

Duval County Public Schools

Grasp Academy



2016-17 Schoolwide Improvement Plan

Grasp Academy

3101 JUSTINA ROAD, Jacksonville, FL 32277

<http://www.duvalschools.org/grasp>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 1-8	No	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	34%

School Grades History

Year
Grade

2017-18

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Duval County School Board.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Grasp Academy

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

a. 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.

b. 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.

c. 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 develops 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. Our middle school students are all given training and support in mentoring and are assigned an elementary mentee. Monthly sessions are held to develop relationships, set goals and monitor student peer support. This is made possible through a mentoring grant for 2016-17.

d. 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. Monthly character education lessons are built into our English Language Arts Programming through Learning for Life and coordinated/supported at the building level.

3. Early Warning Systems

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

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

We utilize 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	1	2	10	13	10	10	24	18	0	0	0	0	88
One or more suspensions	0	0	1	3	8	6	8	2	0	0	0	0	0	28
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	5	21	53	45	17	14	0	0	0	0	155

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	2	7	18	38	51	45	27	19	0	0	0	0	207

c. 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
- *Implementation of Avid type binders in middle school to assist with executive functioning and preparing for assessments
- *Monthly monitoring in the IIT meetings of students identified with more than one early warning indicator
- *Goal setting through MS/Elem Mentoring Model

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Communication will include a daily student agenda and online dojo access. A weekly take home folder will include classroom and school information. Parent portal access through OneView 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.

2. 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. Buisness Partners are

encouraged to join the School Accountability Committee. Social media is utilized to share our celebrations and needs in an effort to recruit and inform community partners.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Sauer, Ellen	Principal
Gilyard, Jeanna	School Counselor
Powell, Annessia	Assistant Principal
Galvez, Mercedes	Dean

b. Duties

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

The GRASP Leadership Team (Instructional Implementation Team) consist of Principal, Assistant Principal, Math Coach, Dean, Reading Coach & Guidance Counselor.

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 through informal coaching & the evaluation system.

2. 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. We are also focusing on monitoring students who have shown low growth on previous state and district assessments.

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.)

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

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
Julie Lewis	Education Support Employee
Kristen Smith	Education Support Employee

b. Duties

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

a. 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.

For 2016-17 the SAC team met in the summer and in September to review the data from our first formal year and to review the implementation of the School Improvement Plan.

New Gaps were identified in science and social studies, and we identified a new goal

Although progress and growth were seen with students at the school level, further data analysis showed that our students often did not perform on the summative state assessments to the level they were showing in class. We also identified that with approximately 1/3 of our students coming from private, charter or homeschools that there is a gap in available data for which the state can determine official growth towards our school grade.

The implementation of the plan was strong and followed through for the Reading and Math goals, but the climate goal lacked the implementation of data collection to determine effectiveness.

Plan revisions include implementing a science goal, closer monitoring of data collection for our climate goal, and an increased focus on the lower performing math students and implementation of strategies to improve their skills and performance.

b. Development of this school improvement plan

This School Improvement Plan was written after reflection by the faculty & SAC on final data from 2015-16, a needs assessment of gap areas that were not previously addressed and evaluating the effectiveness of the 2015-16 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.

c. Preparation of the school's annual budget and plan

The school's annual budget was developed through the review of the utilization of the 2015-16 funds to determine needs/gaps and priorities aligned to the 2016-17 areas of focus. The SAC will meet and review budgetary needs and issues monthly to inform our 2017-18 budget which we will begin writing in the spring of 2017. Multiple staff members, and supporting partners have also sought funding to support our gap areas of math & science as well as reading.

2. 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 was in its first year of existence with just a per pupil funding for a basic operating budget.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

D. Public and Collaborative Teaching

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

1. 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 instructional implementation 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 and at least one member of the instructional implementation team. Teachers collaborate on lesson planning, unpacking standards, data analysis and supporting student learning. For 2016-17 our instructional implementation team is taking a more active role in guiding the work and discussions during the common planning meetings.

2. 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. It is difficult to recruit and retain teachers in this setting as we are working with students who enroll multiple grade levels below their peer cohort and we are tasked with not only showing student growth, but closing the gap and getting the students back on grade level, which is seen as a daunting task by many.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 fluency & comprehension scores

Analyzed to determine if students are on track for 1.5 years growth at each data point.

