Grasp Academy School

2023-24
Schoolwide Improvement Plan (SIP)

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Grasp Academy

3101 JUSTINA ROAD, Jacksonville, FL 32277

http://www.duvalschools.org/grasp

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

GRASP Academy provides structured literacy intervention and multi-sensory learning methods to remediate gaps, and accelerate learning for all students.

Provide the school's vision statement.

We aim to inspire and empower students to excel both academically and socially while preparing them to be productive citizens and future leaders.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Powell, Annessia	Principal	Job Summary Ensures the highest academic standards and a safe and secure learning environment for all students. Leads, manages, supervises, and administers all programs, policies and activities of the school. Monitors instruction, ensures implementation of district curriculum and assesses effectiveness of instructional and support personnel. Essential Functions 1. Leads, directs, and manages school operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation of school reform initiatives. 2. Sets high expectations and standards for the academic and social development of all students. Utilizes data to monitor student achievement aligned to performance expectations. 3. Participates in the school performance review process to determine causes of low performance and implements appropriate strategies for school improvement. 4. Facilitates professional development of the instructional staff utilizing assessment data and other performance measures. Ensures professional development strategies are aligned and targeted to meet the needs of students in programs. 5. Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies. 6. Supervises the school's instructional program through the evaluation of lesson planning, systematic monitoring of curriculum and instruction, and targeted feedback aligned with the Florida Education Accomplished Practices (FEAPs). 7. Develops and encourages positive school/community relations with internal and external stakeholders, and serves as liaison between the school, staff, and the community. Actively engages School Advisory Council, PTSA, volunteers, business partners, civic clubs, and parents to create shared ownership for student and school success. 8. Administers managerial functions of the school to include efficient and strategic preparation of the school's budget in alignment with school performance initiatives, maintenance of the school facility, and other operational functions impacting student learning. 9. Performs other duties as assigned.
Arneson, Kindra	Assistant Principal	Serves as Assistant Principal of the learning community. Develops, articulates, communicates, and implements a shared vision that is supported by the larger organization and the school community. 1. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations

Name	Position Title	Job Duties and Responsibilities
		feedback measures to ensure accountability for all participants engaged in the educational process. 2. Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills. 3. Leads, directs, and manages operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation. 4. Manages the organization, operations, facilities, and resources. Maximizes use of resources in an instructional organization. Promotes a safe, efficient, legal, and effective learning environment. 5. Collaborates with families, businesses, volunteers, and community members; responds to diverse community interests and needs; works effectively within the larger organization; and mobilizes community resources. 6. Collects and analyzes data for continuous school improvement. 7. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities. 8. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material. 9. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations. 10. Performs other duties as assigned.
Barton, Melissa	Teacher, K-12	Support teachers Analyze data Review instructional plans to support student achievement
Batts, Melva	Teacher, K-12	Support teachers Analyze data Review instructional plans to support student achievement

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The development process gathers data from students, parents, teachers, community members, and staff through the 5 Essentials, 4-step plan, as well as state assessment data looking at all individual subgroups. The data is reviewed by the school leadership team, including teacher leaders and administrators. The team designed implementation strategies for the upcoming year. The plan will be reviewed by the school advisory council, teachers and staff prior to the opening of the school year. The plan will be adjusted accordingly.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The GRASP Leadership Team (Instructional Implementation Team) consists a of Principal, Assistant Principal, Lead ESE teacher, lead math teacher, lead 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.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	56%
2022-23 Economically Disadvantaged (FRL) Rate	83%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING

	2017-18: MAINTAINING
	2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	3	13	13	26	14	19	17	18	123
One or more suspensions	0	1	0	1	8	11	10	11	11	53
Course failure in English Language Arts (ELA)	0	0	0	0	3	4	3	4	2	16
Course failure in Math	0	0	1	0	1	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	0	39	27	31	26	22	145
Level 1 on statewide Math assessment	0	0	0	0	33	33	42	23	19	150
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	12	22	0	0	0	0	0	41

