

Alachua County Public Schools

The Einstein School, Inc.



2018-19 Schoolwide Improvement Plan

The Einstein School, Inc.

5910 SW ARCHER RD, Gainesville, FL 32608

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

School Demographics

| School Type and Grades Served (per MSID File) | 2017-18 Title I School | 2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Combination School 2-8 | No | 67% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| Alternative Education | Yes | 47% |

School Grades History

| Year | 2012-13 | 2012-13 | 2012-13 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | | | | |

School Board Approval

This plan was approved by the Alachua County School Board on 10/16/2018.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| Supportive Environment | 6 |
| Family and Community Engagement | 8 |
| Effective Leadership | 9 |
| Public and Collaborative Teaching | 11 |
| Ambitious Instruction and Learning | 12 |
| 8-Step Planning and Problem Solving Implementation | 17 |
| Goals Summary | 17 |
| Goals Detail | 17 |
| Action Plan for Improvement | 20 |
| Appendix 1: Implementation Timeline | 30 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 26 |
| Professional Development Opportunities | 26 |
| Technical Assistance Items | 28 |
| Appendix 3: Budget to Support Goals | 28 |

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2018-19 DA Category and Statuses for The Einstein School, Inc.

| 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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

The Einstein School is a small learning community where students have the same teachers as they progress from each grade rather than getting a new team of teachers every year. Students, families and teachers get to know each other through individualized student enrollment, new student meetings and consistent family involvement opportunities.

Teachers offer extra help before and after school for free, allowing students to develop stronger relationships with teachers. Many students have jobs throughout the school as their strengths and talents shine allowing these relationships to develop and blossom throughout their time at Einstein.

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

Because of the close community at our school and the efforts that are made to help every child with their educational and emotional needs, most students feel safe and respected during the duration of the school day. A staff member is here at 6:45 am every morning to meet the families that are in need of early morning drop off.

Multiple staff members in every classroom working with students in small groups helps to hold students accountable for their behavior throughout the day. Students know that there are many eyes on them at all times to make sure that everyone is being treated with respect. Multiple staff members run an aftercare program that offers students a chance for rest, tutoring and play time.

A strict No Bullying policy is maintained as well as a Safe and Drug Free School environment complete with lessons and consistent discussions of strategies students should use in unsafe situations. We participate fully and implement both Red Ribbon Week, October as Anti Bullying month filled with lessons and discussions as well as the Child Safety Matters program.

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.

A positive behavioral support system is in place that uses a school wide monetary system called E-Bucks that students earn for good behavior, motivation, hard work and homework completion. Multiple opportunities for using the earned E-Bucks are provided throughout the entire year. Students can purchase all sorts of privileges such as no uniform days, raffles for prizes, help alleviating the costs of field trips, etc. This system has worked extremely well since it's inception. Of course, the school also has a referral system for students who are not behaving appropriately and we follow all disciplinary punishments as determined by the student code of conduct for the Alachua County School District.

The school also has a Soaring Eagles program where students can earn an invitation to a monthly morning party celebrating their exemplary behavior. Students are picked randomly by staff when they see them doing something that falls in one of the categories: Responsibility, Caring, Citizenship, Fairness, and/or Trustworthiness.

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.

The school employs a full time teacher/behavior specialist who works closely with classroom teachers to determine when students need her services. She pulls students individually and in small groups to work on issues they might be having in their personal lives as well as with other students or staff members.

All students are provided the opportunity to speak with teachers or the principal privately about anything that may be bothering them and understand that those discussions will always be confidential.

Many students have social emotional behavior goals on their IEP and therefore attend a class for these skills twice a week. The class focuses on many social and emotional skills that all people need to lead healthy lives such as stress and anger management, conflict resolution, self- advocacy and monitoring, drug and alcohol awareness, etc.

