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## School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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

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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

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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.

## 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

Christine Aurelio

#### Position Title

Principal

#### Job Duties and Responsibilities

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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.

## **Leadership Team Member #2**

### **Employee's Name**

Sara Flint

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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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.

## **Leadership Team Member #3**

### **Employee's Name**

Danielle Melchor

### **Position Title**

Clerical/Attendance

### **Job Duties and Responsibilities**

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Danielle Melchor enters daily attendance updates in Skyward. She also does enrollment intake, database entry, referral processing and maintains physical CUM records.

## 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.*

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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 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))

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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.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>COMBINATION</b> <b>2-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>ALTERNATIVE EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>62.0%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>93.9%</b>
<b>CHARTER SCHOOL</b>	<b>YES</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>CSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)*</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)*</b> <b>WHITE STUDENTS (WHT)*</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24:</b> <b>2022-23: *</b> <b>2021-22: MAINTAINING</b> <b>2020-21:</b> <b>2019-20:</b>



## 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				3	3	2	4	6	6	24
One or more suspensions			0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)			0	0	0	0	1	0	0	1
Course failure in Math			0	0	0	0	1	0	0	1
Level 1 on statewide ELA assessment				7	7	11	12	8	8	53
Level 1 on statewide Math assessment				7	8	13	13	7	9	57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			5	21						26
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				7	8					15

#### 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				9	8	11	12	8	9	57

#### 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				6			1			7
Students retained two or more times				2			2		1	5

**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				2	3	4	3	5	5	22
One or more suspensions								1		1
Course failure in ELA								4		4
Course failure in Math										0
Level 1 on statewide ELA assessment				3	6	11	7	14	10	51
Level 1 on statewide Math assessment				4	9	10	11	13	7	54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			5	18						96

**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				4	9	11	7	14	10	55

**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				5						5
Students retained two or more times					1	2	1	1		5

## 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 *	10	50	58	8	46	53	6	52	55
ELA Grade 3 Achievement **	20	51	59	8	55	56			
ELA Learning Gains	43	54	59				37		
ELA Learning Gains Lowest 25%	81	50	54				56		
Math Achievement *	12	55	59	15	52	55	5	34	42
Math Learning Gains	49	62	61				39		
Math Learning Gains Lowest 25%	69	55	56				39		
Science Achievement *	19	48	54	18	47	52	4	52	54
Social Studies Achievement *	33	64	72	10	62	68	45	56	59
Graduation Rate	59	71	71		66	74		44	50
Middle School Acceleration	76	71	71		77	70		43	51
College and Career Readiness	34	54	54		33	53		63	70
ELP Progress	54	59	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	37%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	336
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
37%	12%	29%	20%		32%	34%

\* 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%
Students With Disabilities	35%	Yes	5	
Black/African American Students	19%	Yes	5	5
White Students	39%	Yes	5	
Economically Disadvantaged Students	31%	Yes	5	5
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%
Students With Disabilities	14%	Yes	4	3
Black/African American Students	3%	Yes	4	4
White Students	25%	Yes	4	1
Economically Disadvantaged Students	7%	Yes	4	4

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
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Disadvantaged Students

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
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Students With Disabilities

28%

Yes

3

2

English Language Learners

Native American Students

Asian Students

Black/African American Students

17%

Yes

3

3

Hispanic Students

Multiracial Students



**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Pacific Islander Students				
White Students	32%	Yes	3	
Economically Disadvantaged Students	26%	Yes	3	3

### 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	10%	20%	43%	81%	12%	49%	69%	19%	33%				
Students With Disabilities	2%		42%	82%	10%	42%	64%	22%	18%				
Black/African American Students	3%		41%		3%	31%		10%	25%				
White Students	18%		50%		24%	62%		40%					
Economically Disadvantaged Students	6%	9%	49%	90%	6%	49%		12%	30%				