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	9	10	35	33	34	22	25	171

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	1	4	8	11	19	27	15	11	96
One or more suspensions	0	0	2	0	0	1	2	2	1	8
Course failure in ELA	0	0	0	0	0	0	0	3	0	3
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	22	25	39	38	25	22	171
Level 1 on statewide Math assessment	0	0	0	25	29	30	40	40	24	188
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	25	29	30	40	35	20	179

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	20	23	25	40	33	28	169

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	1	4	8	11	19	27	15	11	96
One or more suspensions	0	0	2	0	0	1	2	2	1	8
Course failure in ELA	0	0	0	0	0	0	0	3	0	3
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	22	25	39	38	25	22	171
Level 1 on statewide Math assessment	0	0	0	25	29	30	40	40	24	188
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	25	29	30	40	35	20	179

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	20	23	25	40	33	28	169

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	15	45	53	18	47	55	13		
ELA Learning Gains				45			42		
ELA Lowest 25th Percentile				47			53		
Math Achievement*	14	46	55	23	40	42	18		
Math Learning Gains				41			49		
Math Lowest 25th Percentile				43			52		
Science Achievement*	35	45	52	12	45	54	31		
Social Studies Achievement*	54	62	68	45	50	59			
Middle School Acceleration		73	70	77	45	51			
Graduation Rate		72	74		41	50			
College and Career Acceleration		54	53		65	70			
ELP Progress		47	55		68	70			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	26
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	128
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	351
Total Components for the Federal Index	9
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	4	1
ELL				
AMI				
ASN				
BLK	15	Yes	4	1
HSP	22	Yes	4	1
MUL	14	Yes	2	2
PAC				
WHT	35	Yes	4	

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	22	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	3	
ELL				
AMI				
ASN				
BLK	35	Yes	3	
HSP	32	Yes	3	
MUL	5	Yes	1	1
PAC				
WHT	38	Yes	3	
FRL	28	Yes	3	3

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	15			14			35	54				
SWD	12			13			36	50			5	
ELL												
AMI												
ASN												
BLK	11			5			27	31			5	
HSP	19			10			36				3	
MUL	9			18							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	19			23			44	67			5	
FRL	11			7			33	45			5	

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	18	45	47	23	41	43	12	45	77			
SWD	20	48	50	23	44	45	11	48	73			
ELL												
AMI												
ASN												
BLK	14	53	61	14	49	48	6	33				
HSP	19	33		33	43							
MUL	10			0								
PAC												
WHT	23	40	33	30	36	36	17	57	73			
FRL	13	36	44	11	32	40	6	38				

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	13	42	53	18	49	52	31					
SWD	12	41	51	18	49	47	34					
ELL	0			0								
AMI												
ASN												
BLK	7	35	52	7	26	32	21					
HSP	15	50		12	50							
MUL												
PAC												
WHT	18	46	59	28	66	65	40					
FRL	11	45	67	10	46	55	28					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. <u>The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments</u>.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	10%	47%	-37%	54%	-44%
07	2023 - Spring	15%	40%	-25%	47%	-32%
08	2023 - Spring	23%	41%	-18%	47%	-24%
04	2023 - Spring	8%	50%	-42%	58%	-50%
06	2023 - Spring	19%	38%	-19%	47%	-28%
03	2023 - Spring	8%	46%	-38%	50%	-42%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	23%	43%	-20%	54%	-31%
07	2023 - Spring	27%	40%	-13%	48%	-21%
03	2023 - Spring	8%	59%	-51%	59%	-51%
04	2023 - Spring	13%	58%	-45%	61%	-48%
08	2023 - Spring	20%	45%	-25%	55%	-35%
05	2023 - Spring	5%	52%	-47%	55%	-50%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	15%	35%	-20%	44%	-29%
05	2023 - Spring	50%	48%	2%	51%	-1%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	63%	-10%	66%	-13%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

5th grade math showed the lowest performance with 5% proficiency. The contributing factors included new teacher in the grade level, student attendance, new curriculum.

