Grasp Academy

2015-16 School Improvement Plan

Grasp Academy

3101 JUSTINA ROAD, Jacksonville, FL 32277

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	43%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	44%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
		Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

GRASP Academy provides structured literacy intervention and multi-sensory learning methods to remediate gaps, and accelerated learning for all students resulting in educational excellence in every classroom, for every student, everyday.

Provide the school's vision statement

Every student is inspired and prepared for success in college or a career, and life.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

This begins with our application process, where parents and prior teachers give extensive information about their student. Our PBIS structures also foster positive relationships in the classroom. We host monthly coffee talks as an open forum for parents and are planning several parental education events to help parents better partner with us in supporting their child. Parent conferences are scheduled for once in the fall and once in the spring.

Describe how the school creates an environment where students feel safe and respected before, during and after school

GRASP implements Positive Behavior Support structures and instruction to support students. All classrooms have positive behavior support tracking through Class Dojo to encourage, reward and communicate to parents students' positive daily interactions. We only support the tracking of positive behavior. Classroom guidance and school wide recognition focuses around a monthly character theme.
Systems are in place to create a positive and safe learning environment.
Before, during, and after the school day all safety measures are taken, as outlined in the school's safety plan, to ensure student safety.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

GRASP implements a PBIS behavior support system. This includes teaching expectations, redirecting students to expectations & rewarding/verbally giving specific praise for meeting expectations. Foundations team is currently developing a suggested list of classroom handled issues & disciplinary handled issues. Also, students needing more support than provided in a general PBIS program, are placed on an individual plan with support from the guidance team.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our guidance team provides monthly lessons around character themes or current student issues. Students and teachers can submit guidance referrals for individual counseling. Small group counseling is determined around student needs and frequency of needed intervention. We have an

active team of mentors that pairs our middle school students with younger students that may need a positive role model. We also have a problem-solving team that supports intervention for students having behavioral concerns affecting their learning

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

*Frequent review of data (every 4.5 weeks) by the leadership team & Professional Learning Communities to identify learning needs & intervention. This includes formative assessment data during a course: iReady, Achieve3000, fluency, comprehension, as well as course grades (intervening prior to course failure in ELA or math) This also includes summative data of past course performance and level 1 score on statewide, standardized assessments in ELA or math.
*Reading & math Interventionists & coaches provide remediation to students performing below grade level. Data is monitored frequently to determine if intervention is effective
*Differentiated small group instruction for Tier 1 & 2 in the classroom with support from PLC and coaches in planning and coaching.
*Leadership team and guidance team meet monthly to monitor student attendance and to meet with parents in reference to attendance issues. This includes any attendance below 90% & students with one or more suspensions, whether in school or out of school.
*A School-wide Positive Behavior Support Plan is implemented to promote positive student behavior, and data reviewed to determine effectiveness
*Response to Intervention/Problem Solving Team meets monthly to determine which students need additional intervention and to monitor progress of the intervention.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

*Differentiated small groups in the classroom for Tier 2 support of learning gaps
*Interventions for those in Tier 3 are implemented daily (reading and/or math)
*Progress monitoring every 4.5 weeks school wide for reading (decoding, fluency & comprehension)
*Monthly school wide award assemblies – PBS
*Attendance meetings are held monthly with the Guidance Counselor/leadership team
*Parent conferences are held to keep parents informed of student progress

*Student agendas are used daily to keep parents informed of student academic performance
*Class Dojo is used w/agenda to track Positive Behavior Indicators

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Communication will include a daily student agenda and online dojo access. Parent portal access through Focus will be implemented this year to give parents weekly grade and attendance updates. Parents will be encouraged to attend twice a year conferences. Parent info sessions will be held through coffee talks monthly, and several parent education sessions offered in the evening. Parents will be informed of PTA and SAC meeting dates to become involved in school-wide efforts.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Being a new school we are actively supporting community and business partnerships by looking for organizations with similar missions and a vested interest in the success of our school. The school meets with the SAC Committee, PTA, and the GRASP Alliance to build and sustain community partnerships. The partnering organizations are kept abreast of the schools celebrations, opportunities for improvement, school's budget and needs, and school community issues. Social media is utilized to share our celebrations and needs in an effort to recruit and inform community partners.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Sauer, Ellen	Principal
Gilyard, Jeanna	Guidance Counselor
Powell, Annessia	Assistant Principal
Galvez, Mercedes	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The GRASP Leadership Team consist of Principal, Assistant Principal, Math Coach, & Guidance Counselor. The team may also pull in a member of the reading intervention team as needed with as little impact to student intervention time.

