Grasp Academy

2020-21 Schoolwide Improvement Plan

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Grasp Academy

3101 JUSTINA ROAD, Jacksonville, FL 32277

http://www.duvalschools.org/grasp

Demographics

Principal: Annessia Powell

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 1-8
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: F (29%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School 1-8	No	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year	2015-16
Grade	F

School Board Approval

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SIP Authority

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

GRASP, Instructional Model, provides a diverse set of teaching strategies and approaches based on Orton-Gillingham principles to address the needs of struggling readers (learners) focusing on students with dyslexia, dyscalculia, and dysgraphia. The school incorporates Florida State Standards with project-based learning and enrichment strategies in a prescriptive format. Classroom instruction utilizes a variety of structured learning approaches, containing multisensory, sequential, cognitive, prescriptive, language-based, direct instruction that is emotionally sound.

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Powell, Annessia	Principal	The GRASP Leadership Team (Instructional Implementation Team) consists a of Principal, Assistant Principal, Lead ESE teacher, elementary reading teacher & 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 walk-throughs 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 & walk throughs. The topics will include professional development, review of student artifacts, student data analysis and 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.
Smith, Kristin	Assistant Principal	Once a month, during the PLC time, the AP 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

Name	Title	Job Duties and Responsibilities
		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.) This includes overseeing the day to day operations of the school.

Demographic Information

Principal start date

Monday 7/1/2019, Annessia Powell

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

18

Total number of teacher positions allocated to the school

30

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 1-8
Primary Service Type (per MSID File)	Alternative Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Multiracial Students* White Students*

	Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: F (29%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 6/10/2020

Prior Year - As Reported

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	
Number of students enrolled	0	7	17	33	50	55	51	0	41	0	0	0	0	254
Attendance below 90 percent	0	2	6	12	18	13	2	4	7	0	0	0	0	64
One or more suspensions	0	0	0	4	5	4	7	15	7	0	0	0	0	42
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	9	14	41	48	34	50	42	37	0	0	0	0	275

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	10	16	32	46	32	37	32	0	0	0	0	207

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	1	0	10	0	0	0	0	0	0	0	0	0	11

Prior Year - Updated

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	
Number of students enrolled	0	7	17	33	50	55	51	0	41	0	0	0	0	254
Attendance below 90 percent	0	2	6	12	18	13	2	4	7	0	0	0	0	64
One or more suspensions	0	0	0	4	5	4	7	15	7	0	0	0	0	42
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	9	14	41	48	34	50	42	37	0	0	0	0	275

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	10	16	32	46	32	37	32	0	0	0	0	207

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	1	0	10	0	0	0	0	0	0	0	0	0	11

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	54%	61%	0%	50%	57%
ELA Learning Gains	0%	56%	59%	0%	54%	57%
ELA Lowest 25th Percentile	0%	53%	54%	0%	47%	51%
Math Achievement	0%	57%	62%	0%	52%	58%
Math Learning Gains	0%	57%	59%	0%	52%	56%
Math Lowest 25th Percentile	0%	52%	52%	0%	46%	50%
Science Achievement	0%	50%	56%	0%	47%	53%
Social Studies Achievement	0%	76%	78%	0%	76%	75%

EWS Indicators as Input Earlier in the Survey									
Indicator	Grade Level (prior year reported)								Total
	1	2	3	4	5	6	7	8	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	11%	51%	-40%	58%	-47%
	2018	14%	50%	-36%	57%	-43%
Same Grade Comparison		-3%				
Cohort Comparison						