The school also employs a part time mental health counselor who is available for students who are identified as at risk or in need of counseling until the family is able to set up more permanent counseling outside of school.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Specific staff members are assigned to the monitoring of each of these indicators. Our Assistant Principal records issues with attendance and brings them to the attention of the Principal as well as the truancy officers at the county.

The principal monitors behavior and oversees the development of other consequences in order to limit the number of suspensions and time out of the classroom.

Teachers are expected to inform the principal of all children failing at each report card. Open houses are held around every progress report to give parents the opportunity to discuss low grades with teachers before the student fails the course.

Unfortunately the majority of students at the Einstein school receive level 1's on statewide, standardized assessments as the school is designed for students with learning disabilities who are below grade level especially in Language Arts. A student with grade level scores would most likely

not be eligible to attend The Einstein School. Students who attain grade level scores on FSA are then encouraged to move on to regular public or private schools.

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 | 0 | 2 | 2 | 0 | 1 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 10 |
| One or more suspensions | 0 | 0 | 0 | 2 | 1 | 2 | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 13 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 7 | 15 | 14 | 11 | 13 | 12 | 0 | 0 | 0 | 0 | 72 |

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 | 0 | 0 | 2 | 0 | 1 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 7 |

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

Parents are given warnings and letters home explaining absentee policies prior to the problem occurring. Parents are called in to attend meetings as soon as 5 tardies or absences in a month are discovered. At these meetings, parents are made aware of the issues regarding excessive absences and tardies and brain storm ways to resolve these issues including having students stay late with teachers in order to get caught up on all missing work. School administration has helped parents find car pool situations and develop behavioral interventions to aide with absentee issues. One teacher with a specialist degree in ABA pushes in to any classrooms to provide support for students with behavior issues as well as pulls out students for mediation with peers, anger management strategies and implementation of specific behavior plans. Meetings with parents are consistently held for students in all of these categories. We offer tutoring free to students who need help passing classes as well as summer school in certain cases. Third graders who score a Level One are provided two opportunities over the summer to pass the third grade either through the state portfolio assessment or the Stanford 10.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

We consistently hold open houses, IEP and EPT meetings, and invite parents to educational events. We offer parent involvement activities and will continue to do so in order to encourage parents to participate fully in their children's education. We also require volunteer hours and ask parents to do a variety of things at the school in order to fulfill these. Volunteer hours can be completed by attending different fun and education activities throughout the school day as well as after school such as Field Day, Festivals, Talent Show, and helping within the classrooms for a variety of reasons.

The school uses the progress reports, parent portal and report card system provided by the county as well as sends home weekly communication folders with newsletters and letters from teachers. Most parents are on a first name basis with staff and administration.

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.

We hold community awareness tours of the school several times in the fall and spring semesters. We invite local business owners, politicians, school board members and those who are also involved in other children and youth organizations to come in order to learn about our school, hear ways they can help our students, and inform us of other services and programs that are available to our students.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|--------------------|---------------------|
| Aurelio, Christine | Principal |
| Flint, Sara | Assistant Principal |
| Melchor, Danielle | Teacher, ESE |
| Conway, Timothy | Other |
| Miller, Kathy | Teacher, ESE |

b. Duties

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

The Board of Directors President, Tim Conway and the principal meet at the beginning of the year on the curriculum and educational programs offered at the school as well as the community outreach strategies being used to encourage larger donations to the program.

Sara Flint, the Assistant Principal, holds a position much like that of an Assistant principal in other schools. Mrs. Flint and Ms Aurelio discuss all discipline issues, student/parent issues and staff related problems that occur daily within the school. They handle these matters jointly as well as many database and front desk matters that happen daily.

The entire Board of Directors and the principal meet every other month typically to discuss all financial decisions for the school and to make decisions about the overall future of the school.

Kat McGlone acts as lead teacher and the head of all ESE matters. She works closely with Mrs. Flint and Ms Aurelio to manage the high percentage of ESE, 504 and students in the RTI process. Ms McGlone is also a non voting member of the Board of Directors.