The team meets weekly to discuss instructional practices, review and analyze assessment data and determine Professional Development needs for Staff. They also conduct paired walkthroughs or team walkthroughs at least 2x per month to build a shared understanding of strengths & needs within our school.

At least two members from the leadership team will lead weekly PLCs with the teachers. These sessions are driven from the data & walkthroughs. The topics will include professional development, review of student artifacts, student data analysis, or RTI support. This PLC model communicates, and leads the staff in the instructional focuses developed by the leadership team. The leadership team also has representation on the Shared Decision Making Team which meets at least monthly. Administration is responsible for monitoring and following up on the transferring of the professional development into the classroom setting.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Once a month, during the PLC time, the leadership team member will lead grade level data discussions to look at student response to intervention. They will utilize classroom progress monitoring data, student work samples, grades, and school wide progress monitoring tools/data to determine student progress. Discussions and documentation will also center around research based interventions that are having an impact in the classroom for Tier 2 or for Tier 3 interventions.

The leadership team will also look at data monthly regarding both academic & behavioral data to determine that school wide we are intervening with the right students. We will review students receiving multi-tiered support to determine if the student is able to move back into Tier 1, continue with Tier 2 interventions, or move to Tier 3 with intensive support. During the meeting there is also discussion of new students that have been identified during data review of needing additional support. Students needing more support than currently can be provided within our model, may continue on to the formal Response to Intervention/Progress monitoring Team for formal tracking of data and review to see if they need a more formalized plan.

Data and the intervention needs will inform the leadership team and school accountability team of budgetary or staffing needs that are beyond our current structure. They will look at reallocating current needs, or seeking additional funding sources (support from the district level, grants, business partners, etc.)

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jeanna Gilyard	Teacher
Ellen Sauer	Principal
Katherine Robinson	Parent
Stephanie Wilson	Parent
Shawn Bass	Business/Community
Annessia Powell	Education Support Employee
Rachel Vitti	Business/Community
Jane Farrington	Parent
LeeAnn Mays	Parent
Karen English	Education Support Employee
Mercedez Galvez	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

GRASP Academy is a new school and was issued a school number through the State of Florida for the 2015-16 school year. The SAC Team and school are new, but began with review of informal data from the previous pilot year as a school program within a school, and the program's goals.

Development of this school improvement plan

The draft of the School Improvement Plan was developed with input from the SAC and the review of program data and projected goals. The leadership team then created a formal draft to be presented to the SAC Committee for review and feedback.

Preparation of the school's annual budget and plan

The school's annual budget was developed through the district as a new school with just per pupil funding placed in the instructional account. The SAC will meet and review budgetary needs and issues monthly to inform our 2016-17 budget which we will begin writing in the spring of 2016.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

GRASP did not have school improvement funds allocated last year, as the school did not exist, but was a program within another school.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Sauer, Ellen	Principal
Galvez, Mercedes	Instructional Coach
Gilyard, Jeanna	Guidance Counselor
Powell, Annessia	Assistant Principal
Lewis, Julie	Teacher, K-12
Bass, Elizabeth	Teacher, K-12
Winn, Gale	Instructional Media
Gullett, Courtney	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year are:
• Develop strategies to increase student reading proficiency levels
• Increase learning gains for all students
• Incorporating reading strategies in all content areas
• Collaborative reading data reviews
• Faculty Training & support
• Support differentiated prescriptive intervention strategies
• Implementation of research-based strategies to increase vocabulary – through OG/morphology
• Monitoring instruction & feedback to teachers to determine next steps
• Analysis of assessment data to implement interventions and strategies
• Parent activities to assist parents in working at home with students.
• Coordinate school wide literacy events/initiatives

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Our teachers meet weekly with support members of the leadership team during Professional Learning Communities to discuss instructional needs, analyze assessment data, collaborate on improving school-wide instructional practices. Our staff also meets weekly for aligned common planning, which includes the ESE teacher for the grade level. Teachers collaborate on lesson planning, unpacking standards, data analysis and supporting student learning.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