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
04	2019	6%	52%	-46%	58%	-52%
	2018	7%	49%	-42%	56%	-49%
Same Grade Comparison		-1%				
Cohort Comparison		-8%				
05	2019	29%	50%	-21%	56%	-27%
	2018	9%	51%	-42%	55%	-46%
Same Grade Comparison		20%				
Cohort Comparison		22%				
06	2019	8%	47%	-39%	54%	-46%
	2018	10%	44%	-34%	52%	-42%
Same Grade Comparison		-2%				
Cohort Comparison		-1%				
07	2019	9%	44%	-35%	52%	-43%
	2018	2%	41%	-39%	51%	-49%
Same Grade Comparison		7%				
Cohort Comparison		-1%				
08	2019	14%	49%	-35%	56%	-42%
	2018	24%	51%	-27%	58%	-34%
Same Grade Comparison		-10%				
Cohort Comparison		12%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	20%	61%	-41%	62%	-42%
	2018	20%	59%	-39%	62%	-42%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	4%	64%	-60%	64%	-60%
	2018	10%	60%	-50%	62%	-52%
Same Grade Comparison		-6%				
Cohort Comparison		-16%				
05	2019	32%	57%	-25%	60%	-28%
	2018	34%	61%	-27%	61%	-27%
Same Grade Comparison		-2%				
Cohort Comparison		22%				
06	2019	15%	51%	-36%	55%	-40%
	2018	10%	42%	-32%	52%	-42%
Same Grade Comparison		5%				
Cohort Comparison		-19%				
07	2019	20%	47%	-27%	54%	-34%
	2018	16%	50%	-34%	54%	-38%
Same Grade Comparison		4%				
Cohort Comparison		10%				
08	2019	0%	32%	-32%	46%	-46%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018	0%	31%	-31%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		-16%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	51%	49%	2%	53%	-2%
	2018	36%	56%	-20%	55%	-19%
Same Grade Comparison		15%				
Cohort Comparison						
08	2019	5%	40%	-35%	48%	-43%
	2018	24%	44%	-20%	50%	-26%
Same Grade Comparison		-19%				
Cohort Comparison		-31%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	24%	69%	-45%	71%	-47%
2018	20%	84%	-64%	71%	-51%
Compare		4%			
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	38%	57%	-19%	61%	-23%
2018	50%	61%	-11%	62%	-12%
Compare		-12%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	9	39	50	14	28	28	25	26			
BLK	4	39	65	8	27	28	21	18			
HSP	11	27		16	13						
WHT	17	45	46	23	36	36	27	26	33		
FRL	6	38	57	8	23	21	14	30			
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	278
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	17
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	32
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	25
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The 2018-2019 4th grade math data showed the lowest performance scores at 4% proficiency. Contributing factors to this decline include; high teacher turn over rate, lack of professional development in the area of math and dyslexia.

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

The 2018-2019 math data showed a decrease in grades 4th-grade math as well as 8th grade ELA both decreasing by 16% in each cohort. Factors contributing to this decline include teacher retention, absence of a math coach to support new teachers as well as a systematic instructional plan.

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

As an alternative school with below-level students, our students have academic gains in Math and ELA below the state comparison with scores below 60% in the 4th-grade cohort. Contributing factors include the lack of systematic and systemic intervention implementation and research-based instructional strategies, lack of academic vocabulary as well as professional development in the area of mathematics, that are focused not just on proficiency but on student gains/growth towards closing gaps with peers.

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

The 2018-2019 5th grade ELA showed the most improvement with a 20% growth in this cohort. The following actions contributed to this growth; teacher retention, professional development in Orton-Gillingham, coaching in the Orton-Gillingham model.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Reflecting on the EWS data indicated an increase in class 2 referrals, resulting in an increase in ISSP and OSSP as well as a decrease in restorative justice practices.

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

1. Standards-based instruction
2. Professional development in Reading and Math as it relates to dyslexia
3. Supportive environment
4. Ambitious instruction

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	We looked at the data for each of the five subgroups and found that we need to focus on all subgroups in the areas of reading and math. These subgroups include: Students with disabilities have obtained a federal index score below 41% for two consecutive years. The current federal index is 27%. Black/African American students scored below 41% for two consecutive years on the Federal Index scoring 26% using this index. Hispanic Students scored below 41% for two consecutive years on the Federal Index scoring 17% using this index. White Students scored 32% on the Federal Index which is below the 41% benchmark. Economically Disadvantaged Students have obtained a federal index score below 41% for two consecutive years. The current federal index is 25%.
Measurable Outcome:	Students with disabilities will show growth from a federal index score of 27% to a federal index score of 42% using the state achievement test in grades 3-8 in both reading and math. White students will show growth from a federal index score of 32% to a federal index score of 42% as indicated by state achievement test data in the areas of reading and math. Black/African American students will show growth from a federal index score of 26% to a federal index of 41% using the state achievement test in grades 3-8 in both reading and math. Hispanic students will show growth from a federal index score of 17% to a federal index of 42% using the state achievement test in grades 3-8 in both reading and math. Economically Disadvantaged Students will show growth from a federal index score of 25% to a federal index score of 42% using the state achievement test in grades 3-8 in both reading and math.
Person responsible for monitoring outcome:	Annessia Powell (powella1@duvalschools.org)
Evidence-based Strategy:	Small group instruction using Orton-Gillingham structured language instruction in grades 3-5 to address decoding and fluency.Website: www.ortonacademy.org Small group instruction using Corrective Reading instruction in grades 6-8 to address fluency and comprehension https://www.nifdi.org. Small group multi-sensory instruction based on Orton-Gillingham in grades 1-5 to address math deficient. Instruction in Math 180 in grades 6-8 based on datahttp://teacher.scholastic.com/products/math180/research-results/math-intervention-validation.htm
Rationale for Evidence-based Strategy:	GRASP purposefully accepts students we believe our interventions and teaching strategies can address their educational gaps. Students are often over age, reading 2-3 years below grade level, identified as a student with a learning disability, experiencing limited educational success. Characteristics such as inaccurate and labored decoding affecting comprehension; however since the student is bright he/she gets the "gist", miss the details or specifics; nonlinear thinker with difficulty following directions, poor memory for sequence, facts and information that has not been experienced, anxiety, low self-esteem, lack of confidence, bright, compliant, and compassionate, flies under the radar not seeking help or self-advocating for their learning needs. Gaps are addressed using project-based learning and enrichment strategies in a prescriptive format. Utilizing a variety of structured learning approaches, multisensory, sequential, cognitive, prescriptive, language-based, direct instruction that is emotionally sound. Orton-Gillingham principles, the only research methods to show results with students meeting the dyslexic profile.