2. 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: Summer Program

Minutes added to school year:

Implementation of three weeks of STEM camp which features core science academic vocabulary, hands on learning, math, reading & writing instruction and intervention.

Strategy Rationale

Our students are identified as students who learn differently and benefit from a hands on approach to all subjects. Our students have high interest and engagement in science, while exhibiting struggles with academic vocabulary, reading and writing.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sauer, Ellen, sauere@duvalschools.org

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

Tracking of iReady math & reading data to prevent summer loss on diagnostic, and tracking of performance on 5th & 8th grade science assessments.

Strategy: After School Program

Minutes added to school year:

Use of 30 minutes of our after care program to target reading and math perscriptive intervention through blended learning platforms

Strategy Rationale

Our students struggle to maintain high levels of time on task, and have up to 2 hour bus rides one way to school. This results in decreased time on our blended learning platforms which address perscriptive intervention plans through diagnostic testing.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gullett, Courtney, gullettr@duvalschools.org

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

iReady Progress Monitoring in Math, Reading, and Lexile levels in Achieve3000

Strategy: Before School Program

Minutes added to school year:

Implementation of a before or afterschool tutoring program to target low growth math students and low growth or students needing a bump in reading skills. This was not in place for 2015-16

Strategy Rationale

Our students enter our school below grade level and are in need of maximum resources and support to close their academic gaps. Implementation of a before or after school tutoring program will target our students needing the most assistance by extending their academic day

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Powell, Annessia , powella1@duvalschools.org

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

iReady Reading Levels, iReady Math levels Achieve3000 lexile levels, to look for overall growth.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

GRASP Academy added an eighth grade class for the 2016-2017 and will implement such strategies as a magnet fair, workshop model sessions on executive functioning strategies for organization, lockers, etc. We are scheduling parent/student monthly meetings for the fall and spring of 2016-17 to build families' understanding of high school options, high school expectations and how we can assist in the transition of this cohort.

b. College and Career Readiness

1. 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

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

With the addition of 8th grade, we have transitioned to adding a career & technical computer lab to assist students with computer skills through the electives in computer science. After the third elective in the computer science cohort, they can take the advance industry certification.

We are also working with our business partner, Urban Mining, who have been presenting information on sustainability and coordinating recycling drives at our school to have a training and hands on lab after school for 8th graders where students over the course of a year will refurbish electronics (cell phones, etc.) for resale and at the end of the training timeframe and practice experience they will have a certification that they have been trained to properly refurbish electronics.

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

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

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

Implementation of a net zero farming project/school garden with sustainability features for hands-on STEM lessons and understanding of real life application and career options with science and technology

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

In 2015-16 our students came from 92 different previous schools, and we only had student data, not "school" s data as we were in our first academic year. We knew that due to the profile of our students that their reading performance would be low, as their iReady Diagnostcs were showing most students were 1-3 years below grade level. Students at our school score low in decoding and phonological awareness which results in lower comprehension and overall reading performance. Math performance was also lower on iReady than anticipated.

For 2016-17 we are able to have school level data to drive our school improvement plan. Gaps we anticipated were in ELA achievement levels. We did show stronger growth with our lower performing students as anticipated by our plan and intervention model. One factor not considered preiously is that we were negatively impacted by students coming from charter, homeschooling and private schools that did not have previous FSA scores to properly calculate growth on state assessments. We will also be impacted by this for 16-17 as we have added about 120 students and one third of them are coming in without previous state test scores.

Additional areas of gaps identified in the 2015-16 data were with math achievement, math growth and math growth of our most significantly behind students. We also identified a gap in science achievement.

B. 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 dyslexia: 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.

Another identified root cause is impact of exposure to content in science as these students in their previous schools were often pulled from S.S and Science instruction to receive remediation in reading.

Our students, to a greater degree than anticipated, also are showing large gaps in math. This is due to how their brain inputs new information and perhaps lack of a learning environment where they were able to utilize manipulatives to master content. Our students need a multi-sensory learning environment and often additional exposures to content in visual and kinesthetic contexts to reach mastery.