GRASP utilizes a Memo of Understanding within our teachers' union to provide an additional two weeks of paid professional development as well as use of early hiring dates, and an annual agreement to commit to the school on the part of the teacher and the administration. This agreement along with Professional Learning Communities, weekly staff recognition, common planning, additional teaching support personnel provide an unique teaching/learning environment to recruit and retain teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The school's mentoring program is supported by the Professional Development Facilitator (PDF) Administration and the PDF will ensure new teachers participate in the district's MINT program to provide support and mentoring experiences. The novice teachers will receive a mentor to
develop the teacher's IPDP and instructional support strategies.
MINT Meetings will be scheduled once a month to collaborate with new teachers, lesson plan, discuss data and provide support with areas of concern. Teachers in the program are paired with teachers with CET
trained mentors. The teacher may also have support from an instructional coach in a subject area.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers utilize the Florida standards with the support of the district curriculum guide to plan their lessons during individual and common planning times. Administrative focus walks occur regularly to monitor small group differentiation and alignment to standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The students' assessment data is reviewed and analyzed regularly in both leadership team and at the teacher level in PLCs. The data is then used to determine instructional groupings for differentiated literacy and math centers.
The progress monitoring data also helps drive our instructional grouping for our interventionists and to make sure that these groups are responsive, effective, and flexible over time. The interventionists work on supporting skills that are underlining the global standards.
Strategy to Increase Amount of Quality Learning Time Within the School Day: Differentiated small group instructional time is systematic throughout the school to maximize quality learning time
Strategy Rationale: Minimizing whole group instruction, and maximizing small group differentiated instructional grouping allows us to meet students where they are and move them to where they need to be.
Person(s) responsible for monitoring implementation of the strategy: Leadership team: Principal, Assistant Principal, Guidance Counselor, Coaching team
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy
iReady Reading diagnostic score – goal 1.5 year growth
iReady Math diagnostic score increase – goal 1.5 year growth
Achieve 3000 increase in lexile scores
Woodcock Johnson Reading subtest scores
EzCBM flunency & comprehension scores
Anazylzed to determine if students are on track for 1.5 years growth at each data point.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

GRASP Academy plans to add an eighth grade class in 2016-2017 and will implement such strategies as a magnet fair, workshop model sessions on executive functioning strategies for organization, lockers, etc. In the spring of 2016, we will develop a plan for the 2016-17 school year and middle school to high school transitions.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

• Implementation of a hands-on science lab, and maker space/discovery lab to support STEM field experiences and help students to explore interests in this field
• School wide career fair – including career interest survey, guest talks and exploration of various careers
• College fair – middle school exploration of various types of colleges, degrees, minimal standards needed to enter college, goal setting.
• Hands-on field experiences for our middle school students to help them see that their strengths in creativity and engineering would be an asset in various career fields

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Our students come from 92 different previous schools, and therefore we only have student data, not "school" systems data as we are in our first academic year. We know due to the profile of our students that our Reading Performance is low. Students at our school score low in decoding and phonological awareness which results in lower comprehension and overall reading performance.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

The root cause of our students' low performance is dysleixa: their brain is wired differently for language/ reading. We must therefore implement a multi-sensory approach and use of structured literacy. Orton-Gillingham based programs have shown research over the last 60 years to be able to significantly improve the reading performance of dyslexics. Our stakeholders have agreed that a multi-sensory, structured language intervention based approach will be utilized to increase reading performance.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Increase the students' enjoyment of school and confidence by 30% from previous school experiences. (socio-emotional/school climate goal)

G2. Increase math proficiency rates by 30% on state testing (4,5,6,7th grade cohorts) and Increase math growth rates of students by 1.5 grade levels or more per student (math growth)

G3. Increase reading proficiency of our students by 30% from previous levels at their previous school (4th, 5th, 6th, 7th grade cohorts) – reading proficiency, and increase all students' reading levels by 1.5 grade levels.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase the students' enjoyment of school and confidence by 30% from previous school experiences. (socio-emotional/school climate goal) `1a`

🔑 G072048

Targets Supported `1b`

Indicator	Annual Target
School Climate Survey - Student	30.0
School Climate Survey - Parent	30.0

Resources Available to Support the Goal `2`

Targeted Barriers to Achieving the Goal `3`

- Students who do not enjoy school and are not confident do not perform well in school. *We do not have current data, but only anecdotal from the applications showing that students are not enjoying school prior to coming here and are not confident.

Plan to Monitor Progress Toward G1. `8`

Annual Student and Parent Climate Data targeting confidence and enjoyment of school.