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.

The entire team of teachers meets weekly to identify and manage all student needs, classroom needs, curriculum needs and school functions. Any financial needs are brought to the attention of the principal at these weekly meetings. Anything of any significant amount is typically then brought to the attention of the Board members to make a decision about.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|--------------------|--------------------|
| Dr. Tim Conway | Business/Community |
| Michelle McCauley | Business/Community |
| Marsheen Ryan | Business/Community |
| Todd Livingston | Parent |
| Natasha Livingston | Parent |

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The Board reviews the school improvement plan with the principal every year and discusses the need for changes based on the prior year's progress on standardized testing as well as the genuine needs of the students despite the inherent problems associated with standardized testing for the population of students in attendance at Einstein. We continue to pursue outside community members and legislators in our mission and encouraging parents to become more involved in their children's education and motivation to achieve. A plan to restructure our math curriculum began with the involvement of Dr. Barbara Dougherty two years ago. Dr. Dougherty was the 2015 Richard G Miller endowed chair for Mathematics and a Research Professor in Mathematics Education at the University of Missouri-Columbia.

b. Development of this school improvement plan

The Board provided input on our current status which is the consistent improvement of learning gains in reading and in math. At The Einstein School, we use a highly specialized and research based method to remediate for dyslexia and other language based disabilities. But we have always struggled as a school with how to help our learning disabled students in mathematics. Dr. Dougherty was able to use her grant to visit our school, observe our teachers and provide feedback and constructive suggestions for professional development for the teachers. She continues to provide support and mentoring as we develop a more research based math program.

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

The Board of Directors reviews the budget at several meetings throughout the year and determine's whether finances are being appropriated according to the best goals for the school. At the end of the 2016/17 school year, the board approved a purchase of IXL, an online math resource to support students in their skills and homework. The Board approved the current budget keeping in place the high teacher to student ratio as this is the crux of the program along with providing the NOW program in small group.

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

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 |
|--------------------|---------------|
| Aurelio, Christine | Principal |
| Aviles, Mayra | Teacher, K-12 |
| Platz, Courtney | Teacher, ESE |
| Smith, Katie | Teacher, K-12 |
| Provini, Dena | Teacher, K-12 |
| Tenbarge, Sarah | Teacher, ESE |
| Miller, Kathy | Teacher, ESE |

b. Duties

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

Teachers meet weekly to plan and develop strategies throughout the school year to promote literacy as a team. The school mission and vision is devoted to developing grade level readers and encourage a life long love of reading. This is done through teacher read alouds, DEAR days, requirement of all students to have a book every day that they are able to read, and peer reading activities. All teachers are trained in the NOW Foundations program so that they may use the strategies and methods to foster grade level reading for all students.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Mandatory weekly teacher meetings are held in order to discuss issues, upcoming events and/or critical needs. All teachers are encouraged to bring ideas, suggestions and solutions to these meetings and are

given an equal opportunity to share, lead discussion or bring up topics. At these meetings, teachers develop the focus of their lesson study for the year.

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

In the past 12 years, only two teachers have chosen to leave The Einstein School to move on within the county public school system. One returned to her position after only two years in the public county school system. Typically teachers only leave The Einstein School because their spouse is relocated or they are ready to retire. We attribute this fact to the family atmosphere that is created among staff and the passionate teachers that are chosen to work here. All teachers are committed to the students and the school community. Another factor that may create this sense of community and loyalty is the amazing amount of help that teachers receive in order to run their classrooms effectively. The Einstein School has multiple paraprofessionals assigned to every classroom. These aides are typically education majors or those who are seeking careers in education. Because of this support, teachers feel that the administration provides them with all the tools they need to attend to the needs of learning disabled students in the classroom.