Finally, our students after experiences academic failure in previous settings have often developed test anxiety, a lack of enthusiasm for school, and a defeatist outlook on their own potential and learning

situation. Our school and plan must address the whole child and their outlook towards school to monitor absenteeism, willingness to try and confidence levels of the student. Students who do not enjoy school or feel successful will not only fail to perform on a test and show us what they know, they are potential drop outs.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase science proficiency rates by 20% from previous cohort performance data (17% to 37% proficient)
- G2.** Increase the students' enjoyment of school and confidence by 30% from previous school experiences. (socio-emotional/school climate goal)
- G3.** Increase math proficiency rates by 15% 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)
- G4.** Increase reading proficiency of our students by 15% 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase science proficiency rates by 20% from previous cohort performance data (17% to 37% proficient) 1a

G084215

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	37.0

Targeted Barriers to Achieving the Goal 3

- Students demonstrate a lack of academic vocabulary to support their understanding of science and their ability to decode the science test.
- Lack of prior knowledge in science topics due to lack of dedicated science time.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Achieve3000 articles to be used in all academic areas
- Vocabulary Bank to teach academic vocabulary in all subjects

Plan to Monitor Progress Toward G1. 8

District Mid Year Science assessment

Person Responsible

Mercedes Galvez

Schedule

On 12/21/2016

Evidence of Completion

Progress on science goals from baseline to mid year assessment

Plan to Monitor Progress Toward G1. 8

District End of Module Assessments in Science

Person Responsible

Annessia Powell

Schedule

Monthly, from 10/1/2016 to 5/31/2017

Evidence of Completion

Scores on individual module assessments to determine remediation needs

G2. Increase the students' enjoyment of school and confidence by 30% from previous school experiences. (socio-emotional/school climate goal) 1a

 G084216

Targets Supported 1b

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

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.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Full Service School Support Team

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Ellen Sauer

Schedule

On 9/5/2016

Evidence of Completion

Review of annual data and adjustment of action steps in SIP

G3. Increase math proficiency rates by 15% 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

G084217

Targets Supported 1b

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

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
- lack of ongoing systematic progress monitoring data

Resources Available to Help Reduce or Eliminate the Barriers 2

- Training in multi-sensory math by Orton Gillingham International
- District end of module assessments
- iReady Standards Mastery Assessments

Plan to Monitor Progress Toward G3. 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 8/24/2016 to 9/26/2017

Evidence of Completion

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

G4. Increase reading proficiency of our students by 15% 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

G084218

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	27.0
ELA/Reading Gains District Assessment	1.5

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G4. 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 9/7/2016 to 8/29/2017

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

 = Problem Solving Step  S123456 = Quick Key

G1. Increase science proficiency rates by 20% from previous cohort performance data (17% to 37% proficient)

1

 G084215

G1.B1 Students demonstrate a lack of academic vocabulary to support their understanding of science and their ability to decode the science test. 2

 B223781

G1.B1.S1 Utilization of 5th and 8th grade key science vocabulary across grade levels and content areas.

4

 S236121

Strategy Rationale

Our students need multiple exposures to learning content and the more we can integrate their key academic vocabulary into their day, the rates of understanding will increase.

Action Step 1 5

Gather and refine a key academic science list for GRASP

Person Responsible

Annessia Powell

Schedule

On 9/16/2016

Evidence of Completion

Master list developed and shared with all GRASP staff

Action Step 2 5

Implement professional development in PLCS on how best to strengthen academic vocabulary and how to integrate the GRASP science terms into lessons

Person Responsible

Mercedes Galvez

Schedule

On 10/25/2016

Evidence of Completion

PLC minutes, PD roster, Lesson Plan evidence of implementation

Action Step 3 5

Seeking Evidence of school based science terms in lesson plans and classroom activities

Person Responsible

Ellen Sauer

Schedule

Weekly, from 11/1/2016 to 5/31/2017

Evidence of Completion

Walkthrough data, coaching notes, lesson plan feedback

Action Step 4 5

Sharing of our school based key terms with parents/guardians for integration at home

Person Responsible

Mercedes Galvez

Schedule

On 11/30/2016

Evidence of Completion

Minutes from parent meetings, parent conferences, newsletters, school folders & social media

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

Review of lesson plans and classroom walkthrough data

Person Responsible

Annessia Powell

Schedule

On 5/31/2017

Evidence of Completion

Frequency data from lesson plans, classroom walkthroughs and coaching notes

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

Monitoring of End of Module Assessment Data

Person Responsible

Mercedes Galvez

Schedule

Quarterly, from 10/3/2016 to 5/31/2017

Evidence of Completion

If the strategy is effective we should see increased rates of proficiency on district end of module assessments.