Person Responsible
Ellen Sauer

Schedule
On 5/23/2016

Evidence of Completion
Review of annual data and adjustment of action steps in SIP

G2. Increase math proficiency rates by 30% on state testing (4,5,6,7th grade cohorts) and Increase math growth rates of students by 1.5 grade levels or more per student (math growth) 1a

🔍 G072049

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	30.0
Math Gains District Assessment	1.5

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

- lack of prescriptive, multisensory materials/programs for teachers to utilize

- lack of teacher knowledge/expertise in what to do if students struggle in math. – lack of previous professional development

Plan to Monitor Progress Toward G2. 8

Formative & Summative Assessments: iReady Progress/Growth Monitoring, iReady Diagnostic, District Assessment for applicable grade levels, FSA results

Person Responsible

Ellen Sauer

Schedule

Quarterly, from 8/24/2015 to 9/26/2016

Evidence of Completion

iReady Progress/Growth Monitoring, iReady Diagnostic, District Assessment for applicable grade levels, FSA results

G3. Increase reading proficiency of our students by 30% from previous levels at their previous school (4th, 5th, 6th, 7th grade cohorts) – reading proficiency, and increase all students' reading levels by 1.5 grade levels. `1a`

Targets Supported `1b`

`G072050`

Indicator	Annual Target
FSA English Language Arts - Achievement	30.0
ELA/Reading Gains District Assessment	1.5

Resources Available to Support the Goal `2`

- District reading team, ESE team, Poses Family Foundation team, understood.org team, OG resources, Barton Readin & Spelling Resources

Targeted Barriers to Achieving the Goal `3`

- Students lack decoding skills to read fluently and comprehend on grade level

- Teachers lack of professional development in effective reading strategies for students who struggle with reading

Plan to Monitor Progress Toward G3. `8`

Summative & Formative Data: iReady reading growth monitoring & Diagnostic results, sections of Woodcock Johnson reading mastery, EZCBM fluency, EZCBM comprehension, District assessments where applicable, FSA

Person Responsible

Schedule

Monthly, from 9/7/2015 to 8/29/2016

Evidence of Completion

iReady reading growth monitoring & Diagnostic results, sections of Woodcock Johnson reading mastery, EZCBM fluency, EZCBM comprehension, District assessments where applicable, FSA

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase the students' enjoyment of school and confidence by 30% from previous school experiences. (socio-emotional/school climate goal) 1

🔑 G072048

G1.B1 Students who do not enjoy school and are not confident do not perform well in school. *We do not have current data, but only anecdotal from the applications showing that students are not enjoying school prior to coming here and are not confident. 2

🔑 B187864

G1.B1.S1 Positive Behavior Support Implementation Schoolwide 4

🔑 S199424

Strategy Rationale

Students who are taught expectations, then recognized with specific feedback/praise will rise to the expectations and will have a more positive school experience, and academics will improve

Action Step 1 5

Create Data System/ Measure for Climate (Collect Baseline Data and Yearly Data)

Person Responsible

Ellen Sauer

Schedule

On 12/18/2015

Evidence of Completion

Create and implement student climate survey specific to our targets for our school.

Action Step 2 `5`

Implementation of PBS approach

Person Responsible

Schedule

Daily, from 8/17/2015 to 5/23/2016

Evidence of Completion

School wide system of expectations, teachings, rewards, and consequences implemented with fidelity and systematically

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

PBS Monitoring by Leadership Team and Foundations Committee

Person Responsible

Ellen Sauer

Schedule

Monthly, from 9/14/2015 to 5/23/2016

Evidence of Completion

Use of Classroom Dojo, Implementation of school wide practices, walkthrough data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Survey Data & Participation Rate

Person Responsible

Ellen Sauer

Schedule

On 1/8/2016

Evidence of Completion

monitoring of both participation rate on the survey, and then the data review of tallied data to use to drive improvement.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Person Responsible

Schedule

Evidence of Completion

G2. Increase math proficiency rates by 30% on state testing (4,5,6,7th grade cohorts) and Increase math growth rates of students by 1.5 grade levels or more per student (math growth) `1`

🔍 G072049

G2.B1 lack of prescriptive, multisensory materials/programs for teachers to utilize `2`

🔍 B187865

G2.B1.S1 Analaze, research (and obtain if needed) additional teaching materials/programs for multi-sensory instruction in math `4`

🔍 S199425

Strategy Rationale

Current Duval County Math program is more worksheet based than hands-on which our students need in order to process new information

Action Step 1 `5`

Have math coach contact various math leads in the district to see what is being utilized in various settings, classrooms, etc. that may be showing gains

Person Responsible

Ellen Sauer

Schedule

Monthly, from 12/1/2015 to 5/2/2016

Evidence of Completion

Minutes/notes from contacts

Action Step 2 `5`

Utilize contacts at Poses Family Foundation and Understood.org to reach out to other LD Heads of Schools to see what math programs are being used with dyslexic/dyscalculia students.