Action Steps to Implement

Professional development in multi-sensory math
Paid for out of Title 1 funding

Person Responsible   Annessia Powell (powella1@duvalschools.org)

Implement an intervention schedule through the MTSS process for students who are currently struggling in math and reading.

Person Responsible   Annessia Powell (powella1@duvalschools.org)

Weekly data review of I-Ready/Freckles/Math 180 data and the computers to run each of the programs, paid for out of Title 1

Person Responsible   Kristin Smith (smithk4@duvalschools.org)

Teachers will utilize Orton-Gillingham strategies to intervene during small group instruction in decoding and fluency. supplies paid for out of Title 1

Person Responsible   Annessia Powell (powella1@duvalschools.org)

Orton-Gillingham professional development paid for out of Title 1

Person Responsible   Annessia Powell (powella1@duvalschools.org)

paraprofessional to help support the implementation of Orton-Gillingham paid for out of Title 1

Person Responsible   Annessia Powell (powella1@duvalschools.org)

Purchase of an online Orton-Gillingham program, destination knowledge, paid for out of Title 1

Person Responsible   Annessia Powell (powella1@duvalschools.org)

Purchase of Measure up materials to support standards-based instruction in ELA and Math paid for out of Title 1

Person Responsible   Kristin Smith (smithk4@duvalschools.org)

Purchase of high interest, low readability books for dyslexics from high noon paid for out of Title 1

Person Responsible   Kristin Smith (smithk4@duvalschools.org)

Materials and supplies to make multisensory centers paid for out of Title 1

Person Responsible   Kristin Smith (smithk4@duvalschools.org)

#2. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	The area of ambitious instruction has been identified as an area of focus but the leadership team after reviewing the data in the 5Essentials survey. Ambitious instruction looks like, clear, well-structured, and encourages students to build independence and apply knowledge. The data from the 2020 5Essentials reported this as an area of weakness scoring a 37 out of 100 with no change from the 2019 report.
Measurable Outcome:	In the area of Ambitious instruction, GRASP Academy will increase from 37 to 50 in the 2021 5Esentials report.
Person responsible for monitoring outcome:	Kristin Smith (smithk4@duvalschools.org)
Evidence-based Strategy:	Well-defined and clear expectations for students in all subject areas (rubrics). Multi-sensory, project-based instruction to build and apply concepts. I do-we do-You do strategies to build student independence.
Rationale for Evidence-based Strategy:	GRASP purposefully accepts students we believe our interventions and teaching strategies can address their educational gaps. Students are often over age, reading 2-3 years below grade level, identified as a student with a learning disability, experiencing limited educational success. Characteristics such as nonlinear thinker with difficulty following directions, poor memory for sequence, facts and information that has not been experienced, anxiety, low self-esteem, lack of confidence, bright, compliant, and compassionate, fly under the radar not seeking help or self-advocating for their learning needs. These strategies will help provide a systematic way for students to find success. Gaps are addressed using project-based learning and enrichment strategies in a prescriptive format. Utilizing a variety of structured learning approaches, multisensory, sequential, cognitive, prescriptive, language-based, direct instruction that is emotionally sound.

