

The Einstein School, Inc.

5910 SW ARCHER RD, Gainesville, FL 32608

<http://www.einsteinmontessori.com/>

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

Yes

Minority

%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

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.

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.

School Environment

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.

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 6:30 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.

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.

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 part time counselor who works closely with 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.

Early Warning Systems

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

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

Specific staff members are assigned to the monitoring of each of these indicators. Our front desk and database person records issues with attendance and brings them to the attention of the principal. The principal monitors suspensions while teachers are expected to inform the principal of all children failing at each report card.

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. The percentage of students scoring 1's will always be high as those students who raise their reading skills to grade level usually leave the school to attend regular public school. This is why the state accepted our application to be an Alternative Rated School from now on.

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

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

Indicator	Grade Level								Total
	2	3	4	5	6	7	8		
Attendance below 90 percent	1	0	2	3	4	2	3	15	
One or more suspensions	0	0	1	2	1	1	2	7	
Course failure in ELA or Math	1	0	1	2	6	1	1	12	
Level 1 on statewide assessment	0	9	13	16	19	10	9	76	

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

Indicator	Grade Level						Total
	2	4	5	6	7	8	
Students exhibiting two or more indicators	1	2	1	4	1	1	10

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

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. Parents of students with high absences are called into meetings at the school in order to determine plans that may assist them in remedying these situations. Parents are given warnings and letters home explaining absentee policies prior to the problem occurring. School administration has helped parents find car pool situations and develop behavioral interventions to aide with absentee issues.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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.

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.

Effective Leadership

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

School Leadership Team

Membership

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
McGlone, Kathleen	Teacher, ESE
Conway, Timothy	Other

Duties

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 weekly 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, although truly called 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.

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. Tim Conway	Business/Community
Dr. Linda Behar-Horenstein	Business/Community
Dr. James McCauley	Parent
Michelle McCauley	Parent
Marsheen Ryan	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The Board reviews the school improvement plan with the principal every year and discusses the need for changes, 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. Last year, our primary focus was appealing to the state for the Alternative Rating, engaging outside community members and legislators in our mission and encouraging parents to become more involved in their children's education and motivation to achieve. Action plans were put into place in all three of these categories.

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 for the lowest quartile students in reading. They decided the school should implement a new program that is being developed by the Morris Center in order to address the drop in learning gains in math on standardized testing.

Preparation of the school's annual budget and plan

The Board of Directors reviews the budget at every meeting and determine's whether finances are being appropriated according to the best goals for the school. Although the school used funds from savings last year, 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 LiPS program in small group. The Board continued to support the community outreach program which held a function that raised over \$20,000 in donations last year as well as \$65,000 in pledges promised to come over the next five years.

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Aurelio, Christine	Principal
Aviles, Mayra	Teacher, K-12
Allore, Taylor	Teacher, ESE
Munns, Rachel	Teacher, ESE
McGlone, Kathleen	Teacher, ESE
Davis, Katie	Teacher, K-12
Bily, Jessica	Teacher, ESE
Meyerhoff, Dena	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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.

Public and Collaborative Teaching

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

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

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. Teachers met quarterly last year to develop a new schedule and to integrate their subject areas in order to address the new Florida Standards.

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

In the past 9 years, no teacher has quit or chosen to leave the Einstein School. 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.

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 are students require. Those teachers are always paired with our SLP who has been at the school for over 13 years. Lesson study's are done as team so that all teachers can observe and learn from one another.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teachers have been attending Common Core training and workshops over the past several years. New curriculum was purchased and donated in order to address the new Florida standards. Teachers met four times over the past two years during the summer and winter breaks to begin integrating curriculum and to design a new schedule that allowed for more integration of curriculum.

Instructional Strategies

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

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. All teachers have at least one aide in order to offer small group settings in order to meet the varied needs and ability levels of all students in each class.

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.

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, msarelio@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.

Student Transition and Readiness

PreK-12 Transition

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

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

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.

College and Career Readiness

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

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 is coming this year as well.

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

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

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

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 54% in 2014 to 65% in 2015.
- G2.** Increase the percentage of students making learning gains in math from 23% in 2014 to 40% in 2015.

Strategic Goals Detail

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

G1. Increase the percentage of students making learning gains in reading from 54% in 2014 to 65% in 2015. 1a

G041908

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0

Resources Available to Support the Goal 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.
- LiPS 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 LiPS 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 reading, LiPS, 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.

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.

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 8/18/2014 to 6/5/2015

Evidence of Completion

Learning gains on school based testing and standardized testing.

G2. Increase the percentage of students making learning gains in math from 23% in 2014 to 40% in 2015.

1a

G041918

Targets Supported 1b

Indicator	Annual Target
Math Gains	40.0

Resources Available to Support the Goal 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.
- LiPS 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 LiPS so that the techniques taught are used consistently throughout the school. LiPS 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 reading, LiPS, math, 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.