Person Responsible

Schedule

Quarterly, from 11/2/2015 to 5/23/2016

Evidence of Completion

minutes/notes from follow up conversations

Action Step 3 `5`

Meet with Leadership Team, SAC, Shared Decision Making Team, and District Supervisor to locate funds to pilot multi-sensory math materials/programs

Person Responsible

Ellen Sauer

Schedule

On 4/4/2016

Evidence of Completion

Allocation of Funds determined for sources of materials, orders placed

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Leadership Team Standing Agenda Item

Person Responsible

Ellen Sauer

Schedule

Monthly, from 11/2/2015 to 6/6/2016

Evidence of Completion

minutes/notes on agenda item about seeking math materials/programs that are effective with LD learners

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G2.B2 lack of teacher knowledge/expertise in what to do if students struggle in math. – lack of previous professional development 2

B187866

G2.B2.S1 Utilize high quality professional development to support all teachers in differentiating for dyslexic students in the math classroom while using the expertise we have in the building to assist students. 4

S199426

Strategy Rationale

Our students learn differently and therefore need aligned professional development to support their instructional methods in class, while not waiting to intervene until all teachers are trained

Action Step 1 5

Seek out, obtain and execute multi-sensory math professional development

Person Responsible

Ellen Sauer

Schedule

Monthly, from 12/1/2015 to 4/4/2016

Evidence of Completion

minutes from leadership team standing agenda item, SAC, SDM of PD selected, monies secured, dates scheduled

Action Step 2 `5`

implement intervention schedule for select students who are not currently receiving intervention through ESE teachers to work with the math coach in intervention groups 2-5 days per week.

Person Responsible

Ellen Sauer

Schedule

Weekly, from 11/2/2015 to 5/23/2016

Evidence of Completion

rosters of flex grouping of students, lesson plans, intervention progress monitoring data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Data review of iReady Math growth monitoring and diagnostic testing

Person Responsible

Ellen Sauer

Schedule

Monthly, from 12/1/2015 to 5/23/2016

Evidence of Completion

For students being pulled for additional support by math coach, intervention should result in closing of gaps and increase in their performance back in the general education setting.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Progress Monitoring of where we are in the process of securing high quality math professional development to be implemented in 2015-16 to impact 2016-17 school year

Person Responsible

Ellen Sauer

Schedule

Monthly, from 12/1/2015 to 5/23/2016

Evidence of Completion

minutes, process timeline, monies secured, dates scheduled, roster of attendees

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

G3. Increase reading proficiency of our students by 30% from previous levels at their previous school (4th, 5th, 6th, 7th grade cohorts) – reading proficiency, and increase all students' reading levels by 1.5 grade levels. 1

G072050

G3.B1 Students lack decoding skills to read fluently and comprehend on grade level 2

B187867

G3.B1.S1 Students will receive prescriptive intervention through small group differentiated instruction using Orton-Gillingham strategies 4

S199427

Strategy Rationale

Data shows the students selected for our school primarily have gaps in reading, writing, and learn similar to dyslexic students. Orton-Gillingham is the only research based best practice to intervene with dyslexic learners

Action Step 1 5

Baseline data will be collected informing teachers of possible gaps in reading skills, and will drive their small group differentiation

Person Responsible

Ellen Sauer

Schedule

Monthly, from 9/7/2015 to 5/2/2016

Evidence of Completion

Sections of the WJ reading mastery given 3x per year; EZCBM fluency checks 4.5 weeks, Comprehension Checks from EZCBM 4.5 weeks, iReady Diagnostic 3x per year

Action Step 2 5

Teachers will utilize Barton Reading & Spelling (based upon Orton-Gillingham) or pure Orton-Gillingham strategies to intervene during small group instruction

Person Responsible

Ellen Sauer

Schedule

Daily, from 9/7/2015 to 5/2/2016

Evidence of Completion

Rostering of flex grouping based upon formative data; Intervention groups that change school wide 4.5 weeks based upon ongoing data; walkthrough data of OG strategies

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

2x monthly paired Leadership Team Walkthrough Classroom visits. Peer classroom visits during PLCs.