2022-23 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 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	8%	8%			15%			18%	10%				
Students With Disabilities	7%				18%			17%					
Black/African American Students	4%				4%			0%					
White Students	13%				30%			31%					
Economically Disadvantaged Students	5%				9%			7%					

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	6%		37%	56%	5%	39%	39%	4%	45%				
Students With Disabilities	4%		40%	56%	5%	44%	31%	0%	41%				
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	6%		34%		0%	28%	36%	0%					
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students	6%		45%		8%	45%			55%				
Economically Disadvantaged Students	6%		41%	58%	6%	35%	33%	5%					

## 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	20%	56%	-36%	55%	-35%
Ela	4	7%	51%	-44%	53%	-46%
Ela	5	0%	51%	-51%	55%	-55%
Ela	6	20%	52%	-32%	54%	-34%
Ela	7	0%	52%	-52%	50%	-50%
Ela	8	8%	50%	-42%	51%	-43%
Math	3	10%	54%	-44%	60%	-50%
Math	4	7%	53%	-46%	58%	-51%
Math	5	7%	51%	-44%	56%	-49%
Math	6	7%	49%	-42%	56%	-49%
Math	7	12%	26%	-14%	47%	-35%
Math	8	33%	58%	-25%	54%	-21%
Science	5	7%	50%	-43%	53%	-46%
Science	8	33%	43%	-10%	45%	-12%
Civics		33%	59%	-26%	67%	-34%

### 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?

---

The data component with the greatest improvement is learning gains for our lowest quartile students. This improvement is reflected for both ELA and Mathematics. Our ELA and Math teachers had more frequent data chats using progress monitoring assessment and classroom level data. Also Title 1 funds allowed for more small group intervention.

##### **Lowest Performance**

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

---

All subgroups have an increasing FPPI score over the last three years. However, our black/African American subgroup has the slowest growth. While this subgroup had an increase in learning gains in both ELA and Math, the achievement component for both declined last year. Due to the nature of our mission, the achievement component is always a challenge for our school. When students reach grade level achievement it is an indicator they no longer need our program and are ready to transition back to their traditional setting.

##### **Greatest Decline**

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

---

Based on this year's data, the component with the greatest decline was our students with disabilities in both ELA and Math achievement. Due to the nature of our mission, the achievement component is always a challenge for our school. When students reach grade level achievement it is an indicator they no longer need our program and are ready to transition back to their traditional setting.

##### **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.

---

The data component ELA achievement had the greatest gap when compared to the state average. This is due to the fact that the school's mission is to focused on students that struggle with reading skills. Once the student is performing at grade level they are ready to transition back to their

traditional setting.

### **EWS Areas of Concern**

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

---

Students with less than 90% attendance continues to be an area of concern. As a specialized setting, students can not benefit from our interventions when they are not in attendance.

### **Highest Priorities**

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

---

Decrease the number of students with less than 90% attendance.

Increase ELA and Math achievement for SWD.

Increase ELA and Math achievement for black/African American students.

## 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.

### ESSA Subgroups specifically relating to Black/African American Students (BLK)

#### 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.

Based on 23-24 subgroup accountability components data, our black/African American students declined in the area of ELA and Math achievement last year. This group is our lowest performing group based on FPPI. Improving student outcomes for this group is a crucial need because they have been our lowest performing group based on FPPI for the last three years.

#### 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.

In the 23-24 school year, 3% of our black/African American students scored at or above level 3 on the PM 3 ELA FAST declining from 4% the prior year. For the 24-25 school year our black/African American students will have an increase to 5% in ELA achievement.

In the 23-24 school year, 3% of our black/African American students scored at or above level 3 on the PM 3 Mathematics FAST declining from 4% the prior year. For the 24-25 school year our black/African American students will have an increase to 5% in Mathematics achievement.

#### 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.

Teachers and administrators will use FAST PM1 and PM2 data to identify students targeted intervention including students on the cusp of level 3. Ongoing monitoring will allow teachers to make timely changes for intervention groupings.

