
Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	17
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	17
VII. Budget to Support Areas of Focus	0

The Einstein School, Inc.

5910 SW ARCHER RD, Gainesville, FL 32608

<http://www.emschool.org/>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The Alachua County School District is committed to the success of every student. The Einstein School is dedicated to creating a rigorous, individualized learning environment for students whose primary disability is a language-based reading disorder.

Provide the school's vision statement.

The Alachua County School District's vision for our students is that they will graduate with the knowledge, skills, and personal characteristics to be lifelong learners and independent thinkers. We want our graduates to excel in their chosen careers and be productive and contributing members of the global community. The Einstein School hopes to raise the reading level of all of their students so that they may return to the regular public schools and experience the same academic success as other students therefore allowing them to become productive members of society in their chosen fields.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Aurelio, Christine	Principal	Ms Aurelio duties and responsibilities are similar to that of principals in most charter schools. She oversees most discipline and behavioral issues with students and staff. She oversees curriculum decisions, hiring and managing of staff and all business decisions related to the general operations of the school as well as board meetings and discussions.
Flint, Sara	Assistant Principal	Sara Flint, the Assistant Principal, holds a position much like that of an Assistant principal in other schools. Mrs. Flint and Ms Aurelio discuss all discipline issues, student/parent issues and staff related problems that occur daily within the school. They handle these matters jointly as well as many database and front desk matters that happen daily. Mrs Flint is the main database and attendance clerk at the school.
Smith, Katie	Instructional Coach	Katie Smith acts as lead teacher, Instructional intervention coach and the head of all ESE matters. She works closely with Mrs. Flint and Ms Aurelio to manage the meetings and documentation of ESE, 504 and students in the RTI process.
Miller, Kathy	Attendance/ Social Work	Kathy Miller is the school social worker and works closely with both students and families that need help both socially and with life skills. She mediates for groups of students that need intervention and reaches out to families that are struggling.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

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

Weekly teacher meetings are held in order to discuss issues, upcoming events and/or critical needs. All teachers are encouraged to bring ideas, suggestions and solutions to these meetings and are given an equal opportunity to share, lead discussion or bring up topics. At these meetings, teachers develop the focus of their lesson study for the year.

Periodic teacher and parent meetings occur throughout the year to allow parent concerns to be heard and evaluated. At these times, student progress is assessed and discussed as well.

There are also many parent engagement events through Title I and other entertainment and fundraising events that allow for parent contributions to be fulfilled.

Board Meetings that occur throughout the year are publicly advertised and all parents are welcome to attend. At these meetings board members are always welcome to give input and suggestions on school improvement.

Specific meetings are offered at various times at the end of the year to garner parent opinions and suggestions for Title I and School Improvement. A school climate survey is also sent out that can be turned in anonymously.

SIP Monitoring

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

The School Leadership team, specifically the Principal and Assistant Principal will monitor the effective implementation of research based strategies and programs throughout the school year in order to help students achieve academic standards by monitoring learning gains on progress monitoring FAST tests. Student learning gains on these tests will determine if the SIP needs to be revised.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 2-8
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	No
2022-23 Minority Rate	65%
2022-23 Economically Disadvantaged (FRL) Rate	95%
Charter School	Yes
RAISE School	No
2021-22 ESSA Identification	CSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* White Students (WHT)*

	Economically Disadvantaged Students (FRL)*
School Grades History	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	2	3	4	3	5	5	22	
One or more suspensions	0	0	0	0	0	0	0	1	0	1	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	4	0	4	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	3	6	11	7	14	10	51	
Level 1 on statewide Math assessment	0	0	0	4	9	10	11	13	7	54	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	5	18	14	15	15	17	12	96	

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	4	9	11	7	14	10	55	

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	5	0	0	0	0	0	5	
Students retained two or more times	0	0	0	0	1	2	1	1	0	5	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	3	3	1	4	4	4	0	19
One or more suspensions	0	0	0	0	2	2	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	1	1
Course failure in Math	0	0	1	0	0	0	1	0	0	2
Level 1 on statewide ELA assessment	0	0	0	7	9	13	7	13	7	56
Level 1 on statewide Math assessment	0	0	0	13	9	19	11	7	7	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	10	16	0	0	0	0	0	26