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

3rd Grade math showed the greatest decline in proficiency from 27% to 8% declining 19%. The factors that contributed to this included students being displaced due to a tree going though their classroom roof, did not have a teacher for majority of the year, new benchmarks, and new curriculum.

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

The data component that had the greatest gap when compared to the state average was 4th grade ELA. The factors that contributed to this gap include new curriculum, new benchmarks, new assessments, new teacher, classroom management.

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

The data component that had the most improvement was 7th grade math. The actions that the school took in order to show the improvement included was a new math teacher, coaching sessions, strong team members, previous experience within the school.

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

Attendance

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

4-8 learning gains
3rd Grade proficiency
Attendance

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to our early warning data set it showed that 33% of our students missed 10% or more of the school year. Attendance was an area of concern for multiple subgroups and across all grade levels. The rationale for identifying this area of focus is because there is a negative correlation between student attendance and EOY test data.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Attendance data will decrease to 28% at mid-year and 23% at EOY for students that have missed 10% or more of the school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

School Attendance Team will Analyzing monthly attendance reports
Parent involvement sign in sheets
AIT contracts through the schools AIT process

Person responsible for monitoring outcome:

Kindra Arneson (arnesonk@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Parent involvement and PBIS

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research shows that parent and family involvement can improve attendance rates. A report published by the National Education Association draws evidence from several studies to conclude that when parent and family involvement is school students attend school more regularly and stay in school for longer.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible: Kindra Arneson (arnesonk@duvalschools.org)

By When: Aug. 6th 2023

Design a mentoring program that runs through the attendance team for students and families with high attendance rates. Funded with Title 1.

Person Responsible: Melva Batts (jacksonbattsm@duvalschools.org)

By When: Aug. 6th 2023

Develop a reward system providing students with monthly attendance incentives. Incentives purchased through UniSIG funds

Person Responsible: Kindra Arneson (arnesonk@duvalschools.org)

By When: September 1, 2023

Professional development in how to hold an effective parent-teacher conference (materials, handouts) funded by Title 1

Person Responsible: Kindra Arneson (arnesonk@duvalschools.org)

By When: October 1, 2023

The use of Title 1 funds to purchase, SMORE, an online parent newsletter, to support weekly parent communication.

Person Responsible: Annessia Powell (powella1@duvalschools.org)

By When: Aug. 30th 2023

design and purchase a family engagement room with multisensory activity funded with Title 1

Person Responsible: Kindra Arneson (arnesonk@duvalschools.org)

By When: on going starting Aug 30th 2023

Office supplies used by the attendance committee funded out of UniSIG

Person Responsible: Kindra Arneson (arnesonk@duvalschools.org)

By When: September 1, 2023

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the Benchmark walkthrough data it shows that the student use of benchmarks is 54%, where as the teacher use of benchmarks is at 69% in both ELA and Math. Teachers are struggling to use the gradual release and UDL model allowing for student independence. The rationale for identifying this area of focus is because there is a negative correlation between student use of Benchmarks and testing scores.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Benchmark walkthrough data targeting student use of benchmarks will increase to 59% by mid-year and 64% by EOY.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Classroom walkthrough data
Assessment Data
Analyzing Lesson Plans
Informal Observations
Professional Development sign-in sheet

Person responsible for monitoring outcome:

Annessia Powell (powella1@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Universal Design for Learning

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Universal Design for Learning
guidelines that are based on three main principles engagement, representation, and action/expression. UDL builds student independence and accountability.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Purchase professional development books/materials with UniSIG funds

Person Responsible: Melissa Barton (bartonm1@duvalschools.org)

By When: Aug. 6th, 2023

Develop a Common Planning Calendar & Agendas including materials and supplies UniSIG funding