The aides at the Einstein School seem to feel this same sense of loyalty and passion and often seek to become teachers at the school when the teachers move on from their positions. Recruitment for the school seems to almost be an entity of it's own and one that self maintains. Aides often have friends that apply for positions and volunteers from the university often end up applying for aide positions as well.

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

When we have new teachers they are paired with mentors depending on subject area and grade levels of students taught. Our science and math teachers both teach all grade levels of students as well as deal with a lot of the same basic skills in need of remediation. Our Language Arts teachers are usually paired with one another because they not only teach the same subjects but also have block classes with one group rather than seeing multiple grade levels in day. We often have one or two part time SLP Assistants to handle all of the integrated and pull out speech and language therapy that our students require. Those teachers are always paired with our SLP who has been at the school for 15 years.

Lesson study's are done as team so that all teachers can observe and learn from one another.

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 are consistently encouraged to attend workshops and trainings. All teachers are trained in the NOW Program so that it can be used within the Language Arts curriculum as well as in all courses during reading assignments. Teachers meet throughout the school year in order to integrate curriculum for more meaningful lessons across curriculum. Language Arts teachers meet as a team to plan thorough lessons that engage students in all types of writing and reading within the content areas. Math teachers are currently in a PLC that meets weekly in order to integrate more hands on activities and math discussion groups within their classrooms.

All teachers use Florida State standards to plan their instruction and lesson plans. They are required

to keep this documentation within their lesson plans and to have an instructional calendar that illustrates how grade level expectations will be delivered and met throughout the school year.

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.

All students at the Einstein School are struggling readers who are typically at least two grade levels below in reading and often in other academic areas as well. Remediation is therefore an integral part of our curriculum and is provided throughout the school day and in after school settings.

Every teacher has several aides in their class so that students may be in small group according to ability level or specific needs. This means that all students get an opportunity for more one on one instruction and help from teachers and staff.

A shared Google doc with all student scores on nationally normed testing that we give each year, such as the Woodcock Johnson Test of Reading Mastery and the CTOPP is used by teachers to determine placement in small groups. Regular progress monitoring is then used to move students within these small groups based on progress and ability levels.

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: Extended School Day

Minutes added to school year: 8,100

60 minutes of small group instruction in math every day, 120 minutes of small group instruction in Language Arts every day,

Strategy Rationale

The students that attend the Einstein School need more instructional time overall and time for processing material and completing work.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Aurelio, Christine, ms aurelio@emschool.org

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

Student scores are maintained in a Google document that is shared among all teachers. Monthly RTI meetings occur where teachers review student scores and progress in order to adjust group placement and strategies.

Strategy: After School Program

Minutes added to school year: 4,320

Extra help with different academic skills is offered for free everyday after school to all students

Strategy Rationale

Students not only need extra help but struggle with completing homework and are often unwilling to do it with parents. Math help is offered Monday through Thursday after school, Reading and writing help is offered after school twice a week, Science help is offered one to two times a week after school and the Social Studies teacher offers help any day after school that students show up. There is also a homework time in place four days a week in the afterschool program. All help offered is free other than that being offered in the after care program which is a paid child care program. All of this time added up comes to much more than the minutes totaled above but no student could take advantage of every 30 minutes offered in the week so an average was determined.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Aurelio, Christine, ms aurelio@emschool.org

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

The same data is used from the Google doc, grades students achieve and standardized test scores to decide if students should be encouraged to attend different academic areas of the free help or if they need more. Parents are notified and encouraged to use these services when teachers determine need based on this information.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

All incoming students go through an extensive enrollment process. Prospective students come in for one on one testing to determine need and proper placement in the program. They are given a tour of the school and meet one on one with either the enrollment specialist or the principal to understand the program and the parent and student expectations.

All students that notify the administration of their hope to return to the larger public school have meetings with teachers in order to determine their placement and preparedness for this. All eighth grade students have a meeting with an adviser from the public high school they will be attending and with a current teacher in order to determine the course work they are capable of and to choose classes for their freshman year.

