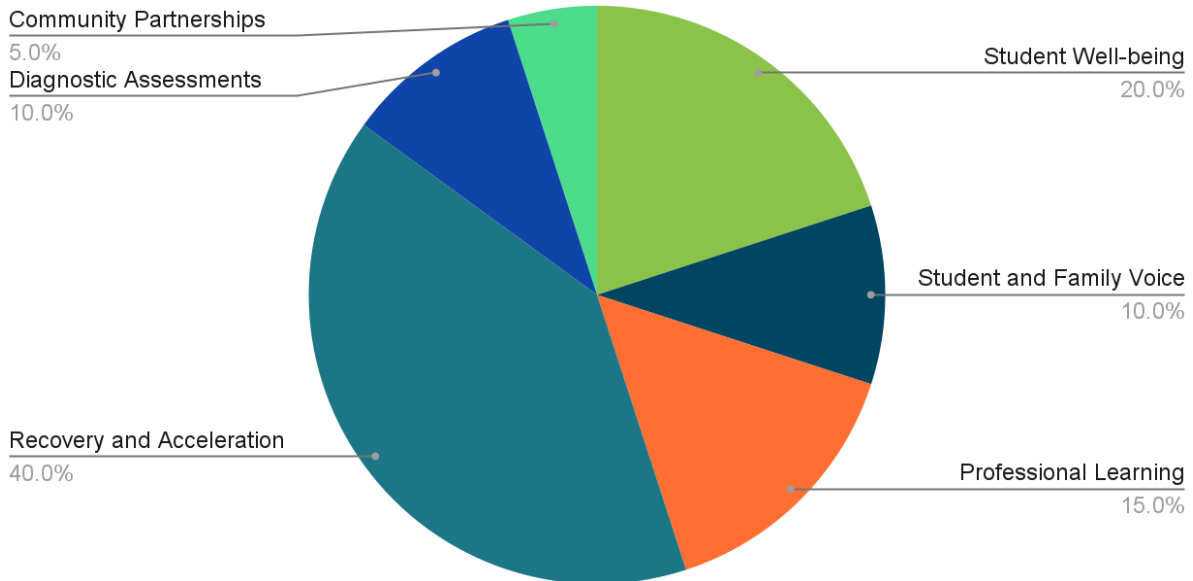# Ivy Preparatory Academy
2023-2024
Academic Recovery
&
Acceleration Plan

The goal of the 2022-2023 Academic Recovery and Acceleration Plan for Ivy Preparatory Academy is to show 20% academic growth in ELA and Math in students with academic gaps of 1 year or more and to show 10% growth in ELA and Math in on-grade-level, SWD, ELL, and gifted students. The following plan will detail the steps taken to close these gaps or accelerarte academic growth in K-5th grades and 6-8th grades. The following six **Key Themes** will be addressed in the AR&AP.

Key Themes

Key Themes

Community Partnerships	5.0%
Diagnostic Assessments	10.0%
Student Well-being	20.0%
Student and Family Voice	10.0%
Professional Learning	15.0%
Recovery and Acceleration	40.0%

1. **Student Well-being**
2. **Student and Family Voice**
3. **Professional Learning**
4. **Recovery and Acceleration**
5. **Diagnostic Assessments**
6. **Community Partnerships**

Scholar Well-Being

Scholar Well-Being is an overarching term describing social-emotional learning (SEL) and mental health needs. It encompasses the WRAP Around Services to meet the needs of all scholars and families through referral. Realizing learning cannot take place unless we address scholars' total well-being. Learning is social, emotional, and academic and is intensified by relationships, social interaction, rich learning environments, and access to rigorous learning opportunities. Scholar knowledge is actively constructed by connecting what they know to what they are learning within their cultural experiences and their perceptions of their own ability to learn.

Social-Emotional Learning are the competencies scholars need to be constructive participants in their communities. These competencies help scholars manage difficult situations and maintain their mental health. Competencies, including self-regulation and self-understanding are a few of the skills equipping scholars to learn and access academic content.

Mental Health refers broadly to the psychological symptoms scholars carry that can interfere with their ability to learn and succeed in school. These can include the impact of trauma, including symptoms of anxiety and depression.

Ivy Prep Academy Services
• **Sister Circle** (First 15 minutes of class)   • Implementation of **Second Step** (SEL Curriculum)

Scholar and Family Voice

Scholar and Family Voice are critical for improving academics. We must consider how we engage scholars and families in the processes of planning and monitoring progress along the way. Engaging those who are most impacted by the decisions will ensure support. Families have new insight into how they view their children as learners due to the Covid-19 pandemic and a year of virtual learning. Sharing their voices on what did and didn't work for their students is vital.

Ivy will continue seeking scholar and family input as we plan for instruction and support going forward. These efforts build scholar and family buy-in and empower the LEA to respond to community needs. Ivy will consider the following when planning to leverage scholar and family voice:

- Listen to what families say about their scholar's interests and challenges.
- Be attentive to different cultural perspectives and use families' ideas to create programming; tailor instruction; improve discipline practices; design professional development; and recruit early learning providers, school leaders, and school staff based on those needs.
- Listen to scholar concerns about how they want educators and families to support their learning.
- Include scholar's ideas in Title I school-parent compacts, personal learning plans, and requests for professional learning.
- Respond to scholar's conversations about social and emotional concerns. In middle school, set up a mentor system so all students have someone who knows them well and who can be their advocate in school.

Professional Learning

Professional Learning involves increasing staff capacity to serve scholars. The term professional learning "is an ongoing, collaborative, and classroom focused process that supports teachers' continued education and growth. Learning opportunities for teachers should be data driven, allow room for feedback and reflection and involve input and support from school leadership." (https://www.frontlineeducation.com/professional-learning/)

Teachers at Ivy will participate in numerous professional learning opportunities throughout the school year in addition to the eight days of pre-service professional learning opportunities. Grade level teams will also experience professional learning opportunities during weekly planning periods.