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	4	16	9	14	9	8	5	65

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	3	3	1	4	4	4	0	19
One or more suspensions	0	0	0	0	2	2	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	1	1
Course failure in Math	0	0	1	0	0	0	1	0	0	2
Level 1 on statewide ELA assessment	0	0	0	7	9	13	7	13	7	56
Level 1 on statewide Math assessment	0	0	0	13	9	19	11	7	7	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	10	16	0	0	0	0	0	26

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	4	16	9	14	9	8	5	65

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	6	56	57	10	65	61
ELA Learning Gains	37	53	55	35	60	59
ELA Lowest 25th Percentile	56	38	46	33	46	54
Math Achievement*	5	57	55	13	58	62
Math Learning Gains	39	59	60	44	59	59
Math Lowest 25th Percentile	39	48	56	53	56	52
Science Achievement*	4	47	51	22	60	56
Social Studies Achievement*	45	69	72	44	84	78
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress						

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	29
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	231
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	3	2
ELL				
AMI				
ASN				
BLK	17	Yes	3	3
HSP				
MUL				
PAC				
WHT	32	Yes	3	
FRL	26	Yes	3	3

Accountability Components by Subgroup

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

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	6	37	56	5	39	39	4	45				

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
SWD	4	40	56	5	44	31	0	41				
ELL												
AMI												
ASN												
BLK	6	34		0	28	36	0					
HSP												
MUL												
PAC												
WHT	6	45		8	45			55				
FRL	6	41	58	6	35	33	5					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	3	13	35	4	32	40	10	25				
SWD	3	14	31	3	30	40	4	17				
ELL												
AMI												
ASN												
BLK	0	10	30	0	24		18					
HSP												
MUL	0	8		0	25							
PAC												
WHT	8	17		11	41							
FRL	0	10	38	0	35	36	14	33				

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	10	35	33	13	44	53	22	44				
SWD	8	34	40	6	42	50	17	38				
ELL												
AMI												

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
ASN												
BLK	0	20		0	30							
HSP	23	30		15								
MUL	5	36		11	43							
PAC												
WHT	14	43		20	46		20	50				
FRL	8	40	40	14	45		19					

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	17%	53%	-36%	54%	-37%
07	2023 - Spring	0%	46%	-46%	47%	-47%
08	2023 - Spring	13%	47%	-34%	47%	-34%
04	2023 - Spring	16%	54%	-38%	58%	-42%
06	2023 - Spring	0%	47%	-47%	47%	-47%
03	2023 - Spring	14%	49%	-35%	50%	-36%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	10%	47%	-37%	54%	-44%
07	2023 - Spring	27%	24%	3%	48%	-21%
03	2023 - Spring	0%	52%	-52%	59%	-59%
04	2023 - Spring	5%	58%	-53%	61%	-56%
08	2023 - Spring	56%	57%	-1%	55%	1%
05	2023 - Spring	0%	54%	-54%	55%	-55%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	13%	44%	-31%	44%	-31%
05	2023 - Spring	25%	51%	-26%	51%	-26%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	9%	58%	-49%	66%	-57%

III. Planning for Improvement

Data Analysis/Reflection

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

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

Our lowest performance was math learning gains for black students. We have seen a trend in certain groups of students that have only been taking standardized tests prior to lockdown and their concern and interest in doing well on them has greatly declined. Many of these students put forth more effort in their math class but make little attempt on their tests.

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

The greatest decline from the prior year was in science achievement for black students. This data point is comparing different groups of students which definitely has to do with the difference in scores.

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

The greatest gap when compared to the state average was in our third grade math scores. The students that come to the Einstein School are all below grade level in reading therefore in their third grade year the reading test is extremely stressful for them. We often see that this results in poor math scores as they take this test immediately following the reading test.

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

We had the most improvement in our lowest quartile learning gains in ELA. We use a research based reading intervention program that we deliver in small groups. The smaller the groups, typically the more success students have. We had more small group interventions in this area due to becoming a Title I school.

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

The majority of our students do not score well on standardized tests and are below grade level in reading but this is because this is our mission. Attendance is an area of concern for many of these students

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

Because we are a specialized setting with a specific mission, we expect to see below grade level in reading for most of our students and low standardized test scores. Since we often send students back to their former school settings once they reach grade level in reading, learning gains are a better way to consider how students are doing. Attendance however, is one area that we can work on with our families in order to improve the amount of time our low performing students are benefitting from our specialized setting.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

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

Research supports that a positive culture and environment is tied to improving attendance rates. Any absence, excused or unexcused is missed instructional time. As a specialized school setting, improving attendance rates is crucial because our academic interventions can not be effective for students that are not present to receive them.