Our middle school students take a progressive career readiness program that culminates in the career planning course they have in 8th grade. Every year they do self inventories to determine strengths, weaknesses, and interests. They research careers and jobs they are interested in and

evaluate their financial goals in relation to these paths as well as their abilities to take on the needed education and abilities required to perform them.

IEP meetings are held to keep parents informed of student progress and abilities to perform in regular educational settings and/or the need for evaluation to determine placement in specialized programs.

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.

Our middle school students take a progressive career readiness program that culminates in the career planning course they have in 8th grade. Every year they do self inventories to determine strengths, weaknesses, and interests. They research careers and jobs they are interested in and evaluate their financial goals in relation to these paths as well as their abilities to take on the needed education and abilities required to perform them.

A member from every magnet program at the high school level in the county is invited every year to come and speak to the middle school students about the requirements and work load of the program as well as the benefits and potential jobs associated with each. A member of Santa Fe's CROP program to help low socio economic students achieve and keep college in their sights often visits our site as well

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

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

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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.

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 the percentage of students making learning gains in reading from 35% in 2018 to 52% in 2019.

- G2.** Increase the percentage of students making learning gains in math from 50% in 2018 to 55% in 2019

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 the percentage of students making learning gains in reading from 35% in 2018 to 52% in 2019. 1a

G100750

Targets Supported 1b

| Indicator | Annual Target |
|-------------------|---------------|
| ELA/Reading Gains | 52.0 |

Targeted Barriers to Achieving the Goal 3

- Every child that attends The Einstein School has struggled significantly in reading and or language throughout their academic history.
- Limited parent involvement in homework or academic endeavors

Resources Available to Help Reduce or Eliminate the Barriers 2

- Paraprofessionals for small group instruction and interventions in language arts every class period.
- Small groups based on ability level in language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.
- NOW is a research based program that has been proven to teach dyslexic and learning disabled students to read. All teachers and paraprofessionals in the language arts rooms will be trained in NOW so that the techniques taught are used consistently throughout the school.
- “Response to Intervention” meetings are held weekly so that teachers are consistently identifying students who need extra support in decoding, comprehension, or language.
- Visualization and Verbalization is a research based program used with our students to increase comprehension. Einstein’s teachers are trained in this program and use it consistently throughout the school day with students.

Plan to Monitor Progress Toward G1. 8

Student's overall abilities to read, comprehend and score closer to grade level in reading

Person Responsible

Christine Aurelio

Schedule

Every 2 Months, from 8/14/2018 to 6/1/2019

Evidence of Completion

Learning gains on school based testing and standardized testing.

G2. Increase the percentage of students making learning gains in math from 50% in 2018 to 55% in 2019

1a

G100751

Targets Supported 1b

| Indicator | Annual Target |
|------------|---------------|
| Math Gains | 55.0 |

Targeted Barriers to Achieving the Goal 3

- Limited parent involvement.
- No known research based program that works as effectively for learning disabled students in math as the NOW program does for decoding skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Paraprofessionals for small group instruction and interventions in math and language arts every class period.
- Small groups based on ability level in math and language arts are consistently being changed and modified depending on progress monitoring and benchmark testing.
- NOW is a research based program that has been proven to teach dyslexic and learning disabled students to read. All teachers and paraprofessionals in the reading and language arts rooms will be trained in NOW so that the techniques taught are used consistently throughout the school. NOW is used to support math vocabulary and problem solving.
- “Response to Intervention” meetings are held weekly so that teachers are consistently identifying students who need extra support in decoding, comprehension, math vocabulary, and computational skills.
- Visualization and Verbalization is a research based program used with our students to increase comprehension. Einstein’s teachers are trained in this program and use it consistently throughout the school day with students.