#### Person responsible for monitoring outcome

Sara Flint

#### 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:**

Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week, for 20 to 40 minutes.

**Rationale:**

According to Assisting Students Struggling with Reading: Response to Intervention(Rti) and Multi-Tier Intervention in the Primary Grades, this practice shows strong evidence of effectiveness.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**Description of Intervention #2:**

Provide systematic instruction during intervention to develop student understanding of mathematical ideas.

**Rationale:**

According to Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades, this practice shows strong evidence of effectiveness.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken 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**

Small Groups for ELA

**Person Monitoring:**

Christine Aurelio

**By When/Frequency:**

Ongoing throughout the year

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

Students will receive intensive systematic instruction in foundational reading skills. Intervention will be delivered by NOW trained paraprofessionals or teachers daily. The effectiveness of this action will be measured by an increase in ELA learning gains and achievement.

**Action Step #2**

Small Groups for Math

**Person Monitoring:**

Christine Aurelio

**By When/Frequency:**

Ongoing throughout the year

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

Students will receive systematic instruction during small group intervention to develop student

understanding of mathematical ideas. The effectiveness of this action will be measured by an increase in Math learning gains and achievement.

## **Area of Focus #2**

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

### **ESSA Subgroups specifically relating to Students With Disabilities (SWD)**

#### **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.

---

Based on 23-24 subgroup accountability components data, our students with disabilities declined in the area of ELA and Math achievement. This group had the lowest ELA achievement percentage of all our subgroups. For these reasons, it was identified as a crucial need.

#### **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.

---

In the 23-24 school year, 2% of our students with disabilities scored at or above level 3 on the PM 3 ELA FAST declining from 7% the prior year. For the 24-25 school year our students with disabilities will have an increase to 5% in ELA achievement.

In the 23-24 school year, 10% of our students with disabilities scored at or above level 3 on the PM 3 Mathematics FAST declining from 18% the prior year. For the 24-25 school year our students with disabilities will have an increase to 12% in Math achievement.

#### **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.

---

Teachers and administrators will use FAST PM1 and PM2 data to identify students targeted for intervention including students on the cusp of level 3. Ongoing monitoring will allow teachers to make timely changes for intervention groupings.

#### **Person responsible for monitoring outcome**

Sara Flint

#### **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:**

Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week, for 20 to 40 minutes.

**Rationale:**

According to Assisting Students Struggling with Reading: Response to Intervention(Rti) and Multi-Tier Intervention in the Primary Grades, this practice shows strong evidence of effectiveness.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**Description of Intervention #2:**

Provide systematic instruction during intervention to develop student understanding of mathematical ideas.

**Rationale:**

According to Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades, this practice shows strong evidence of effectiveness

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken 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**

Small Groups for ELA

**Person Monitoring:**

Christine Aurelio

**By When/Frequency:**

Ongoing throughout the year

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

Students will receive intensive systematic instruction in foundational reading skills. Intervention will be delivered by NOW trained paraprofessionals or teachers daily. The effectiveness of this action will be measured by an increase in ELA learning gains and achievement.

**Action Step #2**

Small Groups for Math

**Person Monitoring:**

Christine Aurelio

**By When/Frequency:**

Ongoing throughout the year

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

Students will receive systematic instruction during small group intervention to develop student understanding of mathematical ideas. The effectiveness of this action will be measured by in increase in Math learning gains and achievement.

## 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.

---

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

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.

---

Based on 23-24 data, 19% of our elementary students and 30% of our middle school students had less than 90% attendance rates. For the 24-25 school year, we will reduce the number of students with less than 90% attendance to 15% or less across our elementary grades and 25% or less across our middle grades.

#### 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.

---

This area of focus will be monitored by monthly attendance data reviews. Ongoing monitoring provides the opportunity for early intervention. The earlier a student's attendance improves the more time teachers have to provide instruction, intervention and enrichment.