Recovery and Acceleration

Recovery is data-driven and involves meeting individual scholar needs through personalized learning and remediation. The data reveals learning gaps and

assists the teacher in pinpointing where to start interventions and establish a goal and plan to reach the goal. Ivy's Essential Skills Team, Counseling Department, ESOL Department, and MTSS Department will establish individualized learning paths for scholars identified as needing additional support in academics and behavior.

Acceleration is also data-driven and provides opportunities for scholars to learn at grade-level rather than through remediation. Acceleration builds on what students already know and plots a path to extend critical skills and concepts. Ivy's Gifted department will address the needs of those identified to receive gifted services and will collaborate with gifted endorsed teachers to meet the needs of high achievers not identified to receive gifted services.

Ivy will ensure students are receiving Evidence-Based Interventions and teachers are implementing High Leverage Practices.

Evidence Based Practices (EBPs)
- "Effective educational strategies supported by evidence and research" (ESEA, 2002)
- Strategies are generally considered effective instructional and behavioral practices rather than a set of prescribed instructional procedures, systematically implemented (i.e., interventions).
- Evidence-based practices are standardized programs or interventions that have been peer-reviewed and found to have documented empirical evidence of effectiveness.
- Evidence-based practices supplement the general education curriculum and are a systematic compilation of well researched instructional strategies and techniques.
- Every Student Succeeds Act (ESSA) emphasizes the use of evidence-based practices by requiring that "at least one study" on an intervention can demonstrate strong evidence, moderate evidence, or promising evidence of effectiveness.
- Culturally responsive practices.

The following platforms will be utilized to ensure the use of evidence-based resources.

- **What Works Clearinghouse** https://ies.ed.gov/ncee/wwc/
- **National Center on Intensive Intervention** https://intensiveintervention.org/about-charts-resources

High Leverage Practices (HLPs)

- HLPs, also known as critical practices, should be those that research has demonstrated can impact student achievement and be used across different content areas and grade levels.
- HLPs should also be those that teacher candidates can learn through practice and feedback.
- HLPs can provide infrastructure to support effective teaching and consistent learning for every student to succeed.

High Leverage Practices
1. Leading a group discussion 2. Explaining and modeling content, practices, and strategies 3. Eliciting and interpreting student thinking 4. .Diagnosing particular common patterns of student thinking and development in a subject-matter domain 5. Implementing norms and routines for classroom discourse and work 6. Coordinating and adjusting instruction during a lesson 7. Specifying and reinforcing productive student behavior 8. Implementing organizational routines 9. Setting up and managing small group work 10. Building respectful relationships with students	11. Talking about a student with parents or other caregivers 12. Learning about students' cultural, religious, family, intellectual, and personal experiences and resources for use in instruction 13. Setting long- and short-term learning goals for students 14. Designing single lessons and sequences of lessons 15. Checking student understanding during and at the conclusion of lessons 16. Selecting and designing formal assessments of student learning 17. Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments 18. Providing oral and written feedback to students 19. Analyzing instruction for the purpose of improving it **Teaching Works**

Academic Recovery and Acceleration Plan

Steps to Recovery and Acceleration		
1	**Collection of Valid and Reliable Data**	
	• iReady Diagnostic	K–8th
	• USA Test Prep Benchmarks	2nd–8th
	• GKIDS	Kindergarten
2	**Core Instruction** • Evidence-based • Research-based • Data Driven • Differentiated ○ Small Group Instruction • Incorporation of High Leverage Practices (HLPs) • Gradual Release Instructional Delivery - PLC	

3	**Daily Intervention Block** *(General Ed Population)*
	• Teacher-led Small Group
	  ○ Guided Reading
	  ○ Number Talks
	  ○ Differentiated Math Groups
	• iReady Personalized Learning Path (60 minutes/week per subject (Reading and Math) - *Monitored by General Ed Teacher*
	• iReady Teacher-assigned Lessons	

4	**Intervention Plan** *(Identified students requiring extra support)*
	
	• SWD - Addressing specific IEP goals *(Identified through psychological testing and data collection during the Tier 3 support process)*
	• ELL - ESOL support - *(Identified through WIDA screener/ ACCESS testing source)*
	• MTSS *(EIP and REP)* - *(Identified through iReady screener and 1 other data sources)*
	  ○ Tier 2 Support
	    ■ Push into classroom to support scholar learning *(small group targeted intervention)*
	    ■ Establishing individual student support plan based on data
	  ○ Tier 3 Support	

	■ Push into classroom to support scholar learning *(small group and individual intensive intervention)* ■ Establishing individual student support plan based on data

5	**Acceleration**
	● Gifted – *(identified through a battery of state approved assessments)*
	   ○ iReady Screener
	   ○ CogAT – Mental Abilities Test
	   ○ Gifted Rating SCale (GRS) – Motivation
	   ○ Torrance Test of Creative Thinking – TTCT
	   ○ NWEA MAP LIcenses – Achievement

6	**Before and After School Tutorial –** *"You Grow Girl"* **Academy** *(See detailed plan below)*

Ivy Preparatory Academy K-5th Grade - Lower Academy

Tier 1 - Universal Level of Prevention

INSTRUCTION
- **District** will provide curriculum and evidence-based Instructional practices aligned with the GSE and incorporating differentiated instruction.
- **District** will also employ highly qualified teachers.