Plan to Monitor Progress Toward G2. 8

Student scores, grades and end of the year testing. Parent beliefs and willingness to use program

Person Responsible

Sara Flint

Schedule

Quarterly, from 8/14/2018 to 6/1/2019

Evidence of Completion

End of the year testing scores, final grades, homeworks and parent interviews in meetings

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 percentage of students making learning gains in reading from 35% in 2018 to 52% in 2019.

1

 G100750

G1.B2 Every child that attends The Einstein School has struggled significantly in reading and or language throughout their academic history. **2**

 B271775

G1.B2.S1 The NOW program is offered in small groups within the Language Arts curriculum **4**

 S287741

Strategy Rationale

NOW is a research based program that has been proven to teach dyslexic and learning disabled students to read.

Action Step 1 **5**

Embed NOW program into curriculum plans.

Person Responsible

Christine Aurelio

Schedule

Daily, from 8/14/2018 to 6/1/2019

Evidence of Completion

Lesson Plans collection and monitoring of classrooms

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

Assign students to NOW groups that consistently change depending on ability and progress

Person Responsible

Christine Aurelio

Schedule

Weekly, from 8/14/2018 to 6/1/2019

Evidence of Completion

lesson plans

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

Progress Monitoring and benchmark testing

Person Responsible

Christine Aurelio

Schedule

Monthly, from 8/14/2018 to 6/1/2019

Evidence of Completion

Increasing decoding skills, scores on testing and achievement of students overall

G1.B4 Limited parent involvement in homework or academic endeavors **2**

 B271777

G1.B4.S1 The school will be holding parent trainings in the evenings throughout the year to help parents understand how to help with homework and our remediation program at home. **4**

 S287745

Strategy Rationale

Parents will feel more engaged in the school community and this will help students increase their academic skills as well

Action Step 1 **5**

At least 4 parent engagement activities will be held throughout the year to increase parent involvement with academics and the school overall

Person Responsible

Kathy Miller

Schedule

Quarterly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Teachers will meet to discuss the best strategies and subjects to introduce at parent involvement activities

Person Responsible

Kathy Miller

Schedule

Every 2 Months, from 8/13/2018 to 5/31/2019

Evidence of Completion

Teacher meeting notes will be used to develop the parent evenings and sign in sheets will be kept from the events.

G2. Increase the percentage of students making learning gains in math from 50% in 2018 to 55% in 2019 **1**

G100751

G2.B4 Limited parent involvement. **2**

B271781

G2.B4.S1 Purchased an online math resource program that students can access at home. **4**

S287751

Strategy Rationale

IX Learning provides skill based practice for students that tracks their progress and is accessible at home. Parents can then help their children with homework and follow their progression through the curriculum.

Action Step 1 **5**

All students use an online program, IXL for all math homework

Person Responsible

Sara Flint

Schedule

Quarterly, from 8/14/2018 to 6/1/2019

Evidence of Completion

Teacher use of the program as homework and skills practice throughout this year and can track student progress

Plan to Monitor Fidelity of Implementation of G2.B4.S1 **6**

At least once every month in math meetings, teachers will use IXL data to determine effectiveness.

Person Responsible

Sara Flint

Schedule

Every 2 Months, from 8/14/2018 to 6/1/2019

Evidence of Completion

IXL produces reports and progress monitors skills acquisition by students.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Homework, skill development and parent beliefs

Person Responsible

Sara Flint

Schedule

Monthly, from 8/14/2018 to 6/1/2019

Evidence of Completion

Percent of students completing homework, progression through the skills practice within IXL, parent meetings and discussion on the effectiveness and ease of use at home

G2.B5 No known research based program that works as effectively for learning disabled students in math as the NOW program does for decoding skills. 2

 B271782

G2.B5.S1 Our math teachers have been meeting regularly as a PLC to develop lesson plans that encompass more math discussion, cooperative learning strategies and hands on activities within their classroom. 4

 S287752

Strategy Rationale

These strategies were developed by Dr. Barbara Dougherty, an Endowed Chair in Mathematics and a published researcher in developing math rigor with learning disabled students. Dr. Dougherty observed classrooms three years ago and has continued to work closely with our teachers to help them create lessons and strategies within their class rooms that should increase math skills and number sense.