G1.B2 Lack of prior knowledge in science topics due to lack of dedicated science time. **2**

 B223782

G1.B2.S1 Utilization of the master schedule to ensure high levels of commitment to the science time allowing for multi-sensory science experiences and reducing amount of time students are pulled out of science. **4**

 S236122

Strategy Rationale

The students have experienced a lack of dedicated science time in the past and therefore lack background knowledge for high levels of science.

Action Step 1 **5**

Building of a master schedule including pull outs (speech, OT, reading intervention) that does not impact science time

Person Responsible

Annessia Powell

Schedule

On 9/23/2016

Evidence of Completion

Master schedule review with IIT to make sure impact has been minimized

Action Step 2 **5**

Classroom walkthroughs by IIT to ensure that there is fidelity to the master schedule built to prevent loss of science instructional time

Person Responsible

Ellen Sauer

Schedule

Weekly, from 10/7/2016 to 5/31/2017

Evidence of Completion

walkthrough data, lesson plan reviews, coaching notes to indicate science implementation

Action Step 3 **5**

Dedicated common planning time by Math/Science teachers to ensure that science is getting dedicated collaborative planning time, and not just math.

Person Responsible

Annessia Powell

Schedule

Monthly, from 9/5/2016 to 5/31/2017

Evidence of Completion

Common Planning Minutes to verify that Math/Science combination teachers are spending dedicated collaborative lesson planning time on science lessons, science vocabulary, unpacking standards and data analysis in science

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Review of Common Planning Minutes, Lesson Plans, & Classroom Walkthrough Data

Person Responsible

Annessia Powell

Schedule

Monthly, from 10/3/2016 to 5/31/2017

Evidence of Completion

Dedicated science time with high quality lesson plans that are evident in classroom walkthough data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 **7**

Monitoring of End of Module Science Assessments

Person Responsible

Mercedes Galvez

Schedule

Quarterly, from 10/3/2016 to 5/31/2017


Evidence of Completion

If the strategy is effective then we should see increased levels of performance on the district end of module assessments.


G2. Increase the students' enjoyment of school and confidence by 30% from previous school experiences. (socio-emotional/school climate goal) **1**

 G084216

G2.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**

 B223783

G2.B1.S1 Positive Behavior Support Implementation Schoolwide **4**

 S236123

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 12/18/2016

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

Jeanna Gilyard

Schedule

Daily, from 8/29/2016 to 6/9/2017

Evidence of Completion

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

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

PBS Monitoring by Leadership Team and Foundations Committee

Person Responsible

Ellen Sauer

Schedule

Monthly, from 9/14/2016 to 6/6/2017

Evidence of Completion

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

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

Survey Data & Participation Rate

Person Responsible

Ellen Sauer

Schedule

On 1/8/2017

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 G2.B1.S1 7

Review of data for increased attendance rate & decreased behavior referrals/suspensions.
Monitoring of students with multiple early warning factors

Person Responsible

Jeanna Gilyard

Schedule

Quarterly, from 10/31/2016 to 6/30/2017

Evidence of Completion

Attendance rates, behavior data, monitoring data on multiple early warning factor students

G3. Increase math proficiency rates by 15% 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**

 G084217

G3.B1 lack of prescriptive, multisensory materials/programs for teachers to utilize **2**

 B223784

G3.B1.S1 Analaze, research (and obtain if needed) additional teaching materials/programs for multi-sensory instruction in math **4**

 S236124

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

Mercedes Galvez

Schedule

Quarterly, from 10/1/2016 to 5/2/2017

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

Ellen Sauer

Schedule

Semiannually, from 11/2/2016 to 5/23/2017

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 8/3/2016

Evidence of Completion

Allocation of Funds determined for sources of materials, orders placed

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

Instructional Implementation Team Standing Agenda Item

Person Responsible

Ellen Sauer

Schedule

Monthly, from 11/2/2016 to 6/6/2017

Evidence of Completion

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

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

Levels of math growth and proficiency on iReady Diagnostics & FSA

Person Responsible


Schedule

Every 6 Weeks, from 12/1/2016 to 6/9/2017

Evidence of Completion

Progress Monitoring & iReady Data for math levels & growth as well as summative data from FSA

G3.B2 lack of teacher knowledge/expertise in what to do if students struggle in math. – lack of previous professional development **2**

 B223785

G3.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**

 S236125

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 9/9/2016 to 1/9/2017

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 11/2/2016 to 5/23/2017

Evidence of Completion

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

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

Review of coaching notes and discussion of strategies in IIT meeting

Person Responsible

Ellen Sauer

Schedule

Monthly, from 12/1/2016 to 5/23/2017

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 G3.B2.S1 6

Progress Monitoring of where we are in the process of securing & implementing high quality math professional development to be implemented in 2016-17 to impact spring and 2017-18 school year

Person Responsible

Ellen Sauer

Schedule

Monthly, from 10/6/2016 to 10/6/2016

Evidence of Completion

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

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

iReady Progress Monitoring, Diagnostics & FSA Math results

Person Responsible

Schedule

On 6/30/2017

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.