- **General Education Teachers** will receive Professional Development throughout the school year to enhance their skills to ensure their continued educational growth.
- **General Education Teachers** will ensure they are providing evidence-based and research-based core instruction through implementation of High Leverage Practices
  https://www.teachingwoks.org/work-of-teaching/high-leverage-practices
  - **Georgia Standards of Excellence** (GSE) will guide instruction along with District curriculum maps

  - **Data-Based Decision Making** will guide instructional planning to meet individual needs of students

- **Setting:** General Education classroom

- **Scholars** are expected to be present and prepared daily to participate in their learning process.

- **Parents** are expected to assist and support their students in their learning process and partner with the school and teachers to ensure student success.

Focus	Assessments	Frequency	Serviced by
ALL Scholars (General Ed, SWD, ELL, Gifted)	*iReady* Diagnostic	Quarterly	General Education Teachers
ALL Kindergarten Scholars	***GKIDS** Readiness	During 1st six weeks of school	General Education Teachers
	GKIDS Assessment	2-3 times per year	
Randomly Selected grades & classes	**Student Learning Objectives** (SLO)	Quarterly	Connection TeachersI
Potential ESOL Scholars	***WIDA** Screener	2 times per year as needed	ESOL endorsed teacher
Scholars identified through screener as needing services	**ACCESS** Assessment	Based on screener data 2 times per year	ESOL endorsed teacher
Potential Gifted Scholars	***iReady Screener** ***NWEA MAP** ***CogAT** ***Torrance** Creativity Assessment ***Gifted Rating Scale** (GRS)	2 times per year	Gifted Coordinator & Gifted Endorsed Teachers as needed

Tier 2 - Targeted Level of Intervention

INSTRUCTIONAL INTERVENTION APPROACH
- **District** will provide evidence-based Instructional practices and interventions.https://static.sched.com/hosted_files/gadoemtssandpbisconference2021/69/NCII-MTSS%20Online%20Tools%20and%20Resources.pdf
- **District** will also employ highly qualified teachers.
- **District** will ensure compliance according to the GaDOE Early Intervention Program (EIP) rules and regulations.

- **Learning Loss Intervention Teachers** will receive Professional Development throughout the school year to enhance their skills and ensure they stay abreast of the best practices in implementation of the MTSS process through EIP services.

- **Instruction:** Targeted to the area of need, supplemental instruction and/or intervention delivered to small groups; and with fidelity (i.e. consistent with the way it was designed)

- **Setting:** General Education classroom or other education setting within school

- **Scholars** are expected to be present and prepared daily to participate in their learning process.

- **Parents** are expected to assist and support their students in their learning process and partner with the school and teachers to ensure student success.

ELIGIBILITY FOR PLACEMENT - KINDERGARTEN *(2 Data Sources Required)*
- *iReady Screener* - Students scoring One Grade Level below
- Georgia Kindergarten Inventory of Developing SKills (GKIDS) Readiness Assessment
- EIP Rubric
  - Georgia's Early Intervention Program (EIP) ELA/Reading K-5 Rubrics (<15)
  - Georgia's Early Intervention Program (EIP) Mathematics K-5 Rubrics (<14)
- Retained Kindergarten Students
  - GKIDS Assessment - Achievement Levels - *"Not Yet Demonstrated" or "Emerging"* on majority elements in ELA and/or Math

ELIGIBILITY FOR PLACEMENT - GRADE 1 *(2 Data Sources Required)*
- iReady Screener - Students scoring One Grade Level below
- GKIDS Assessment - Achievement Levels - *"Not Yet Demonstrated" or "Emerging"* on majority elements in ELA and/or Math
- EIP Rubric
  - Georgia's Early Intervention Program (EIP) ELA/Reading K-5 Rubrics (<15)
  - Georgia's Early Intervention Program (EIP) Mathematics K-5 Rubrics (<15)
- Retained Students

ELIGIBILITY FOR PLACEMENT - GRADES 2-5 *(2 Data Sources Required)*
- iReady Screener - Students scoring One Grade Level below
- Georgia Milestones in ELA and Math **(3rd-5th Grades)** - *Beginning Learners* level
- EIP Rubric
  - Georgia's Early Intervention Program (EIP) ELA/Reading K-5 Rubrics (<15)
  - Georgia's Early Intervention Program (EIP) Mathematics K-5 Rubrics (<17- 2nd; <14 - 3rd; <17 - 4th; <23 - 5th)

DELIVERY MODEL(S)
- Augmented

Focus	Assessments	Frequency	Serviced by
Scholars identified through screening and other data sources who are in need of enrichment/ acceleration or are at risk for poor learning and behavioral outcomes	***Progress Monitoring**	*Bi-weekly skills mastery check; *iReady 30-day Growth checks	Learning Loss Intervention Teachers
	*iReady Diagnostic	Quarterly	General Education Teacher

Tier 3 - Intensive Intervention

INSTRUCTIONAL INTERVENTION APPROACH
- **District** will provide evidence-based Instructional practices and interventions.https://static.sched.com/hosted_files/gadoemtssandpbisconference2021/69/NCII-MTSS%20Online%20Tools%20and%20Resources.pdf
- **District** will also employ highly qualified teachers.
- **District** will ensure compliance according to the GaDOE EIP rules and regulations.

- **Learning Loss Intervention Teachers** will receive Professional Development throughout the school year to enhance their skills and ensure they stay abreast of the best practices in implementation of the MTSS process through EIP services.

- **Instruction:** Intensive supplemental instruction delivered to small groups or individually

- **Setting:** General Education classroom or other education setting within school

- **Scholars** are expected to be present and prepared daily to participate in their learning process.

- **Parents** are expected to assist and support their students in their learning process and partner with the school and teachers to ensure student success.