Action Step 1 5

Continuing training the math teachers in new strategies for learning disabled students and offering new ideas for instruction.

Person Responsible

Sara Flint

Schedule

Monthly, from 8/14/2018 to 6/1/2019

Evidence of Completion

Observations of the strategies being used within the classroom setting.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Mrs Flint and Dr. Dougherty will monitor implementation of new strategies and methods

Person Responsible

Sara Flint

Schedule

Weekly, from 8/14/2018 to 6/1/2019

Evidence of Completion

Lesson plans, classroom observations, student progress monitoring

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Student understanding of math concepts and skills will be assessed.

Person Responsible

Sara Flint

Schedule

Monthly, from 8/14/2018 to 6/1/2019

Evidence of Completion

Student scores in progress monitoring, benchmark assessments and overall grades

V. Professional Development Opportunities

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

G1. Increase the percentage of students making learning gains in reading from 35% in 2018 to 52% in 2019.

G1.B2 Every child that attends The Einstein School has struggled significantly in reading and or language throughout their academic history.

G1.B2.S1 The NOW program is offered in small groups within the Language Arts curriculum

PD Opportunity 1

Embed NOW program into curriculum plans.

Facilitator

Dr. Conway or the Morris Center employees

Participants

Dr. Conway or another Morris Center employee consistently observes and provides feedback to teachers in order to help them more accurately and appropriately integrate NOW strategies into all aspects of our curriculum.

Schedule

Daily, from 8/14/2018 to 6/1/2019

G2. Increase the percentage of students making learning gains in math from 50% in 2018 to 55% in 2019

G2.B5 No known research based program that works as effectively for learning disabled students in math as the NOW program does for decoding skills.

G2.B5.S1 Our math teachers have been meeting regularly as a PLC to develop lesson plans that encompass more math discussion, cooperative learning strategies and hands on activities within their classroom.

PD Opportunity 1

Continuing training the math teachers in new strategies for learning disabled students and offering new ideas for instruction.

Facilitator

Dr. Barbara Dougherty and Sara Flint

Participants

Machelle Luthi, Katie Smith, Taylor Allore (Math teachers) and Sara Flint - Assistant Principal at the Einstein School

Schedule

Monthly, from 8/14/2018 to 6/1/2019

VI. Technical Assistance Items

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

G2. Increase the percentage of students making learning gains in math from 50% in 2018 to 55% in 2019

G2.B4 Limited parent involvement.

G2.B4.S1 Purchased an online math resource program that students can access at home.

TA Opportunity 1

All students use an online program, IXL for all math homework

Facilitator

IXL trainer and Sara Flint

Participants

The math team - Taylor Allore, Machel Luthi, and Katie Smith

Schedule

Quarterly, from 8/14/2018 to 6/1/2019

VII. Budget

| 1 | G1.B2.S1.A1 | Embed NOW program into curriculum plans. | | | | \$1,000.00 |
|---|-------------|---|----------------------------------|----------------|-----|------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2018-19 |
| | | | 0955 - The Einstein School, Inc. | Title II | | \$1,000.00 |
| <i>Notes: Every year new teachers and paraprofessionals must be trained in the LiPS program</i> | | | | | | |
| 2 | G1.B4.S1.A1 | At least 4 parent engagement activities will be held throughout the year to increase parent involvement with academics and the school overall | | | | \$500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2018-19 |
| | | | 0955 - The Einstein School, Inc. | Other | | \$500.00 |
| 3 | G2.B4.S1.A1 | All students use an online program, IXL for all math homework | | | | \$1,053.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2018-19 |
| | | | 0955 - The Einstein School, Inc. | General Fund | | \$1,053.00 |
| 4 | G2.B5.S1.A1 | Continuing training the math teachers in new strategies for learning disabled students and offering new ideas for instruction. | | | | \$2,000.00 |