G3.B3 lack of ongoing systematic progress monitoring data 2

 B223786

G3.B3.S1 Implement end of module assessments and/or iReady standards mastery assessments to give the teachers on going data to intervene 4

 S236126

Strategy Rationale

Teachers only had beginning/middle/end of year iReady diagnostic data, and iReady is very different in format to the FSA. Teachers need ongoing information on standards mastery and how they are performing on FSA like questions after being taught a particular standard and or module

Action Step 1 5

Teachers will be provided training in PLCs and support in Thirsty Thursday PD sessions on Unify & iReady Standards Mastery

Person Responsible

Mercedes Galvez

Schedule

Monthly, from 9/1/2016 to 11/1/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Data Reports from Module Assessments & Minutes from PLCs/Common Planning

Person Responsible

Annessia Powell

Schedule

Monthly, from 11/1/2016 to 5/1/2017

Evidence of Completion

Data reports to show implementation of the tests & Minutes from PLC/Common Planning to show use of the data to drive instruction

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

FSA Scores in Math

Person Responsible

Annessia Powell

Schedule

On 7/1/2017

Evidence of Completion

Data driven analysis of FSA scores and applied skilled from performance on End of Module Assessments and iReady Standards Mastery tests

G4. Increase reading proficiency of our students by 15% 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**

 G084218

G4.B1 Students lack decoding skills to read fluently and comprehend on grade level **2**

 B223787

G4.B1.S1 Students will receive prescriptive intervention through small group differentiated instruction using Orton-Gillingham strategies **4**

 S236127

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 8/29/2016 to 5/2/2017

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 9/7/2016 to 5/23/2017

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 G4.B1.S1 6

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

Person Responsible

Ellen Sauer

Schedule

On 5/2/2017

Evidence of Completion

Walkthrough Form, Paired Peer Observation Form

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

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

Person Responsible

Annessia Powell

Schedule

Every 6 Weeks, from 10/31/2016 to 6/1/2017

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

G4.B2 Teachers lack of professional development in effective reading strategies for students who struggle with reading **2**

 B223788

G4.B2.S1 Orton-Gillingham Professional Development will be administered and staff will be provided ongoing support during professional learning community meetings **4**

 S236128

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 10/3/2016 to 5/2/2017

Evidence of Completion

Meeting Rosters, Agendas & Minutes

Action Step 2 **5**

Multi-sensory professional development 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 5/16/2017

Evidence of Completion

Meeting Rosters, Agendas, and Minutes

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Walkthrough Data, lesson plans coaching notes