#### Person responsible for monitoring outcome

Sara Flint

#### 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:

Attendance Works Recommendation: 3 Tiers of Intervention Foundational strategies are practices for the whole school that promote positive conditions for learning. When positive conditions are in place, students are more likely to attend and be engaged. Tier 1 strategies are aimed at encouraging better

attendance for all students and at preventing absenteeism before it affects achievement. Tier 2 interventions are designed to remove barriers to attendance for students at greater risk of chronic absenteeism, such as those who missed 10% of the school year. These students and families should receive personalized attention as part of the engagement strategy. Tier 3 interventions provide intensive support to students missing the most school.

**Rationale:**

Research shows students that miss more school than their peers have lower standardized scores. Using a tiered approach to attendance intervention provides targeted support to our most at risk students while providing a metric to identify students with declining attendance rates for early intervention.

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Daily Absence List

**Person Monitoring:**

Danielle Melchor

**By When/Frequency:**

By 2pm Daily

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

Absences will be tracked daily by Danielle Melchor and sent to Sara Flint for follow-up with families. Effectiveness of this action will be measured by a decrease in daily absences and an increase in excusal notes provided to the school.

**Action Step #2**

Contact by Staff

**Person Monitoring:**

Sara Flint

**By When/Frequency:**

Weekly

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

Families with students identified for Tier 2 intervention based on prior year attendance or current attendance will be contacted by text message or phone call. The effectiveness of this action will be measured by a decrease in absences for these students.

**Action Step #3**

Individualized Attendance Plan

**Person Monitoring:**

Sara Flint

**By When/Frequency:**

Monthly

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

Families with students identified for tier 3 attendance intervention will meet with Mrs. Flint and develop a personalized attendance plan. The effectiveness of this action will be measured by an improved attendance rate for targeted students.

**Area of Focus #2**

Other

### **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.

---

In order to improve student outcomes, the role of family involvement can not be overlooked. In addition to instructional practices to support our students in the classroom, we also want to enlist parents and guardians to take an active role in their child's education. Research shows that student outcomes improve when families are involved. This is a crucial need because our students are struggling learners. The stronger we can make the home and school partnership the better we can serve our students.

### **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.

---

Currently 8% of enrolled students have never had a guardian log in to their family access account. By the conclusion of the 24-25 school year, the percent of students with zero family access log ins will decrease to 2%.

### **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.

---

This area of focus will be monitored by reviewing family access log-in data monthly. The desired outcome is a increase in log-in frequency indicating guardians are checking student progress in between grading periods. This allows teachers, students and parents to address areas of weakness prior to course failure.

### **Person responsible for monitoring outcome**

Sara Flint

### **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:**

Research shows that when schools and families support each other, students of all backgrounds and abilities achieve at higher levels. The Einstein School will designate a family liaison to communicate upcoming assessments, reminders and support in accessing grade information, as well as conversation prompts about current learning topics.

**Rationale:**

According to Texting Parents: Evaluation Report and Executive Summary, communication about upcoming assessments, grades, attendance, and current learning topics resulted in improved attendance rates and math scores.

**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**

Family Liaison Communication

**Person Monitoring:**

Christine Aurelio

**By When/Frequency:**

Quarterly

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

The family liaison will send a weekly summary with upcoming assessments and information about checking grades in the student management system. Additionally, the liaison will provide support for families who need assistance with SIS access or navigation. The impact of this action will be monitored by reviewing the frequency of family assess log ins.

## 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.

---

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](http://www.emschool.org)

#### 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))

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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](http://www.emschool.org)

### **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))

---

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.

### **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))

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As previously mentioned, we are using Title I funds to achieve a smaller student to teacher ratio and more small group interventions. This year CSI funds will also be used to provide intervention services to targeted students.

## **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))

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The Einstein School 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 school-based mental health services and supports.

#### **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))

---

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. Our eighth graders participate in a structured career planning unit of study where they explore career options including the coursework/training requirements for their areas of interest.

#### **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)).

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We have the student code of conduct which outlines our behavioral expectations and discipline policy. 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.