ELIGIBILITY FOR PLACEMENT - KINDERGARTEN *(2 Data Sources Required)*
- ***iReady Screener*** - Students scoring Two or more Grade Levels below
- Georgia Kindergarten Inventory of Developing SKills (GKIDS) Readiness Assessment
- EIP Rubric
  - Georgia's Early Intervention Program (EIP) ELA/Reading K-5 Rubrics (<15)
  - Georgia's Early Intervention Program (EIP) Mathematics K-5 Rubrics (<14)
- Retained Kindergarten Students
  - GKIDS Assessment - Achievement Levels - ***"Not Yet Demonstrated" or "Emerging"*** on majority elements in ELA and/or Math
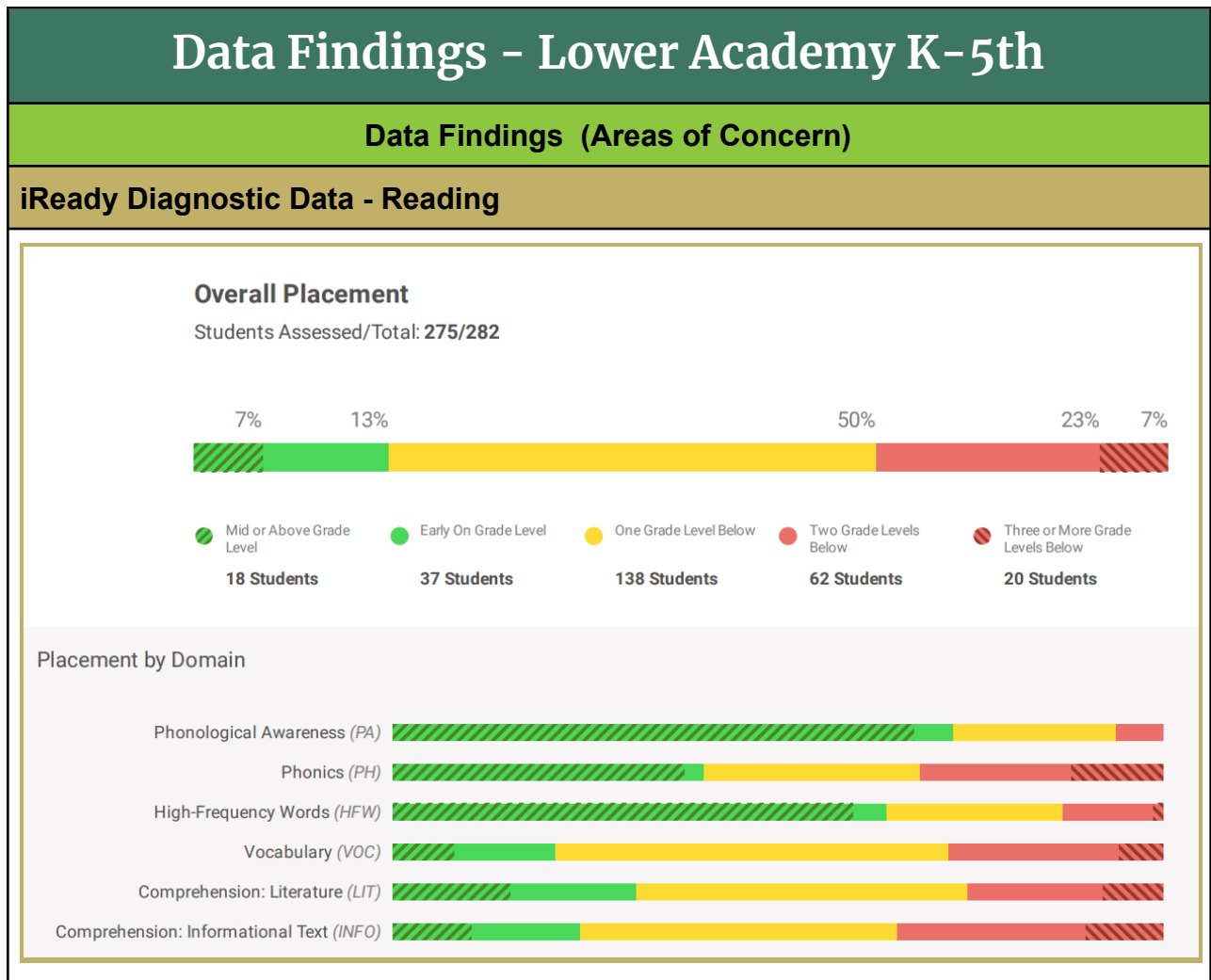
ELIGIBILITY FOR PLACEMENT - GRADE 1 *(2 Data Sources Required)*
- iReady Screener - Students scoring Two or more Grade Levels below
- GKIDS Assessment - Achievement Levels - ***"Not Yet Demonstrated" or "Emerging"*** on majority elements in ELA and/or Math
- EIP Rubric
  - Georgia's Early Intervention Program (EIP) ELA/Reading K-5 Rubrics (<15)
  - Georgia's Early Intervention Program (EIP) Mathematics K-5 Rubrics (<15)
- Retained Students

ELIGIBILITY FOR PLACEMENT - GRADES 2-5 *(2 Data Sources Required)*
- iReady Screener - Students scoring Two or more Grade Levels below
- Georgia Milestones in ELA and Math ***(3rd-5th Grades)*** - *Beginning Learners* level
- EIP Rubric
  - Georgia's Early Intervention Program (EIP) ELA/Reading K-5 Rubrics (<15)
  - Georgia's Early Intervention Program (EIP) Mathematics K-5 Rubrics (<17- 2nd; <14 - 3rd; <17 - 4th; <23 - 5th)

DELIVERY MODEL(S) ● Augmented ● Pull-out			
Focus	**Assessments**	**Frequency**	**Serviced by**
Scholars who have not responded to primary or secondary level of prevention or who are in need of enrichment or acceleration (SST)	● **Progress Monitoring** ● **Diagnostic**	Weekly skills mastery check or more if needed; **iReady** 30-day Growth checks) Quarterly or more frequent if needed	Learning Loss Intervention Teachers