Person Responsible: Kindra Arneson (arnesonk@duvalschools.org)

By When: Before the first of the month a calendar will be created Agendas will be created the week prior

10 teachers/administrators to attend the state BSI reading conference
UniSIG funds

Person Responsible: Annessia Powell (powella1@duvalschools.org)

By When: May 2023

Purchase multi sensory materials to allow for student voice and choice on classroom learning targets.
Funded under UniSIG

Person Responsible: Kindra Arneson (arnesonk@duvalschools.org)

By When: September 2023

Purchase headphones with mics to support universal design for learning and student access
Title 1 Funds

Person Responsible: Kindra Arneson (arnesonk@duvalschools.org)

By When: October 1, 2023

Purchase and train on the Interactive Display UniSIG funds

Person Responsible: Kindra Arneson (arnesonk@duvalschools.org)

By When: September 2023

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We looked at the ESSA data on the subgroups and found that we need to focus on all subgroups in the areas of reading and math. The ESSA data from 21-22 indicates
Students with disabilities have obtained a federal index score below 41% for
three consecutive years. The current federal index is 40%. .
Black/African American students scored below 41% for three consecutive years
on the Federal Index scoring 35% using this index.
Hispanic Students scored below 41% for three consecutive years on the
Federal Index scoring 32% using this index.
White Students scoring below 41% for three consecutive years on the Federal Index scoring 38%.
Economically Disadvantaged (FRL). Students have obtained a federal index score
below 41% for three consecutive years with a Federal Index of 28%.
MUL students have obtained a federal index score below 41% for one year, with a Federal Index of 28%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students with disabilities will show growth from a federal index score of 40%
to a federal index score of 41%
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 38% to a federal index score of 41% 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 35% 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 32% to a federal index of 41% 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 28% to a federal index score of
41% using the state achievement test in grades 3-8 in both reading and
math.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

PM 1 and PM 2 data
DPM data
Classroom exit tickets

Person responsible for monitoring outcome:

Annessia Powell (powella1@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Small group, Explicit, multisensory instruction based on data. in both reading and math.
Small group instruction using Orton-Gillingham structured language
instruction in grades 3-8 to address decoding and fluency. Website:
www.ortonacademy.org

datahttp://teacher.scholastic.com/products/math180/research-results/mathintervention-validation.htm

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

These strategies are designed to address Gaps in students with Dyslexia and/or other learning differences.
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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

implement an intervention schedule using Mindplay, through the MTSS process for students who are currently struggling in reading. strategies funded through Title 1

Person Responsible: Kindra Arneson (arnesonk@duvalschools.org)

By When: End of quarter 1, 2023

Teacher professional development to help support the implementation of Orton-Gillingham paid for out of Title 1

Person Responsible: Annessia Powell (powella1@duvalschools.org)

By When: October 1, 2023

Multisensory math instructional materials using Title 1 and UniSIG funds

Person Responsible: Melissa Barton (bartonm1@duvalschools.org)

By When: October 1, 2023

Title I and UniSIG funds will be utilized to purchase supplemental materials, professional development for teachers/staff, academic resources, materials, and supplies
Using these products and materials will assist educators in implementing Orton-Gillingham methodology.
which encompass multisensory, sequential, cognitive, prescriptive, language-based, direct
instruction that is emotionally sound.Title 1 & UniSIG funds

Person Responsible: Annessia Powell (powella1@duvalschools.org)

By When: Aug. 1, 2023

Music/Math integration a partnership with the Cathedral Arts Project.