Alachua - 0955 - The Einstein School, Inc. - 2018-19 SIP
The Einstein School, Inc.

| | Function | Object | Budget Focus | Funding Source | FTE | 2018-19 |
|--|----------|--------|---|----------------|---------------|-------------------|
| | | | 0955 - The Einstein School, Inc. | Title II | | \$2,000.00 |
| | | | <i>Notes: Teachers meet weekly to discuss, integrate and plan for math lessons in a PLC</i> | | | |
| | | | | | Total: | \$4,553.00 |

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|--|--------------------|-------------------------------|--|--------------------------|
| 2019 | | | | | |
| G1.B4.S1.MA1 M426714 | Teachers will meet to discuss the best strategies and subjects to introduce at parent involvement... | Miller, Kathy | 8/13/2018 | Teacher meeting notes will be used to develop the parent evenings and sign in sheets will be kept from the events. | 5/31/2019 every-2-months |
| G1.B4.S1.A1 A390286 | At least 4 parent engagement activities will be held throughout the year to increase parent... | Miller, Kathy | 8/13/2018 | | 5/31/2019 quarterly |
| G1.MA1 M426715 | Student's overall abilities to read, comprehend and score closer to grade level in reading | Aurelio, Christine | 8/14/2018 | Learning gains on school based testing and standardized testing. | 6/1/2019 every-2-months |
| G2.MA1 M426730 | Student scores, grades and end of the year testing. Parent beliefs and willingness to use program | Flint, Sara | 8/14/2018 | End of the year testing scores, final grades, homeworks and parent interviews in meetings | 6/1/2019 quarterly |
| G1.B2.S1.MA1 M426706 | Progress Monitoring and benchmark testing | Aurelio, Christine | 8/14/2018 | Increasing decoding skills, scores on testing and achievement of students overall | 6/1/2019 monthly |
| G1.B2.S1.MA1 M426707 | Assign students to NOW groups that consistently change depending on ability and progress | Aurelio, Christine | 8/14/2018 | lesson plans | 6/1/2019 weekly |
| G1.B2.S1.A1 A390282 | Embed NOW program into curriculum plans. | Aurelio, Christine | 8/14/2018 | Lesson Plans collection and monitoring of classrooms | 6/1/2019 daily |
| G2.B4.S1.MA1 M426726 | Homework, skill development and parent beliefs | Flint, Sara | 8/14/2018 | Percent of students completing homework, progression through the skills practice within IXL, parent meetings and discussion on the effectiveness and ease of use at home | 6/1/2019 monthly |
| G2.B4.S1.MA1 M426727 | At least once every month in math meetings, teachers will use IXL data to determine effectiveness. | Flint, Sara | 8/14/2018 | IXL produces reports and progress monitors skills acquisition by students. | 6/1/2019 every-2-months |
| G2.B4.S1.A1 A390293 | All students use an online program, IXL for all math homework | Flint, Sara | 8/14/2018 | Teacher use of the program as homework and skills practice throughout this year and can track student progress | 6/1/2019 quarterly |
| G2.B5.S1.MA1 M426728 | Student understanding of math concepts and skills will be assessed. | Flint, Sara | 8/14/2018 | Student scores in progress monitoring, benchmark assessments and overall grades | 6/1/2019 monthly |
| G2.B5.S1.MA1 M426729 | Mrs Flint and Dr. Dougherty will monitor implementation of new strategies and methods | Flint, Sara | 8/14/2018 | Lesson plans, classroom observations, student progress monitoring | 6/1/2019 weekly |
| G2.B5.S1.A1 A390294 | Continuing training the math teachers in new strategies for learning disabled students and offering... | Flint, Sara | 8/14/2018 | Observations of the strategies being used within the classroom setting. | 6/1/2019 monthly |