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

Student scores, grades and end of the year testing

Person Responsible

Sara Flint

Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015

Evidence of Completion

End of the year testing scores and final grades

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 54% in 2014 to 65% in 2015.

1

 G041908

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

 B101901

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

 S113094

Strategy Rationale

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

Action Step 1 **5**

Embed LiPS program into curriculum plans.

Person Responsible

Christine Aurelio

Schedule

Daily, from 8/11/2014 to 6/4/2015

Evidence of Completion

Lesson Plans collection and monitoring of classrooms

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

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

Person Responsible

Christine Aurelio

Schedule

Weekly, from 8/11/2014 to 6/5/2015

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 8/11/2014 to 6/5/2015

Evidence of Completion

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

G2. Increase the percentage of students making learning gains in math from 23% in 2014 to 40% in 2015. 1

G041918

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

B130580

G2.B5.S1 A new program developed by the Morris Center based on Visualizing and Verbalizing will be implemented in math and science curriculums. 4

S142622

Strategy Rationale

This program has been researched through the Morris Center and was developed by professionals who have also worked with students in a regular classroom setting

Action Step 1 5

Training the math and science teachers to use this program within the state adopted curriculum and standards.

Person Responsible

Timothy Conway

Schedule

Monthly, from 8/1/2014 to 6/5/2015

Evidence of Completion

Observations of the program being used within the classroom setting.

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

Dr. Conway or his employees will check in monthly with teachers to help with questions on implementation

Person Responsible

Timothy Conway

Schedule

Monthly, from 8/1/2014 to 6/5/2015

Evidence of Completion

Lesson plans, observations, student progress monitoring

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

Student achievement

Person Responsible

Sara Flint

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Student scores in progress monitoring, benchmark assessments and overall grades

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	Embed LiPS program into curriculum plans.	Aurelio, Christine	8/11/2014	Lesson Plans collection and monitoring of classrooms	6/4/2015 daily
G2.B5.S1.A1	Training the math and science teachers to use this program within the state adopted curriculum and standards.	Conway, Timothy	8/1/2014	Observations of the program being used within the classroom setting.	6/5/2015 monthly
G1.MA1	Student's overall abilities to read, comprehend and score closer to grade level in reading	Aurelio, Christine	8/18/2014	Learning gains on school based testing and standardized testing.	6/5/2015 every-2-months
G1.B2.S1.MA1	Progress Monitoring and benchmark testing	Aurelio, Christine	8/11/2014	Increasing decoding skills, scores on testing and achievement of students overall	6/5/2015 monthly
G1.B2.S1.MA1	Assign students to LiPS groups that consistently change depending on ability and progress	Aurelio, Christine	8/11/2014	lesson plans	6/5/2015 weekly
G2.MA1	Student scores, grades and end of the year testing	Flint, Sara	8/18/2014	End of the year testing scores and final grades	6/5/2015 every-6-weeks
G2.B5.S1.MA1	Student achievement	Flint, Sara	8/11/2014	Student scores in progress monitoring, benchmark assessments and overall grades	6/5/2015 monthly
G2.B5.S1.MA1	Dr. Conway or his employees will check in monthly with teachers to help with questions on implementation	Conway, Timothy	8/1/2014	Lesson plans, observations, student progress monitoring	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase the percentage of students making learning gains in reading from 54% in 2014 to 65% in 2015.

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 LiPS program is offered in small groups within the Language Arts curriculum

PD Opportunity 1

Embed LiPS 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 LiPS strategies into all aspects of our curriculum.

Schedule

Daily, from 8/11/2014 to 6/4/2015

G2. Increase the percentage of students making learning gains in math from 23% in 2014 to 40% in 2015.

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

G2.B5.S1 A new program developed by the Morris Center based on Visualizing and Verbalizing will be implemented in math and science curriculums.

PD Opportunity 1

Training the math and science teachers to use this program within the state adopted curriculum and standards.

Facilitator

Harris Slepian of the Morris Center

Participants

Dena Meyerhoff, Rachel Howard, Katie Davis, Taylor Allore and Sara Flint - all teachers or math paraprofessionals at the Einstein School

Schedule

Monthly, from 8/1/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Increase the percentage of students making learning gains in reading from 54% in 2014 to 65% in 2015.	3,000
Goal 2: Increase the percentage of students making learning gains in math from 23% in 2014 to 40% in 2015.	1,000
Grand Total	4,000

Goal 1: Increase the percentage of students making learning gains in reading from 54% in 2014 to 65% in 2015.

Description	Source	Total
B2.S1.A1 - Every year new teachers and paraprofessionals must be trained in the LiPS program	General Fund	3,000
Total Goal 1		3,000

Goal 2: Increase the percentage of students making learning gains in math from 23% in 2014 to 40% in 2015.

Description	Source	Total
B5.S1.A1 - The teachers were paid a stipend. The Morris Center provides the training for free since the owner is a co founder and member of the Board of Directors.	General Fund	1,000
Total Goal 2		1,000