Data Findings – Lower Academy K–5th

Data Findings (Areas of Concern)

iReady Diagnostic Data - Reading

Overall Placement

Students Assessed/Total: **275/282**

7%	13%	50%	23%	7%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
18 Students	**37 Students**	**138 Students**	**62 Students**	**20 Students**

Placement by Domain

Phonological Awareness (PA)
Phonics (PH)
High-Frequency Words (HFW)
Vocabulary (VOC)
Comprehension: Literature (LIT)
Comprehension: Informational Text (INFO)

Showing 6 of 6

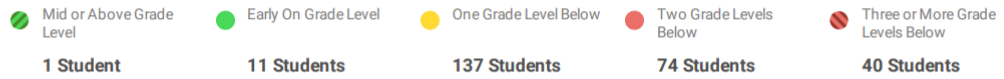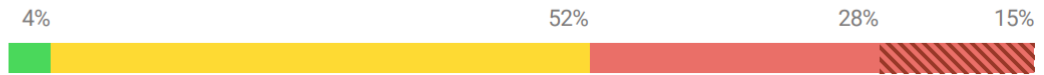| Grade	Overall Grade-Level Placement	◉	●	●	●	⊘	Students Assessed/Total
Grade K		3%	12%	85%	0%	0%	34/34
Grade 1		5%	7%	84%	5%	0%	43/43
Grade 2		7%	14%	51%	28%	0%	57/59
Grade 3		9%	23%	23%	33%	12%	43/44
Grade 4		15%	13%	36%	18%	18%	39/40
Grade 5		2%	12%	34%	39%	14%	59/62

PLAN

- Addressing the phonics concern PD for teachers on breaking the code.
- Implementation of
- Address the vocabulary concern through PD for teachers and the introduction of Morphology into daily learning across the board to increase and improve student understanding of new terminology and academic terminology.
- Addressing vocabulary will impact comprehension

iReady Diagnostic Data - Math

Overall Placement

Students Assessed/Total: **263/269**

4%	52%	28%	15%

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	● Three or More Grade Levels Below
1 Student	**11 Students**	**137 Students**	**74 Students**	**40 Students**

Placement by Domain

Number and Operations *(NO)*
Algebra and Algebraic Thinking *(ALG)*
Measurement and Data *(MS)*
Geometry *(GEO)*

Switch Table View — **Placement Summary**

Show Results By — **Grade**

Showing 6 of 6

Grade	Overall Grade-Level Placement	●	●	●	●	●	Students Assessed/Total
Grade K		0%	6%	94%	0%	0%	34/34
Grade 1		0%	0%	90%	10%	0%	30/30
Grade 2		2%	3%	50%	45%	0%	58/59
Grade 3		0%	0%	49%	47%	5%	43/44
Grade 4		0%	5%	40%	28%	28%	40/40
Grade 5		0%	8%	20%	25%	46%	59/62

PLAN

- Address the Geometry as the Measurement and Data domains through the use of GaDOE resources and evidence-based strategies

- Continue providing teachers with monthly Mathematics PD through RESA
  - **FOCUS:** *Reasoning & Sense Making in the Mathematics Classroom* - Book Study
- Utilize IXL Platform as an intervention resource
- Utilize Brainingcamp Platform as an intervention resource

Ivy Preparatory Academy 6-8th Grade - Upper Academy

Tier 1 - Universal Level of Prevention

INSTRUCTION
- **District** will provide curriculum and evidence-based Instructional practices aligned with the GSE and incorporating differentiated instruction.
- **District** will also employ highly qualified teachers.

- **General Education Teachers** will receive Professional Development throughout the school year to enhance their skills to ensure their continued educational growth.
- **General Education Teachers** will ensure they are providing evidence-based and research-based core instruction through implementation of High Leverage Practices https://www.teachingwoks.org/work-of-teaching/high-leverage-practices
  - **Georgia Standards of Excellence** (GSE) will guide instruction along with District curriculum maps

  - **Data-Based Decision Making** will guide instructional planning to meet individual needs of students

- **Setting:** General Education classroom

- **Scholars** are expected to be present and prepared daily to participate in their learning process.

- **Parents** are expected to assist and support their students in their learning process and partner with the school and teachers to ensure student success.

Focus	Assessments	Frequency	Serviced by
ALL Scholars (General Ed, SWD, ELL, Gifted)	***iReady** Diagnostic	Quarterly	General Education Teachers
Randomly Selected grades & classes	**Student Learning Objectives** (SLO)	Quarterly	Connection TeachersI
Potential ESOL Scholars	***WIDA** Screener	2 times per year as needed	ESOL endorsed teacher

Scholars identified through screener as needing services	**ACCESS** Assessment	Based on screener data 2 times per year	ESOL endorsed teacher
Potential Gifted Scholars	*__iReady__ Screener *__NWEA MAP__ *__CogAT__ *__Torrance__ Creativity Assessment *__Gifted Rating Scale__ (GRS)	2 times per year	Gifted Coordinator & Gifted Endorsed Teachers as needed

Tier 2 - Targeted Level of Intervention

INSTRUCTIONAL INTERVENTION APPROACH
- **District** will provide evidence-based Instructional practices and interventions.https://static.sched.com/hosted_files/gadoemtssandpbisconference2021/69/NCII-MTSS%20Online%20Tools%20and%20Resources.pdf
- **District** will also employ highly qualified teachers.
- **District** will ensure compliance according to the GaDOE Remedial Education Program (REP) rules and regulations.