Person Responsible

Ellen Sauer

Schedule

On 5/16/2017

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

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

Person Responsible

Annessia Powell

Schedule

Every 6 Weeks, from 11/11/2016 to 6/30/2017

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 G4.B2.S1 7

Person Responsible

Schedule

Evidence of Completion











IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G4.B2.S1.MA1  M310272	[no content entered]		No Start Date		No End Date one-time
G3.B1.S1.A3  A304602	Meet with Leadership Team, SAC, Shared Decision Making Team, and District Supervisor to locate...	Sauer, Ellen	8/3/2016	Allocation of Funds determined for sources of materials, orders placed	8/3/2016 one-time
G2.MA1  M310260	Annual Student and Parent Climate Data targeting confidence and enjoyment of school.	Sauer, Ellen	9/5/2016	Review of annual data and adjustment of action steps in SIP	9/5/2016 one-time
G1.B1.S1.A1  A304591	Gather and refine a key academic science list for GRASP	Powell, Annessia	9/9/2016	Master list developed and shared with all GRASP staff	9/16/2016 one-time
G1.B2.S1.A1  A304595	Building of a master schedule including pull outs (speech, OT, reading intervention) that does not...	Powell, Annessia	9/1/2016	Master schedule review with IIT to make sure impact has been minimized	9/23/2016 one-time
G3.B2.S1.MA2  M310265	Progress Monitoring of where we are in the process of securing & implementing high quality math...	Sauer, Ellen	10/6/2016	minutes, process timeline, monies secured, dates scheduled, roster of attendees	10/6/2016 monthly
G1.B1.S1.A2  A304592	Implement professional development in PLCs on how best to strengthen academic vocabulary and how to...	Galvez, Mercedes	10/4/2016	PLC minutes, PD roster, Lesson Plan evidence of implementation	10/25/2016 one-time
G3.B3.S1.A1  A304605	Teachers will be provided training in PLCs and support in Thirsty Thursday PD sessions on Unify &...	Galvez, Mercedes	9/1/2016		11/1/2016 monthly
G1.B1.S1.A4  A304594	Sharing of our school based key terms with parents/guardians for integration at home	Galvez, Mercedes	11/7/2016	Minutes from parent meetings, parent conferences, newsletters, school folders & social media	11/30/2016 one-time
G2.B1.S1.A1  A304598	Create Data System/ Measure for Climate (Collect Baseline Data and Yearly Data)	Sauer, Ellen	9/14/2016	Create and implement student climate survey specific to our targets for our school.	12/18/2016 one-time
G1.MA1  M310255	District Mid Year Science assessment	Galvez, Mercedes	12/21/2016	Progress on science goals from baseline to mid year assessment	12/21/2016 one-time
G2.B1.S1.MA2  M310259	Survey Data & Participation Rate	Sauer, Ellen	12/1/2016	monitoring of both participation rate on the survey, and then the data review of tallied data to use to drive improvement.	1/8/2017 one-time
G3.B2.S1.A1  A304603	Seek out, obtain and execute multi-sensory math professional development	Sauer, Ellen	9/9/2016	minutes from leadership team standing agenda item, SAC, SDM of PD selected, monies secured, dates scheduled	1/9/2017 monthly
G3.B3.S1.MA1  M310267	Data Reports from Module Assessments & Minutes from PLCs/ Common Planning	Powell, Annessia	11/1/2016	Data reports to show implementation of the tests & Minutes from PLC/Common Planning to show use of the data to drive instruction	5/1/2017 monthly
G3.B1.S1.A1  A304600	Have math coach contact various math leads in the district to see what is being utilized in various...	Galvez, Mercedes	10/1/2016	Minutes/notes from contacts	5/2/2017 quarterly
G4.B1.S1.MA1  M310270	2x monthly paired Leadership Team Walkthrough Classroom visits. Peer classroom visits during PLCs.	Sauer, Ellen	12/1/2016	Walkthrough Form, Paired Peer Observation Form	5/2/2017 one-time
G4.B1.S1.A1  A304606	Baseline data will be collected informing teachers of possible gaps in reading skills, and will...	Sauer, Ellen	8/29/2016	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	5/2/2017 monthly