Person Responsible: Kindra Arneson (arnesonk@duvalschools.org)

By When: September 1, 2023

Purchase multisensory reading materials Title 1 & UniSIG funds

Person Responsible: Melva Batts (jacksonbattsm@duvalschools.org)

By When: September 1, 2023

Purchase and train students/teachers on text reader pens.
UniSIG funds

Person Responsible: Kindra Arneson (arnesonk@duvalschools.org)

By When: October 1, 2023

Alternative seating to address ADHD, and multisensory instruction. Student voice and choice UniSIG funds

Person Responsible: Melissa Barton (bartonm1@duvalschools.org)

By When: December 2023

purchase and incorporate multisensory, data driven writing. Funded with UniSIG

Person Responsible: Melva Batts (jacksonbattsm@duvalschools.org)

By When: Aug. 30, 2023

Classroom supplies including, pencils, paper, graph paper, interactive notebooks..... from store room funded with UniSIG

Person Responsible: Kindra Arneson (arnesonk@duvalschools.org)

By When: Aug. 2023

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Duval County Public Schools has a tiered system of support to align interventions for CSI, TSI and ATSI schools. The first tier of support begins with the Superintendent's cabinet of executive leaders who represent all district departments (Human Resources, Academic Services, Division of Schools, Operations, Finance, Technology, etc.). At a minimum, this team meets on a weekly basis to develop, monitor, and implement the district's strategic plan initiatives. The next level of the tier branches out with the Chief of Schools who oversees the district's Division of Schools. Schools are divided by region (Elementary, Middle, High, and Turnaround/Fragile (ISI Region). Each region has a Regional Superintendent, Executive Directors, and Content Area Specialists who work to ensure that the support is aligned and implemented.

Ensuring adequate funding, resources, and support is available to CSI, TSI and ATSI schools is a driver for district-wide collaboration. To accomplish this, the Division of Schools works with multiple district departments to further tier support for CSI, TSI and ATSI schools.

This support includes but is not limited to the following:
>Academic Services provides curriculum support and additional content specialists for schools. Academic Services also oversees our district professional development department and coordinates professional development for instructional and non-instructional personnel.
>Title I – Coordinates the use of funds to best support the barriers that research has shown negatively impacts disadvantaged students. In addition, Title I provides professional development to teachers to improve their pedagogy.
>The Division of Schools conducts school visits that include instructional reviews and instructional walks. These visits occur on a weekly basis and serve as an opportunity to observe instructional delivery, student learning, and provide feedback to school staff.
>Finance – Finance provides the funds to provide resources and the personnel needed to address individual school needs.

>Human Resources – Human Resources works to recruit quality personnel for our most needy schools. This includes a dedicated staffing team to our Turnaround School Region (ISI), priority hiring, and monitoring teacher VAM rating percentage by school. They also work with unions to collective bargain memorandums of understanding that provide for incentives, professional development, and additional strategies to address school needs.

Though the above examples are not comprehensive of all support provided to School Improvement schools, they do provide a snapshot of the layers of support that are available and used to improve student outcomes. Through this layered approach, the district's team along with each school's academic leadership team, teachers, staff, parents, and other stakeholders collaborate on methods of improvement and monitor implementation on a continuous basis.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

GRASP Academy provides multiple methods for dissemination of the SIP, UniSIG budget, and the SWP to stakeholders including providing information via the school website, blackboard emails, monthly meetings, and robo calls discussing ways to obtain this information.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

GRASP Academy plans to build positive relations with parents, families, and other community stakeholders to fulfill the school's mission and keep parents consistently informed by using blackboard, Bloomz, phone calls, emails, and our social media accounts. The school will be providing monthly activities to communicate with parents such as PTA, SAC, Spring in to Learning, Dyscalculia/Dyslexia Awareness activities, and high school transition events.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

In order to strengthen the academic program at the school GRASP Academy is focusing on the gradual release model, Parent Involvement, and focusing on the sub groups in ELA and Math. In order to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum we are going to assign an adult within school for parents to work with, establish an incentive based mentoring program, provide common learning collaborations, books studies, vary the types and

times of school activities, and use funds to buy instructional materials as well as web license that will help to support. .