Person Responsible

Ellen Sauer

Schedule

On 5/2/2016

Evidence of Completion

Walkthrough Form, Paired Peer Observation Form

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Data Review: fluency data, decoding data, & iReady monitoring assessements (areas of sight words, decoding, and phonological awareness

Person Responsible

Ellen Sauer

Schedule

Monthly, from 10/5/2015 to 5/2/2016

Evidence of Completion

Monitoring of these sub areas on both the General Monitoring & Diagnostic Assessments for iReady, our Woodcock Johnson sub tests and EZCBM subtests should show student increases if OG/Barton is being implemented with fidelity

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Person Responsible

Schedule

Evidence of Completion

G3.B2 Teachers lack of professional development in effective reading strategies for students who struggle with reading `2`

`B187868`

G3.B2.S1 Orton-Gillingham Professional Development will be administered and staff will be provided ongoing support during professional learning community meetings `4`

`S199428`

Strategy Rationale

Data shows the students selected for our school primarily have gaps in reading, writing, and learn similar to dyslexic students. Orton-Gillingham is the only research based best practice to intervene with dyslexic learners

Action Step 1 `5`

Orton-Gillingham Professional Development will be administered and staff will be provided ongoing support during professional learning community meetings

Person Responsible

Ellen Sauer

Schedule

Monthly, from 8/17/2015 to 5/2/2016

Evidence of Completion

Meeting Rosters, Agendas & Minutes

Action Step 2 `5`

Multi-sensory professional devleopment will be provided on early dismissal days and during professional learning communities to support how our students learn best.

Person Responsible

Ellen Sauer

Schedule

On 5/16/2016

Evidence of Completion

Meeting Rosters, Agendas, and Minutes

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Walkthrough Data

Person Responsible

Ellen Sauer

Schedule

On 5/16/2016

Evidence of Completion

Walkthrough and observation evidence of methods presented in PD and PLCs being implemented in the classroom

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Reading Data: fluency, decoding, comprehension, iReady diagnostic, iReady general monitoring

Person Responsible

Ellen Sauer

Schedule

Monthly, from 10/5/2015 to 5/9/2016

Evidence of Completion

increase in student performance in sub areas and overall should be present if teachers took what they learned and implemented with fidelity

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 [7]

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 [7]