Duval - 0271 - Grasp Academy - 2016-17 SIP
Grasp Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B2.S1.A1 A304608	Orton-Gillingham Professional Development will be administered and staff will be provided ongoing...	Sauer, Ellen	10/3/2016	Meeting Rosters, Agendas & Minutes	5/2/2017 monthly
G4.B2.S1.MA1 M310273	Walkthrough Data, lesson plans coaching notes	Sauer, Ellen	9/7/2016	Walkthrough and observation evidence of methods presented in PD and PLCs being implemented in the classroom	5/16/2017 one-time
G4.B2.S1.A2 A304609	Multi-sensory professional development will be provided on early dismissal days and during...	Sauer, Ellen	8/24/2016	Meeting Rosters, Agendas, and Minutes	5/16/2017 one-time
G3.B1.S1.A2 A304601	Utilize contacts at Poses Family Foundation and Understood.org to reach out to other LD Heads of...	Sauer, Ellen	11/2/2016	minutes/notes from follow up conversations	5/23/2017 semiannually
G3.B2.S1.MA1 M310264	Review of coaching notes and discussion of strategies in IIT meeting	Sauer, Ellen	12/1/2016	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.	5/23/2017 monthly
G3.B2.S1.A2 A304604	implement intervention schedule for select students who are not currently receiving intervention...	Sauer, Ellen	11/2/2016	rosters of flex grouping of students, lesson plans, intervention progress monitoring data	5/23/2017 weekly
G4.B1.S1.A2 A304607	Teachers will utilize Barton Reading & Spelling (based upon Orton-Gillingham) or pure...	Sauer, Ellen	9/7/2016	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	5/23/2017 daily
G1.MA1 M310256	District End of Module Assessments in Science	Powell, Annessia	10/1/2016	Scores on individual module assessments to determine remediation needs	5/31/2017 monthly
G1.B1.S1.MA1 M310251	Monitoring of End of Module Assessment Data	Galvez, Mercedes	10/3/2016	If the strategy is effective we should see increased rates of proficiency on district end of module assessments.	5/31/2017 quarterly
G1.B1.S1.MA1 M310252	Review of lesson plans and classroom walkthrough data	Powell, Annessia	11/1/2016	Frequency data from lesson plans, classroom walkthroughs and coaching notes	5/31/2017 one-time
G1.B1.S1.A3 A304593	Seeking Evidence of school based science terms in lesson plans and classroom activities	Sauer, Ellen	11/1/2016	Walkthrough data, coaching notes, lesson plan feedback	5/31/2017 weekly
G1.B2.S1.MA1 M310253	Monitoring of End of Module Science Assessments	Galvez, Mercedes	10/3/2016	If the strategy is effective then we should see increased levels of performance on the district end of module assessments.	5/31/2017 quarterly
G1.B2.S1.MA1 M310254	Review of Common Planning Minutes, Lesson Plans, & Classroom Walkthrough Data	Powell, Annessia	10/3/2016	Dedicated science time with high quality lesson plans that are evident in classroom walkthrough data	5/31/2017 monthly
G1.B2.S1.A2 A304596	Classroom walkthroughs by IIT to ensure that there is fidelity to the master schedule built to...	Sauer, Ellen	10/7/2016	walkthrough data, lesson plan reviews, coaching notes to indicate science implementation	5/31/2017 weekly
G1.B2.S1.A3 A304597	Dedicated common planning time by Math/Science teachers to ensure that science is getting dedicated...	Powell, Annessia	9/5/2016	Common Planning Minutes to verify that Math/Science combination teachers are spending dedicated collaborative lesson planning time on science lessons, science vocabulary, unpacking standards and data analysis in science	5/31/2017 monthly
G4.B1.S1.MA1 M310269	Data Review: fluency data, decoding data, & iReady monitoring assessments (areas of sight words,...	Powell, Annessia	10/31/2016	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	6/1/2017 every-6-weeks

Duval - 0271 - Grasp Academy - 2016-17 SIP
Grasp Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1  M310258	PBS Monitoring by Leadership Team and Foundations Committee	Sauer, Ellen	9/14/2016	Use of Classroom Dojo, Implementation of school wide practices, walkthrough data	6/6/2017 monthly
G3.B1.S1.MA1  M310262	Instructional Implementation Team Standing Agenda Item	Sauer, Ellen	11/2/2016	minutes/notes on agenda item about utilizing math materials/programs that are effective with LD learners	6/6/2017 monthly
G2.B1.S1.A2  A304599	Implementation of PBS approach	Gilyard, Jeanna	8/29/2016	School wide system of expectations, teachings, rewards, and consequences implemented with fidelity and systematically	6/9/2017 daily
G3.B1.S1.MA1  M310261	Levels of math growth and proficiency on iReady Diagnostics & FSA		12/1/2016	Progress Monitoring & iReady Data for math levels & growth as well as summative data from FSA	6/9/2017 every-6-weeks
G2.B1.S1.MA1  M310257	Review of data for increased attendance rate & decreased behavior referrals/suspensions....	Gilyard, Jeanna	10/31/2016	Attendance rates, behavior data, monitoring data on multiple early warning factor students	6/30/2017 quarterly
G3.B2.S1.MA1  M310263	iReady Progress Monitoring, Diagnostics & FSA Math results		12/1/2016	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.	6/30/2017 one-time
G4.B2.S1.MA1  M310271	Reading Data: fluency, decoding, comprehension, iReady diagnostic, iReady general monitoring, FSA	Powell, Annessia	11/11/2016	increase in student performance in sub areas and overall should be present if teachers took what they learned and implemented with fidelity	6/30/2017 every-6-weeks
G3.B3.S1.MA1  M310266	FSA Scores in Math	Powell, Annessia	6/1/2017	Data driven analysis of FSA scores and applied skilled from performance on End of Module Assessments and iReady Standards Mastery tests	7/1/2017 one-time
G4.MA1  M310274	Summative & Formative Data: iReady reading growth monitoring & Diagnostic results, sections of...		9/7/2016	iReady reading growth monitoring & Diagnostic results, sections of Woodcock Johnson reading mastery, EZCBM fluency, EZCBM comprehension, District assessments where applicable, FSA	8/29/2017 monthly
G3.MA1  M310268	Formative & Summative Assessments: iReady Progress/Growth Monitoring, iReady Diagnostic, District...	Sauer, Ellen	8/24/2016	iReady Progress/Growth Monitoring, iReady Diagnostic, District Assessment for applicable grade levels, FSA results	9/26/2017 quarterly