- **Learning Loss Intervention Teachers** will receive Professional Development throughout the school year to enhance their skills and ensure they stay abreast of the best practices in implementation of the MTSS process through EIP services.

- **Instruction:** Targeted to the area of need, supplemental instruction and/or intervention delivered to small groups; and with fidelity (i.e. consistent with the way it was designed)

- **Setting:** General Education classroom or other education setting within school

- **Scholars** are expected to be present and prepared daily to participate in their learning process.

- **Parents** are expected to assist and support their students in their learning process and partner with the school and teachers to ensure student success.

ELIGIBILITY FOR PLACEMENT - *(Must meet 2 or more criteria)*
- ***Participated in EIP or SST*** process previously
- Scholar **failed** either ELA or Math in grades 6-8
- **Teacher recommendation** *(supporting documentation required)*
    - Low performance in reading
    - Low performance in math
    - Inability to verbally express ideas or to write or dictate a meaningful sentence
- **GMAS scores** at or below 25th percentile in reading, writing or math
    - ***"Beginning Learners"*** achievement level in ELA or Math or
    - Reading status of **"Below Grade Level"**
- ***iReady Screener*** - Students scoring One Grade Level below

DELIVERY MODEL(S)
- Augmented

Focus	Assessments	Frequency	Serviced by
Students identified through screening and other data sources who are in need of enrichment/ acceleration or are at risk for poor learning and behavioral outcomes	***Progress Monitoring** ***iReady Growth Check**	*Bi-weekly skills mastery check; *iReady 30-day Growth checks	Learning Loss Intervention Teachers
	*iReady Diagnostic	Quarterly	General Education Teacher

Tier 3 - Intensive Intervention

INSTRUCTIONAL INTERVENTION APPROACH
- **District** will provide evidence-based Instructional practices and interventions.https://static.sched.com/hosted_files/gadoemtssandpbisconference2021/69/NCII-MTSS%20Online%20Tools%20and%20Resources.pdf
- **District** will also employ highly qualified teachers.
- **District** will ensure compliance according to the GaDOE EIP rules and regulations.

- **Learning Loss Intervention Teachers** will receive Professional Development throughout the school year to enhance their skills and ensure they stay abreast of the best practices in implementation of the MTSS process through EIP services.

- **Instruction:** Intensive supplemental instruction delivered to small groups or individually

- **Setting:** General Education classroom or other education setting within school

- **Scholars** are expected to be present and prepared daily to participate in their learning process.

- **Parents** are expected to assist and support their students in their learning process and partner with the school and teachers to ensure student success.

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- **Teacher recommendation** *(supporting documentation required)*
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  - Low performance in math
  - Inability to verbally express ideas or to write or dictate a meaningful sentence
- **GMAS scores** at or below 25th percentile in reading, writing or math
  - *"Beginning Learners"* achievement level in ELA or Math or

○ Reading status of **"Below Grade Level"** ● *iReady Screener* - Students scoring 2 or more grade Levels below	

DELIVERY MODEL(S)
- Connection Block Reading Recovery (2 Days/week)
- Connection Block Math Recovery (2 Days/week)
  - Friday - Progress Monitoring

Focus	Assessments	Frequency	Serviced by
Students who have not responded to primary or secondary level of prevention or who are in need of enrichment or acceleration (SST)	● **Progress Monitoring** ● **Diagnostic**	Weekly skills mastery check or more if needed; **iReady** 30-day Growth checks) Quarterly or more frequent if needed	Learning Loss Intervention Teachers

REP - Instructional Plan

Monday

- SEL lessons will take place the first 15 minutes of class.
- Teacher-led mini-lessons (teacher will rotate every 15 minutes).
- Scholars will work on iReady or Khan Academy when they are not receiving direct instruction.

Tuesday

- SEL lessons will take place the first 15 minutes of class.
- Teacher-led mini-lessons (teacher will rotate every 15 minutes).
- Scholars will work on iReady when they are not receiving direct instruction.

Wednesday

- SEL lessons will take place the first 15 minutes of class.
- Teacher will continue teaching mini-lessons to scholar groups and have scholars complete a mini-lesson reflection (data will be used for the planning of Thursday's activities and lessons).
- Scholars will complete standards-based activity or projects as a group.

Thursday

- SEL lessons will take place the first 15 minutes of class.
- Stations will include: practice, reteaching, and iReady.
- Scholars will rotate through stations every 15 minutes.

Friday

- SEL lessons will take place the first 15 minutes of class.

- Scholars will take a standards-based assessment (5-8 questions) and work in iReady when they are done with assessment.

- Scholars will be grouped based on the iReady GSE Report.
- Groups will be standards-based.
- Scholars will receive skill based practice for homework on Monday and due on Friday.
- There will be three scholar groups (Sunflowers, Lilies, and Daisies)
- Scholars will be responsible for their standards mastery tracking.
- Scholars will complete an exit ticket on the standard they are working on Monday-Thursday.
- Scholars will receive three grades weekly.
    - Classwork to include: iReady, group project/activities, and independent practice
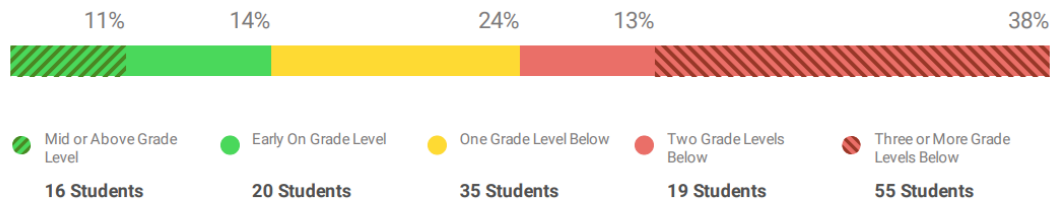   - Homework
    - Assessment