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Create Data System/ Measure for Climate (Collect Baseline Data and Yearly Data)	Sauer, Ellen	12/1/2015	Create and implement student climate survey specific to our targets for our school.	12/18/2015 one-time
G2.B1.S1.A1	Have math coach contact various math leads in the district to see what is being utilized in various settings, classrooms, etc. that may be showing gains	Sauer, Ellen	12/1/2015	Minutes/notes from contacts	5/2/2016 monthly
G2.B2.S1.A1	Seek out, obtain and execute multi-sensory math professional development	Sauer, Ellen	12/1/2015	minutes from leadership team standing agenda item, SAC, SDM of PD selected, monies secured, dates scheduled	4/4/2016 monthly
G3.B1.S1.A1	Baseline data will be collected informing teachers of possible gaps in reading skills, and will drive their small group differentiation	Sauer, Ellen	9/7/2015	Sections of the WJ reading mastery given 3x per year; EZCBM fluency checks 4.5 weeks, Comprehension Checks from EZCBM 4.5 weeks, iReady Diagnostic 3x per year	5/2/2016 monthly
G3.B2.S1.A1	Orton-Gillingham Professional Development will be administered and staff will be provided ongoing support during professional learning community meetings	Sauer, Ellen	8/17/2015	Meeting Rosters, Agendas & Minutes	5/2/2016 monthly
G1.B1.S1.A2	Implementation of PBS approach		8/17/2015	School wide system of expectations, teachings, rewards, and consequences implemented with fidelity and systematically	5/23/2016 daily
G2.B1.S1.A2	Utilize contacts at Poses Family Foundation and Understood.org to		11/2/2015	minutes/notes from follow up conversations	5/23/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	reach out to other LD Heads of Schools to see what math programs are being used with dyslexic/dyscalculia students.				
G2.B2.S1.A2	implement intervention schedule for select students who are not currently receiving intervention through ESE teachers to work with the math coach in intervention groups 2-5 days per week.	Sauer, Ellen	11/2/2015	rosters of flex grouping of students, lesson plans, intervention progress monitoring data	5/23/2016 weekly
G3.B1.S1.A2	Teachers will utilize Barton Reading & Spelling (based upon Orton-Gillingham) or pure Orton-Gillingham strategies to intervene during small group instruction	Sauer, Ellen	9/7/2015	Rostering of flex grouping based upon formative data; Intervention groups that change school wide 4.5 weeks based upon ongoing data; walkthrough data of OG strategies	5/2/2016 daily
G3.B2.S1.A2	Multi-sensory professional devleopment will be provided on early dismissal days and during professional learning communities to support how our students learn best.	Sauer, Ellen	8/24/2015	Meeting Rosters, Agendas, and Minutes	5/16/2016 one-time
G2.B1.S1.A3	Meet with Leadership Team, SAC, Shared Decision Making Team, and District Supervisor to locate funds to pilot multi-sensory math materials/ programs	Sauer, Ellen	2/1/2016	Allocation of Funds determined for sources of materials, orders placed	4/4/2016 one-time
G1.MA1	Annual Student and Parent Climate Data targeting confidence and enjoyment of school.	Sauer, Ellen	5/23/2016	Review of annual data and adjustment of action steps in SIP	5/23/2016 one-time
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	PBS Monitoring by Leadership Team and Foundations Committee	Sauer, Ellen	9/14/2015	Use of Classroom Dojo, Implementation of school wide practices, walkthrough data	5/23/2016 monthly
G1.B1.S1.MA2	Survey Data & Participation Rate	Sauer, Ellen	12/1/2015	monitoring of both participation rate on the survey, and then the data review of tallied data to use to drive improvement.	1/8/2016 one-time
G2.MA1	Formative & Summative Assessments: iReady Progress/Growth Monitoring, iReady Diagnostic, District Assessment for applicable grade levels, FSA results	Sauer, Ellen	8/24/2015	iReady Progress/Growth Monitoring, iReady Diagnostic, District Assessment for applicable grade levels, FSA results	9/26/2016 quarterly
G2.B1.S1.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	Leadership Team Standing Agenda Item	Sauer, Ellen	11/2/2015	minutes/notes on agenda item about seeking math materials/programs that are effective with LD learners	6/6/2016 monthly
G2.B2.S1.MA1	[no content entered]			one-time	
G2.B2.S1.MA1	Data review of iReady Math growth monitoring and diagnostic testing	Sauer, Ellen	12/1/2015	For students being pulled for additional support by math coach, intervention should result in closing of gaps and increase in their performance back in the general education setting.	5/23/2016 monthly
G2.B2.S1.MA2	Progress Monitoring of where we are in the process of securing high quality math professional development to be implemented in 2015-16 to impact 2016-17 school year	Sauer, Ellen	12/1/2015	minutes, process timeline, monies secured, dates scheduled, roster of attendees	5/23/2016 monthly
G3.MA1	Summative & Formative Data: iReady reading growth monitoring & Diagnostic results, sections of Woodcock Johnson reading mastery, EZCBM fluency, EZCBM comprehension, District assessments where applicable, FSA		9/7/2015	iReady reading growth monitoring & Diagnostic results, sections of Woodcock Johnson reading mastery, EZCBM fluency, EZCBM comprehension, District assessments where applicable, FSA	8/29/2016 monthly
G3.B1.S1.MA1	[no content entered]			one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	2x monthly paired Leadership Team Walkthrough Classroom visits. Peer classroom visits during PLCs.	Sauer, Ellen	12/28/2015	Walkthrough Form, Paired Peer Observation Form	5/2/2016 one-time
G3.B1.S1.MA2	Data Review: fluency data, decoding data, & iReady monitoring assessements (areas of sight words, decoding, and phonological awareness	Sauer, Ellen	10/5/2015	Monitoring of these sub areas on both the General Monitoring & Diagnostic Assessments for iReady, our Woodcock Johnson sub tests and EZCBM subtests should show student increases if OG/ Barton is being implemented with fidelity	5/2/2016 monthly
G3.B2.S1.MA1	[no content entered]			one-time	
G3.B2.S1.MA1	[no content entered]			one-time	
G3.B2.S1.MA1	Walkthrough Data	Sauer, Ellen	9/7/2015	Walkthrough and observation evidence of methods presented in PD and PLCs being implemented in the classroom	5/16/2016 one-time
G3.B2.S1.MA2	Reading Data: fluency, decoding, comprehension, iReady diagnostic, iReady general monitoring	Sauer, Ellen	10/5/2015	increase in student performance in sub areas and overall should be present if teachers took what they learned and implemented with fidelity	5/9/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase the students' enjoyment of school and confidence by 30% from previous school experiences. (socio-emotional/school climate goal)

G1.B1 Students who do not enjoy school and are not confident do not perform well in school. *We do not have current data, but only anecdotal from the applications showing that students are not enjoying school prior to coming here and are not confident.