Measurable Outcome:

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

By the end of the school year, we will reduce the number of students absent 10% or more to less than 12%.

Monitoring:

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

Students that require more focused supports for improvement are identified from the daily call list. Attendance rates are monitored monthly for chronic absences and students that need individualized plans.

Person responsible for monitoring outcome:

Sara Flint (mrsflint@emschool.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We are using a multi tiered system of support to improve attendance. Tier 1: Families are informed of the importance of regular school attendance. Rewards are given for perfect attendance. Families are contacted for any absence. Teachers and staff create a welcoming school environment for all learner. Tier 2: Students identified as at risk for attendance will receive check-ins and attendance incentives for improvement. Tier 3: Individualized student attendance plan developed with family and student input.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We selected MTSS as our strategy because we wanted to create a positive environment for all students while targeting specific students for additional intervention and support.

Tier of Evidence-based Intervention

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

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Generate a daily attendance call list for all absent students

Person Responsible: Danielle Melchor (msdani@emschool.org)

By When: Daily by 2 pm.

Identify students for additional (tier 2) supports. Teachers can recommend a student or the student can be identified based on monthly attendance data.

Person Responsible: Kathy Miller (mskathy@emschool.org)

By When: The data review occurs monthly and teacher recommendations are ongoing.

Identify students for intensive intervention (tier 3). Based on data review of students in tier 2. Any not improving move to tier 3.

Person Responsible: Sara Flint (mrsflint@emschool.org)

By When: Monthly data review of students in tier 2.

CSI, TSI and ATSI Resource Review

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

For the 2023/2024 academic school year, The Einstein School is not receiving any additional school improvement funding allocations.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

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

A copy will be placed in the parent resource notebook in the Family Resource Center in our Front office, it will be posted on the website and discussed in the Title I comprehensive needs review meetings at the end of the year.

www.emschool.org

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The Einstein School is a small learning community where students have the same teachers as they progress from each grade rather than getting a new team of teachers every year. Students, families and teachers get to know each other well over time and specifically through individualized student enrollment, new student meetings, consistent Title I family involvement opportunities and other extracurricular activities like Fall Festival, book fairs and open houses. Weekly newsletters inform

parents of these events as well as the school Facebook page.

Individual parent, teacher and student meetings are held throughout the year especially because so many of our students have IEPs or 504 plans. Teachers have data chat meetings with students to discuss their progress as well. Progress reports, reports cards and IEP goals are all shared with parents and Open Houses are scheduled around these times so that parents can meet with teachers to discuss concerns.

The school's website is www.emschool.org

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

Because we now have Title I funding, we have increased the amount of intervention time that students get in small groups within math and reading. Reducing the student teacher ratio and the amount of small group time strengthens and enriches the academic opportunities our students have for achievement and remediation which they all greatly need.

Our school already has more minutes in the school day than required every day of the week and does not have one shortened day like our district. Rather than extending the school day even more, we have opened our summer school program to more students in need of remediation in elementary rather than just for students who did not pass a course.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

As previously mentioned, we are using Title I funds to achieve a smaller student to teacher ratio and more small group interventions.

ESSER III funding is what allowed us to enlarge our summer school program.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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

The Einstein School has a full time Social Worker but also participates in the Mental Health Plan offered by our district. This ensures that our staff has access to the required Youth Mental Health trainings and provides us with another part time social worker. This individual coordinates with the school social worker to ensure that all students in need of counseling or other such services receive what they need.

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

The Einstein School serves students in 2nd through 8th grade. We do not offer any career or technical training programs although we do work very hard to educate our middle school students on the magnet programs offered throughout our county in high school so that they might choose something that helps them along this path.

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

We use the student code of conduct that Alachua County uses. We have a positive behavioral intervention system that uses school wide monetary system and good citizenship awards. Students can use the school money to purchase out of uniform days, participate in raffles and auctions as well as a variety of other things.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Every teacher and paraprofessional is trained in the NOW program which is the research based program used to teach decoding skills and the crux of our school program. All teachers are highly qualified and have attended professional development on quality IEP development as well as use of data.

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

The Einstein School is for students from grades 2 through 8. We do not serve Pre K students.