Data Findings – Upper Academy 6th–8th
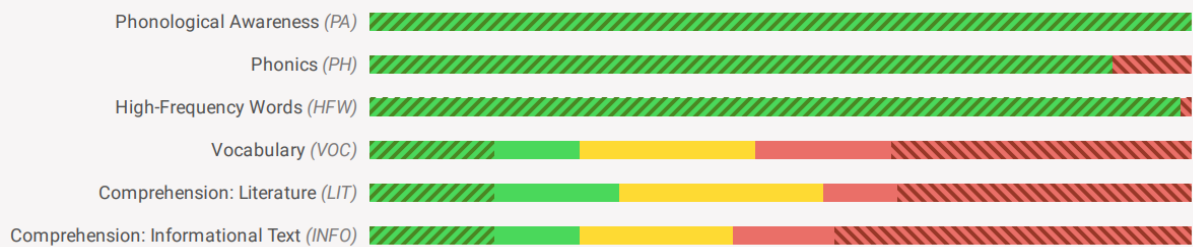
Data Findings (Areas of Concern)

iReady Diagnostic Data - Reading

Overall Placement

Students Assessed/Total: **145/148**

11%	14%	24%	13%	38%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
16 Students	**20 Students**	**35 Students**	**19 Students**	**55 Students**

Placement by Domain

- Phonological Awareness (PA)
- Phonics (PH)
- High-Frequency Words (HFW)
- Vocabulary (VOC)
- Comprehension: Literature (LIT)
- Comprehension: Informational Text (INFO)

Switch Table View: **Placement Summary**

Show Results By: **Grade**

Showing 3 of 3

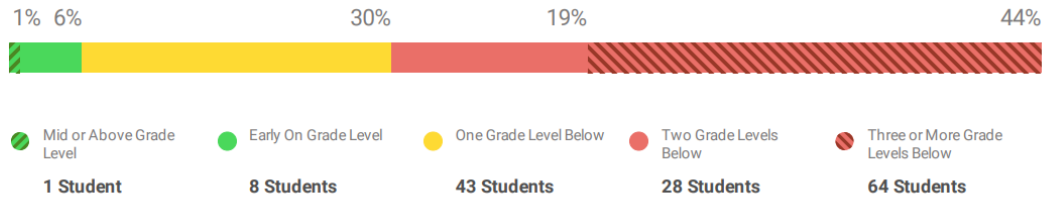| Grade	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	🔴	Students Assessed/Total
Grade 6		6%	8%	28%	20%	38%	50/50
Grade 7		10%	12%	24%	8%	45%	49/51
Grade 8		17%	22%	20%	11%	30%	46/47

PLAN

- Address the vocabulary concern through PD for teachers and the introduction of Morphology into daily learning across the board to increase and improve student understanding of new terminology and academic terminology.
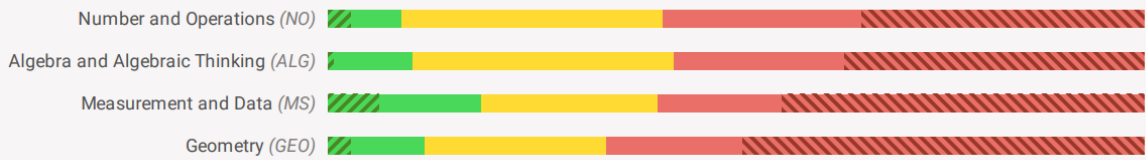- Addressing vocabulary will impact comprehension

iReady Diagnostic Data - Math

Overall Placement

Students Assessed/Total: **144/148**

1%	6%	30%	19%	44%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
1 Student	**8 Students**	**43 Students**	**28 Students**	**64 Students**

Placement by Domain

Number and Operations *(NO)*
Algebra and Algebraic Thinking *(ALG)*
Measurement and Data *(MS)*
Geometry *(GEO)*

Switch Table View
Placement Summary

Show Results By
Grade

Showing 3 of 3

Grade	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	🚫	Students Assessed/Total
Grade 6		0%	4%	32%	19%	45%	47/50
Grade 7		2%	4%	24%	20%	50%	50/51
Grade 8		0%	9%	34%	19%	38%	47/47

PLAN

- Address needs through the use of GaDOE resources and evidence-based strategies
- Continue providing teachers with monthly Mathematics PD through RESA
  - **FOCUS:** *Reasoning & Sense Making in the Mathematics Classroom* - Book Study
- Utilize Brainingcamp Platform as an intervention resource

Acceleration Plan			
Focus	**Assessments**	**Frequency**	**Serviced by**
Gifted Testing	**iReady** Universal Screener **CogAT** – Mental Abilities Test **Gifted Rating Scale** (GRS) – Motivation **Torrance Test of Creative Thinking** – TTCT **NWEA MAP** LIcenses – Achievement	Students are screened twice a year. **Fall Screener** - iReady **Spring Screener** - Characteristics Instrument for Screening Scholars (CISS) classroom screening. Eligibility testing takes place once per semester.	The **gifted coordinator** will service all qualified students through the **resource model**. Students earn 6 segments of FTE per week with the resource model. The **gifted coordinator** will service all qualified students through the **collaborative model** in the areas of Science and Social Studies.
High Achievers	**iReady** Universal Screener Classroom Screener Teacher Referral	Universal screener takes place every fall semester Classroom screener takes place every spring semester Teacher referrals are made as needed throughout the school year	Students are cluster grouped with gifted identified scholars in their general education classes. The g**ifted coordinator** includes these scholars in accelerated activities through a **push-in model**.