V. Professional Development Opportunities

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

G1. Increase science proficiency rates by 20% from previous cohort performance data (17% to 37% proficient)

G1.B1 Students demonstrate a lack of academic vocabulary to support their understanding of science and their ability to decode the science test.

G1.B1.S1 Utilization of 5th and 8th grade key science vocabulary across grade levels and content areas.

PD Opportunity 1

Implement professional development in PLCS on how best to strengthen academic vocabulary and how to integrate the GRASP science terms into lessons

Facilitator

Instructional Implementation Team

Participants

All teachers at GRASP

Schedule

On 10/25/2016

G2. Increase the students' enjoyment of school and confidence by 30% from previous school experiences. (socio-emotional/school climate goal)

G2.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.

G2.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 8/29/2016 to 6/9/2017

G3. Increase math proficiency rates by 15% 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.B2 lack of teacher knowledge/expertise in what to do if students struggle in math. – lack of previous professional development

G3.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

Orton-Gillingham International

Participants

all math teachers

Schedule

Monthly, from 9/9/2016 to 1/9/2017

G3.B3 lack of ongoing systematic progress monitoring data

G3.B3.S1 Implement end of module assessments and/or iReady standards mastery assessments to give the teachers on going data to intervene

PD Opportunity 1

Teachers will be provided training in PLCs and support in Thirsty Thursday PD sessions on Unify & iReady Standards Mastery

Facilitator

Instructional Implementation Team

Participants

Teachers of Math, ESE Teachers

Schedule

Monthly, from 9/1/2016 to 11/1/2016

G4. Increase reading proficiency of our students by 15% 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.

G4.B1 Students lack decoding skills to read fluently and comprehend on grade level

G4.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 9/7/2016 to 5/23/2017

G4.B2 Teachers lack of professional development in effective reading strategies for students who struggle with reading

G4.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 10/3/2016 to 5/2/2017

PD Opportunity 2

Multi-sensory professional development 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 5/16/2017

VII. Budget

1	G1.B1.S1.A1	Gather and refine a key academic science list for GRASP	\$0.00
2	G1.B1.S1.A2	Implement professional development in PLCs on how best to strengthen academic vocabulary and how to integrate the GRASP science terms into lessons	\$0.00
3	G1.B1.S1.A3	Seeking Evidence of school based science terms in lesson plans and classroom activities	\$0.00
4	G1.B1.S1.A4	Sharing of our school based key terms with parents/guardians for integration at home	\$0.00
5	G1.B2.S1.A1	Building of a master schedule including pull outs (speech, OT, reading intervention) that does not impact science time	\$0.00
6	G1.B2.S1.A2	Classroom walkthroughs by IIT to ensure that there is fidelity to the master schedule built to prevent loss of science instructional time	\$0.00
7	G1.B2.S1.A3	Dedicated common planning time by Math/Science teachers to ensure that science is getting dedicated collaborative planning time, and not just math.	\$0.00
8	G2.B1.S1.A1	Create Data System/ Measure for Climate (Collect Baseline Data and Yearly Data)	\$0.00
9	G2.B1.S1.A2	Implementation of PBS approach	\$0.00
10	G3.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
11	G3.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
12	G3.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
13	G3.B2.S1.A1	Seek out, obtain and execute multi-sensory math professional development	\$0.00
14	G3.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
15	G3.B3.S1.A1	Teachers will be provided training in PLCs and support in Thirsty Thursday PD sessions on Unify & iReady Standards Mastery	\$0.00

16	G4.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
17	G4.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
18	G4.B2.S1.A1	Orton-Gillingham Professional Development will be administered and staff will be provided ongoing support during professional learning community meetings	\$0.00
19	G4.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