



## Griffin Bay Alternative School

### SCHOOL IMPROVEMENT PLAN 2024-2025

#### I. **Goal: (SMART - Specific, Measurable, Attainable, Relevant, Timebound)**

By June of 2025, students in the K-6 section of Griffin Bay School, both on-site and completely remote, will increase in reading proficiency by 1 to 1.5 grade level as measured by Imagine Benchmark, Lexia, and/or new assessment tools identified during the 24-25 Professional Development process.

#### II **Problem of Practice:**

In the 24 -25 school year, there has not only been a slight increase in the total enrollment of remote students to Griffin Bay School but also in the number of young learners identified with reading deficiencies. Diagnostic assessments reveal over 50% of the students are 1 to 2.5 grade levels below expectation.

Although GBS can demonstrate previous success in promoting academic achievement at all levels, the increase in the number of elementary students enrolling with insufficient reading skills is making the work that much more challenging. GBS teachers already prepare lessons for students of various ages in several subject areas. To make it more difficult, there is no full-time face-to-face instruction. Rather, students attend sporadically or participate only in an online format.

Therefore, the staff at GBS needs to take a deep dive into how alternative instruction can best impact reading growth. Research by Lexia revealed that Improved outcomes were directly related to the empowerment of teachers.

The problem simply is that the alternative instructional style can be limiting. Student contact is scheduled but not daily. Therefore, we must self-reflect and learn what will work best to increase reading achievement.



### **III Theory of Action: (If – then)**

- If intentional steps are taken to focus on teacher training and instructional improvement by:
  - a. Visiting other successful elementary ALE programs
  - b. Providing time for staff to do self-guided research into practices and library development
  - c. Utilizing PLC time to determine how to implement learned practices
  - d. Attending off island conferences and/or courses

And...

- If we increase parental involvement by establishing workshops where parents can be a partner in helping their own children's education

Then...

Instruction will improve by implementing targeted strategies that lead to accelerated growth in reading in the K-6 GBS program.

### **IV Relevant Data:**

Specific data is the following:

- Sixty percent of the students in the K-6 level are currently 1 to 2.5 grade levels below requiring extra support as identified on pre-test using Imagine Learning Benchmark Testing and/or Lexia. This is an increase in the number of students in need of additional support from the 23-24 school year.
- 50 % of the students are on IEP which also documents reading deficiency.
- Attendance during the 23-24 school year in the K-6 setting was above 90%.
- There is no student who attends GBS elementary that is on a consistent daily schedule where direct instruction can be recognized.

Since this is a relatively new concern that we are experiencing at GBS, it is difficult to ascertain if our current reading instruction will accelerate reading growth. The fact is that determining the best research-based method for teaching reading to students online is limited. Even more,



beyond the monthly progress reports and pre-and post-assessments GBS students

regularly refuse to take part in State mandated exams. Therefore, it is important we identify instructional and assessment processes that are intentional and meaningful.

## **V Action Steps (Teacher and Student)**

- Because we as a staff recognize we have much to learn about how to accelerate reading growth in an alternative setting, a specific focus on teacher professional development will be the primary action. In the 24-25 school year teachers will:
  - Visit other successful K-6 alternative schools to identify effective practices.
  - Be provided two workdays away from instruction to collaborate and review the current methodologies, curriculum, and assessment tools.
  - Establish a PLC that collaborates with reading teachers from FHES.
  - Utilize all professional learning community opportunities to review current progress and identify practices that are promoting achievement.
  - Attend statewide training sessions where reading instruction in alternative settings is the primary focus.
  - Implement strategies, evaluate effectiveness, and adjust as necessary.
  - Continue the overall objective in GBS to build relevancy into each lesson.
- In addition, GBS will take the following steps to increase parental participation:
  - Surveys to learn more about their children
  - Offer online or on-site workshops where parents will interact with their children during a lesson.
  - Establish a reading buddy program using GBS secondary students.
  - Implement reading logs with incentives and parent input
  - Provide progress toward reading goals monthly to all parents.



**VI Progress on Goals will be presented in a mid-term review at the February meeting. This will be a one-page report that includes the following:**

1. Statement of goals
2. A narrative summary of current progress (success and failures)
3. Relevant and available data to support the summary
4. Identification of changes to goal or action steps based on data
5. Prediction of outcomes

**A final summary of the previous year's SIP and outcomes will be presented at the September board meeting. This is a one-to-two-page presentation that includes:**

1. Statement of Goals
2. Reflective summary of the outcome
3. All relative data disaggregated
4. Lessons learned that will be considered on next SIP
5. Prediction of what goals will be developed for next SIP based final outcomes