Action Steps to Implement

1. Professional development in graphic aids to support independence

Person Responsible	Kristin Smith (smithk4@duvalschools.org)

Professional development in rubric design

Person Responsible	Kristin Smith (smithk4@duvalschools.org)

.Professional development in project-based learning

Person Responsible	Kristin Smith (smithk4@duvalschools.org)

#3. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	The administrative team has chosen Standards-Bassed Planning as the area of focus. The data reviewed from the standards-based walkthrough dashboard showed a rating of .7 out of 2.0 in the area of Student task alignment. Additional data from the 5Essentials survey showed weakness in the area of ambitious instruction. The two data points support the rationale for focusing on Standards-Based Planning.
Measurable Outcome:	The administrative team will see the student task alignment portion on the standards-based walkthrough increase to 1.5 in all core content areas by mid-year review by moving Standards-Based Planning from Moderate to Good on the continuum.
Person responsible for monitoring outcome:	Annessia Powell (powella1@duvalschools.org)
Evidence-based Strategy:	Vertically aligned professional learning communities with a focus on student task analysis and Standards-Based Planning.
Rationale for Evidence-based Strategy:	According to the Opportunity Myth, students showed 1.7 more months of academic progress when they had access to better assignments.

Action Steps to Implement

Professional development in the standards walkthrough model/rubric and the expectation of standards-based instruction and aligned tasks

Person Responsible	Annessia Powell (powella1@duvalschools.org)

Design the building level schedule to allow for weekly extended PLC times, moving from 45 min once a week to 60 min once a week.

Person Responsible	Kristin Smith (smithk4@duvalschools.org)

Conduct 5 walkthrough observations collaboratively weekly and provide specific timely feedback to teachers.

Person Responsible	Annessia Powell (powella1@duvalschools.org)

professional development on DI/Dyslexia and aligned tasks with the learning Arc

Person Responsible	Annessia Powell (powella1@duvalschools.org)

Professional development for ESE teachers on standards-based IEP development

Person Responsible	Annessia Powell (powella1@duvalschools.org)

#4. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	Parent involvement in school is the area of focus that has been identified by the leadership team using the 5essentials data. Parent involvement impacts student achievement "When parents are involved at school, the performance of all the children at school, not just their own, tends to improve. The more comprehensive and well planned the partnership between school and home, the higher the student achievement." Henderson, A.T., and Nancy Berla. 1995. A New Generation of Evidence: The Family Is Critical to Student Achievement. Washington, DC: Center for Law and Education, 14–16.
Measurable Outcome:	GRASP will increase parent involvement in schools from 39, weak, to 60, strong, as reported on the 5-essentials
Person responsible for monitoring outcome:	Kristin Smith (smithk4@duvalschools.org)
Evidence-based Strategy:	Harvard family research projects parent-teacher conference tips 5 benefits of human-centered design thinking for family engagement, national center for families learning
Rationale for Evidence-based Strategy:	The rationale for selecting these specific strategies came from research from the Harvard research project. These strategies were recommended by the University of Chicago who developed the 5essentials survey

Action Steps to Implement	

Monthly family involvement opportunities from September to March with light refreshments paid for out of Title 1

Person Responsible	Kristin Smith (smithk4@duvalschools.org)

Development of a family engagement resource room with materials purchased out of Title 1 funds
index cards, paper, games, books.....

Person Responsible	Kristin Smith (smithk4@duvalschools.org)

Professional development in how to hold an effective parent-teacher conference

Person Responsible	Kristin Smith (smithk4@duvalschools.org)

purchase of a color printer to make flyers in both English and Spanish paid for out of Title 1

Person Responsible	[no one identified]

purchase of informational materials on the subject of dyslexia paid for out of Title 1 funds

Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities	

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The leadership team addresses the remaining schoolwide improvement priorities through weekly content area professional learning communities as well as grade level common planning.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

GRASP Academy is a Positive Behavior Intervention Support School (PBIS) with a core belief that students learn best in an emotionally sound environment. We achieve this through a systemic and systematic implementation of PBIS interventions and strategies; restorative justice, small group social skills instruction, individual mentors, calm classroom curriculum.
The PBIS team consists of administration, guidance, dean, as well as classroom teachers from all grade levels. The team holds monthly meetings, reviewing data, and adjusting expectations and reward systems as needed. The PBIS facilitator is part of the leadership team, the Shared Decision Making (SDM) team as well as the school improvement team (SAC) team and reports monthly to these committees.
The PBIS team also holds several family events yearly to support positive interactions between the school community and the families they serve some of which are in conjunction with Title 1 parent engagement and some Title 1 funding.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.