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

IDEA- Additional VE Teachers are utilized to address the needs of students who are struggling readers
Title IX, Part A - The McKinney-Vento Homeless Assistance Act- If we have any, the school support parents and families in transition by working with the district to provide services. Parents and families are always encourages to attend events and visit our Parent Resource Room.
SAI- Utilized for tutoring and high risk students in the spring
Title 111, Part A- ELL- We work with the district to provide services and accommodations to those students identifies. Identifies parents and families are also encourages to attend events and documents are translated as needed.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				$47,328.12
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	310	0271 - Grasp Academy	UniSIG		$2,500.00
			Notes: Cooperative Learning & Engagement Professional Develeopment Stipend: 11 teachers x 2 hours/month x 4 months x $24/hour			
	6400	120	0271 - Grasp Academy	UniSIG		$2,500.00
			Notes: BSI Summer Institute: PD Stipend for 4 teachers (8hrs x 3 days x $24/hr)			
	6400	200	0271 - Grasp Academy	UniSIG		$500.00
			Notes: BSI Summer Institute: PD Benefits for 4 teachers (@19% for retirement, social security, workders comp)			
	6400	330	0271 - Grasp Academy	UniSIG		$4,100.00
			Notes: BSI Summer Institute: June 2023, Orlando, FL, 4 participants x $650 (hotel) + $175 (travel) + x $200 (per diem)			
	5100	510	0271 - Grasp Academy	UniSIG		$7,000.00
			Notes: Multisensory PBIS Manipulatives Gr1-8 using UDL Includes the following items: Lapel buttons/pins, Raffle tickets, Bluetooth outdoor speaker, Lanyards, Badge holders, Fidget toys, Scented pencils			
	5100	643	0271 - Grasp Academy	UniSIG		$7,125.00
			Notes: Interactive Display Monitor: 1 items @ $7125			
	6400	120	0271 - Grasp Academy	UniSIG		$18,900.00
			Notes: Before, After & Saturday Tutoring Stipend: Gr2-8, Subjects - ELA & Math, 8 teachers x 2 hours/week x 21 weeks x $24/hour			

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	200	0271 - Grasp Academy	UniSIG		$2,900.00
			Notes: Before, After & Saturday Tutoring Benefits			
	6400	200	0271 - Grasp Academy	UniSIG		$1,803.12
			Notes: Cooperative Learning & Engagement Professional Development Benefits			
3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				$21,962.50
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0271 - Grasp Academy	UniSIG		$2,500.00
			Notes: Multisensory Math Manipulatives Gr1-8 Includes the following items: Pen Text to Speech Reader, Protractor Display, Dry Erase Boards			
	5100	510	0271 - Grasp Academy	UniSIG		$2,500.00
			Notes: Multisensory Reading Manipulatives Gr1-8 Includes the following items: Wireless Voice Amplifiers, Student Book Titles: "Harry Potter Illustrated Editions", "Inspirational Football Stories", "Inspirational Sports Stories", "Sam is Stuck", "Timmie Tobbson Junior", "Spelling Pen In Elf Land", "The Path's End", "Kingsto and the Magic Stone", "DARE Detectives", "Orton Gilliningham Decodable Readers", "I Survived the… Series", "Magic Treehouse Box Set", "Who Was? What Was? America", "Great Illustrated Classics"			
	5100	510	0271 - Grasp Academy	UniSIG		$5,500.00
			Notes: Flexible Seating: SWD in Gr6-8, 5 standing desk x $800/each, 7 standing stools x $200/each			
	5100	510	0271 - Grasp Academy	UniSIG		$2,500.00
			Notes: Magnetic Learning: Gr1-3 ELA			
	5100	369	0271 - Grasp Academy	UniSIG		$5,400.00
			Notes: WriteScore: Gr4-8, 200 students			
	5100	510	0271 - Grasp Academy	UniSIG		$3,562.50
			Notes: Office Supplies: pencils, paper, graph paper, posters, lanyards, badge holders			
					Total:	$69,290.62

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No