"You Grow Girl" Academy Tutorial Program

TIme – *Monday – Friday*

- Before School – 7–7:30 AM
- After School – 3:30–4 PM

Daily Activity Plan

- *Monday*
  - Teacher-led **Group 1 – *Blossoms (to flourish)***
    - ***Tutor*** – 15 minute Direct Instruction based on data
    - ***Scholar*** – 15 minute Independent Practice
    - Teacher-led Lesson from iReady Toolbox selected based on GSE standard and skill being addressed for group based on their iReady Diagnostic data and weekly growth check-ins to monitor scholar growth
  - Remaining scholars will work on their iReady Personal Learning Path

- *Tuesday*
  - Teacher-led **Group 2 – *Clovers (luck)***
    - ***Tutor*** – 15 minute Direct Instruction based on data
    - ***Scholar*** – 15 minute Independent Practice
    - Teacher-led Lesson from iReady Toolbox selected based on GSE standard and skill being addressed for group based on their iReady Diagnostic data and weekly growth check-ins to monitor scholar growth
  - Remaining scholars will work on their iReady Personal Learning Path

- *Wednesday*
  - Teacher-led **Group 3 – *Daisies (freshness and energy)***
    - ***Tutor*** – 15 minute Direct Instruction based on data
    - ***Scholar*** – 15 minute Independent Practice
    - Teacher-led Lesson from iReady Toolbox selected based on GSE standard and skill being addressed for group based on their iReady Diagnostic data and weekly growth check-ins to monitor scholar growth
  - Remaining scholars will work on their iReady Personal Learning Path

- *Thursday*
  - Teacher-led **Group 4 –*Ivy or Ivies (faithfulness)***
    - ***Tutor*** – 15 minute Direct Instruction based on data
    - ***Scholar*** – 15 minute Independent Practice
    - Teacher-led Lesson from iReady Toolbox selected based on GSE standard and skill being addressed for group based on their iReady Diagnostic data and weekly growth check-ins to monitor scholar growth

- Remaining scholars will work on their iReady Personal Learning Path

- *Friday*
  - *Growth Time* Check-in
    - Scholars collect and document their data in their personal Data Notebooks on iReady Student Data Tracker Forms
      https://i-readycentral.com/pdfs/student-data-trackers-pledge-sheets-and-learning-reflections/
    - Scholars share their data with tutor using iReady Student Data Tracker Forms
    - Scholars complete monthly *My Monthly iReady Personalized Instruction Progress*
      https://i-readycentral.com/download/?res=39297&view_pdf=1
    - Tutor provides feedback through one-on-one conferencing with scholar
    - Tutor and scholar determine next weeks action plan

Tutorial Team
- Intervention Coordinator
- Tutors
  - General Ed Teachers
  - Connections Teachers
  - Para Support

Implementation Plan
- Remediation and Acceleration
  - iReady Personalized Learning Paths
  - Teacher-led Direct Instruction lessons
    - Small Groups (guided by data)
    - 1 group per day
    - Rotation of subject (ELA/Reading and Math)

Data Tracking
- **Growth and Mastery**
  - **Scholar** Data Notebooks
    https://i-readycentral.com/pdfs/student-data-trackers-pledge-sheets-and-learning-reflections/
    - Scholar Accountability
    - Scholars monitor personal growth
    - Scholars will track their daily progress on Lesson Progress Tracker form
      https://i-readycentral.com/download/?res=39307&view_pdf=1
  - iReady Monthly Growth Checks *(automatically set by iReady platform)*
  - **Teacher** Assessment Analysis Sheet
    - iReady Class Data Tracker sheets
      https://i-readycentral.com/pdfs/class-data-trackers/
    - Conference with scholars concerning personal progress

- ○ Data Talks - Updates
  - ■ Tutors with Scholars
  - ■ Tutors with Intervention Coordinator
  - ■ Intervention Coordinator with Academy Leaders
  - ■ Academy Leaders with Head of School

Expectations

- ● *Intervention Coordinator*
  - ○ Conference with scholars for initial and monthly *Goal Setting*
  - ○ Monitor program implementation
  - ○ Monitor data collection and use to guide instruction
  - ○ Monitor scholar growth *(weekly and monthly)*
  - ○ Maintain consistent attendance
- ● *Tutors*
  - ○ Monitor scholar iReady usage through data tracking
    https://i-readycentral.com/download/?res=10148&view_pdf=1
  - ○ Utilize iReady data to guide instruction
    - ■ Group scholars based on iReady data for teacher-led lessons
  - ○ Prepare and implement teacher-led lessons based on scholar data
    (iReady Teacher Toolbox lessons)
  - ○ Monitor scholar growth *(weekly or bi-weekly)*
  - ○ Maintain consistent attendance

- ● *Scholars*
  - ○ Maintain consistent attendance
  - ○ Complete iReady Pledge Sheets at start of *"You Grow Girls"* Academy
    https://i-readycentral.com/download/?res=37948&view_pdf=1
  - ○ Actively engage in completing iReady lessons
  - ○ Actively engage in teacher-led lessons
  - ○ Monitor personal growth
    - ■ Maintain personal data notebook
  - ○ Communicate need for additional assistance to tutor
  - ○ Maintain best behavior at all times

- ● *Parents*
  - ○ Read and sign *"You Grow Girl Academy"* Expectation Agreement
  - ○ Ensure scholars are on-time for Hub drop off and pick up
    - ■ *Arrival*
      - ● HUB 1 -
      - ● HUB 2 -
      - ● HUB 3 -
    - ■ *Pick up*
      - ● HUB 1 -
      - ● HUB 2 -
      - ● HUB 3 -

- ○ Support
  - ■ Ensure scholars get adequate rest nightly
  - ■ Ensure scholar iReady Platform home usage
    - ● 20 minutes per week
  - ■ Behavior
    - ● Immediately address any concerns communicated by Tutor or Intervention Coordinator