G1.B1.S1 Positive Behavior Support Implementation Schoolwide

PD Opportunity 1

Implementation of PBS approach

Facilitator

Leadership Team, Foundations Committee, & "Tough Kid Toolbox" training at district level

Participants

All staff

Schedule

Daily, from 8/17/2015 to 5/23/2016

G2. Increase math proficiency rates by 30% on state testing (4,5,6,7th grade cohorts) and Increase math growth rates of students by 1.5 grade levels or more per student (math growth)

G2.B2 lack of teacher knowledge/expertise in what to do if students struggle in math. – lack of previous professional development

G2.B2.S1 Utilize high quality professional development to support all teachers in differentiating for dyslexic students in the math classroom while using the expertise we have in the building to assist students.

PD Opportunity 1

Seek out, obtain and execute multi-sensory math professional development

Facilitator

still seeking

Participants

all teachers

Schedule

Monthly, from 12/1/2015 to 4/4/2016

G3. Increase reading proficiency of our students by 30% from previous levels at their previous school (4th, 5th, 6th, 7th grade cohorts) – reading proficiency, and increase all students' reading levels by 1.5 grade levels.

G3.B1 Students lack decoding skills to read fluently and comprehend on grade level

G3.B1.S1 Students will receive prescriptive intervention through small group differentiated instruction using Orton-Gillingham strategies

PD Opportunity 1

Teachers will utilize Barton Reading & Spelling (based upon Orton-Gillingham) or pure Orton-Gillingham strategies to intervene during small group instruction

Facilitator

Leadership Team: Ongoing PD on Orton-Gillingham Strategies & Barton Reading/Spelling Program

Participants

Teachers

Schedule

Daily, from 9/7/2015 to 5/2/2016

G3.B2 Teachers lack of professional development in effective reading strategies for students who struggle with reading

G3.B2.S1 Orton-Gillingham Professional Development will be administered and staff will be provided ongoing support during professional learning community meetings

PD Opportunity 1

Orton-Gillingham Professional Development will be administered and staff will be provided ongoing support during professional learning community meetings

Facilitator

Leadership Team

Participants

Teachers

Schedule

Monthly, from 8/17/2015 to 5/2/2016

PD Opportunity 2

Multi-sensory professional devleopment will be provided on early dismissal days and during professional learning communities to support how our students learn best.

Facilitator

Leadership Team

Participants

Teachers

Schedule

On 5/16/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Create Data System/ Measure for Climate (Collect Baseline Data and Yearly Data)	$0.00
2	G1.B1.S1.A2	Implementation of PBS approach	$0.00
3	G2.B1.S1.A1	Have math coach contact various math leads in the district to see what is being utilized in various settings, classrooms, etc. that may be showing gains	$0.00
4	G2.B1.S1.A2	Utilize contacts at Poses Family Foundation and Understood.org to reach out to other LD Heads of Schools to see what math programs are being used with dyslexic/dyscalculia students.	$0.00
5	G2.B1.S1.A3	Meet with Leadership Team, SAC, Shared Decision Making Team, and District Supervisor to locate funds to pilot multi-sensory math materials/programs	$0.00
6	G2.B2.S1.A1	Seek out, obtain and execute multi-sensory math professional development	$0.00
7	G2.B2.S1.A2	implement intervention schedule for select students who are not currently receiving intervention through ESE teachers to work with the math coach in intervention groups 2-5 days per week.	$0.00
8	G3.B1.S1.A1	Baseline data will be collected informing teachers of possible gaps in reading skills, and will drive their small group differentiation	$0.00
9	G3.B1.S1.A2	Teachers will utilize Barton Reading & Spelling (based upon Orton-Gillingham) or pure Orton-Gillingham strategies to intervene during small group instruction	$0.00
10	G3.B2.S1.A1	Orton-Gillingham Professional Development will be administered and staff will be provided ongoing support during professional learning community meetings	$0.00
11	G3.B2.S1.A2	Multi-sensory professional devleopment will be provided on early dismissal days and during professional learning communities to support how our students learn best.	$0.00
		Total:	$0.00