#### **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)).

---

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.

**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))

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

## 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.

---

In order to identify strategies with strong evidence, we reviewed practice guides and recommendations from What Works Clearinghouse.

### Specifics to Address the Need

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

---

#### Resource

Assisting Students Struggling with Reading: Response to Intervention (Rti) and Multi-Tier Intervention in the Primary Grades

- Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week, for 20 to 40 minutes.

Providing Reading Interventions for Students in Grades 4-9

- Build students' decoding skills so they can read complex multisyllabic words.
- Provide purposeful fluency-building activities to help students read effortlessly.
- Routinely use a set of comprehension-building practices to help students make sense of the text.

#### Rationale

Our students are all struggling readers and this recommendation fits our school model.

#### Plan to address needs

Intervention groups will begin once baseline data is available for groupings. Groupings will be adjusted based on classroom and PM data.

#### Resource

Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades

- Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas.
- Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.
- Representations: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures.

**Rationale**

We know our students benefit from small groups for the delivery of intervention.

**Plan to address needs**

Intervention groups will begin once baseline data is available for groupings. Groupings will be adjusted based on classroom and PM data.

**Resource**

Texting Parents: Evaluation Report and Executive Summary

**Rationale**

Research shows that when schools and families support each other, students of all backgrounds and abilities achieve at higher levels.

**Plan to address needs**

The Einstein School will designate a family liaison to communicate upcoming assessments, reminders and support in accessing grade information, as well as conversation prompts about current learning topics.

## 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		7200/790	UNISIG	0.0	3,999.50
<i>4.21% Allowable Indirect Costs</i>					
<b>Total</b>	<b>Indirect Costs</b>				<b>3,999.50</b>
<b>Areas of Focus</b>	<b>ESSA Subgroups - Black/African American Students (BLK)</b>	5100/394	UNISIG	0.9	29,766.83
<i>Salary Reimbursement to Charter School - Instructional Paraprofessional @ 0.875 FTE (7 hours daily) to work with small groups of students in need of academic intervention</i>					
<b>Areas of Focus</b>	<b>ESSA Subgroups - Black/African American Students (BLK)</b>	5100/394	UNISIG	0.0	2,277.16
<i>SSI Benefits @ 7.65% for Salary Reimbursement to Charter School - Instructional Paraprofessional @ 0.875 FTE (7 hours daily) to work with small groups of students in need of academic intervention</i>					
<b>Areas of Focus</b>	<b>ESSA Subgroups - Students With Disabilities (SWD)</b>	5100/150	UNISIG	0.9	29,766.84
<i>Salary - Instructional Paraprofessional @ 0.875 FTE (7 hours daily) to work with small groups of students in need of academic intervention</i>					
<b>Areas of Focus</b>	<b>ESSA Subgroups - Students With Disabilities (SWD)</b>	5100/220	UNISIG	0.0	2,277.17
<i>SSI Benefits @ 7.65% for Salary - Instructional Paraprofessional @ 0.875 FTE (7 hours daily) to work with small groups of students in need of academic intervention</i>					
<b>Total</b>	<b>Areas of Focus</b>				<b>64,088.00</b>
<b>Positive Culture and Environment</b>	<b>Student Attendance</b>	6110/394	UNISIG	0.8	25,000.00
<i>Salary Reimbursement to Charter School - Family Liaison at .75 FTE (6 hours daily) to support families in need regarding instruction, behavior, and attendance issues</i>					
<b>Positive Culture and Environment</b>	<b>Student Attendance</b>	6110/394	UNISIG	0.0	1,912.50
<i>SSI Benefits @ 7.65% for Salary Reimbursement to Charter School - Family Liaison at .75 FTE (6 hours daily) to support families in need regarding instruction, behavior, and attendance issues</i>					
<b>Total</b>	<b>Positive Culture and Environment</b>				<b>26,912.50</b>
<b>Plan Budget Total</b>					<b>95,000.00</b>