE
ELA Achievement *					46	53		52	55
ELA Learning Gains									
ELA Grade 3 Achievement **					55	56			
ELA Learning Gains Lowest 25%									
Math Achievement *					52	55		34	42
Math Learning Gains									
Math Learning Gains Lowest 25%									
Science Achievement *					47	52		52	54
Social Studies Achievement *					62	68		56	59
Graduation Rate					66	74		44	50
Middle School Acceleration					77	70		43	51
College and Career Readiness					33	53		63	70
ELP Progress					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 (FPPI) than in school grades calculation.

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

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

2023-24 ESSA FPPI

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

ESSA OVERALL FPPI HISTORY

2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
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* 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)

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

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%
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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%
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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)

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

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.

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

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?

No Answer Entered

Lowest Performance

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

No Answer Entered

Greatest Decline

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

No Answer Entered

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.

No Answer Entered

EWS Areas of Concern

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

No Answer Entered

Highest Priorities

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

No Answer Entered

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.

specifically relating to

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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome

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:

Rationale:

Tier of Evidence-based Intervention:

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

Person Monitoring:

By When/Frequency:

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

IV. Positive Culture and Environment

Area of Focus #1

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.

No Answer Entered

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.

No Answer Entered

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.

No Answer Entered

Person responsible for monitoring outcome

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:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Person Monitoring:

By When/Frequency:

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

step:

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.

No Answer Entered

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))

No Answer Entered

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)

No Answer Entered

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))

No Answer Entered

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))

No Answer Entered

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))

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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))

No Answer Entered

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.

No Answer Entered

Specifics to Address the Need

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

No Answer Entered

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
Plan Budget Total					0.00