

Plan Modification Template (REVISED)

Directions: Please use this template as a guide to indicate changes to the School Intervention Plan based on Stakeholder Participation. *Please add spaces for additional recommendations, as needed.*

School Name: Futures Preparatory Academy - School # 37

Principal Name: Linda A. Marszalek

Type of Plan: Receivership

****Please prioritize recommendations in order of importance. ****

Recommendation #1: *To be added within the Educational Plan section of the SIG Continuation Plan Application, Design Element ii. Instructional Strategies.*

- **Addition of Three Reading Specialists**
- **Addition of One Instructional Coach**
- **Addition of One Instructional Technology Coach**
- **Addition of One 0.5 Technical Support Person**
- **Targeted Instructional Materials, Supplies and Books**

Recommendation Rationale:

- The addition of three reading specialists for a total of four in our building, assigned to specific grade bands such as PK-1, 2-4, 5-6 and 7-8, will allow for targeted and strategic interventions and supports to students based on frequent analysis of data. Students will receive targeted academic intervention regularly from the specialists assigned to those grade levels and these supports will be invaluable to the building's goal of demonstrating growth in both literacy and math.
- The addition of the Instructional Coach will be necessary to provide job-embedded professional development on a regular basis to staff, without deploying staff outside the building to attend training. Research indicates teachers implement newly learned instructional strategies when they supported by coaches. The addition of this coach would allow for the school to implement banded instructional coaching. This would provide coaches the opportunity to provide targeted support to teachers based on specific programs (CKLA, Journeys, Math Modules...).
- The addition of the Instructional Technology Coach allows for frequent job-embedded support specific to the infusion of technology within CCLS lessons. Further, School 37 will begin the roll-out of laptops and Apple i-Pads for student use within the academic day. The ITC provision would give teachers the consistent support to strategically use the devices to maximize rigorous instruction and engage students in their learning.
- The addition of the .5 technical support individual would also be utilized to ensure the seamless implementation of the Apple devices while addressing specific issues or questions that arise that are strictly technical in nature.
- The purchasing of specific instructional supplies and materials and books will allow teachers to provide targeted instruction by using supplemental materials designed specifically around their individual academic needs.

Supporting Information/Data:

For the 2014 – 2015 school year, School 37 demonstrated an increase in proficiency levels in grades 3 – 8, as well as a decrease in students achieving a level 1 and an increase in students achieving a level 2. Though there were gains in student performance, the increase in new and targeted academic positions (coaches, reading specialists...) will further assist and serve to increase the student performance trajectory within the building. These positions are vital and can ensure such outcomes as collaboration and collegiality among staff, CCLS aligned lessons, teacher internalization of the standards and how to dissect standards to ensure lessons are rigorous, consistent and frequent focus on data analysis and action planning to see results, and an overall increase of teachers being reflective in their practice through coaches' building of instructional capacity within the school.

Where in the plan has the recommendation been incorporated? *Please see pages:*

- **Addition of Three Reading Specialists** – Page 15 and Page 22
- **Addition of One Instructional Coach** – Page 15
- **Addition of One Instructional Technology Coach** – Page 16
- **Addition of One 0.5 Technical Support Person** – Page 16
- **Slight Modification to the Gender-Based Classroom Design** – Page 24
- **Targeted Instructional Materials, Supplies and Books** – Page 15, 16, 22, and 25

What are the estimated costs associated with and where will the funding come from to fund the recommendation? *Please provide an estimate of costs and a brief description identifying the funding source, e.g. SIG Continuation Grant.*

- **3 Reading Specialists:** \$170,583.00 - Receivership
- **Instructional Coach:** \$56,861.00 - Receivership
- **Instructional Technology Coach:** \$34,117.00 - Receivership
- **.5 Technology Support** - \$23,250.00 - Receivership
- **Targeted Instructional Materials, Supplies and Books** - \$60,000.00 - Receivership

Recommendation #2: *To be added within the Educational Plan section of the SIG Continuation Plan Application, Design Element iv. Data Driven Instruction and Inquiry.*

- **The addition of One SIG Building Substitute.**
- **The addition of Grade Level Data Team Meetings**
- **The infusion of a Six Point Plan for Increasing Student Achievement**

Recommendation Rationale: *Please provide the rationale for the recommendation, as documented and supported by changes in the school intervention plan.*

- The addition of one SIG substitute will be a full-time employee within the building daily. SIG substitutes will participate in building led trainings so that they are aware of all building instructional initiatives. These subs will provide coverage for teachers in multiple classrooms to allow for teachers to collaborate and actively participate in data team meetings.
- SIG substitutes would provide coverage for teachers to participate in frequent job-embedded trainings that the principal, AP and coaches will provide.
- SIG substitutes ensure that minimal instructional time is lost as they are able to transition into a classroom and continue any CCLS lesson that the classroom teacher has begun. This also allows for an increase in professional development provided to staff.
- The school will infuse data team meetings which will allow for teachers to participate in extensive and extended planning with their grade level teams. SIG substitutes will be utilized to provide coverage for these data meetings and be required to continue the classroom teacher's instruction, during any content area block.
- Data Team Meetings will function guided by the infusion of the building's Six Point Plan for Increasing Student Achievement. This plan will be driven by a culture of high expectations through articulating the curriculum, ensuring best practices, administering frequent common assessments and providing the necessary interventions based on data. Through this process, progress will be monitored so that student performance goals remain on track. These meetings are extensive and require more time than a traditional grade level. So that instruction is not interrupted, it is necessary for SIG substitutes, who are trained in the curriculum, to be deployed to these classrooms.

Supporting Information/Data: *Please provide any supporting data or pertinent information supporting the recommendation, as documented and supported by changes in the school intervention plan.*

- In order for School 37 to show demonstrable growth in level 1 and 2 indicators, student achievement must increase. A major factor which influences the increase in student performance and school climate is having staff within the building that parents and students know well and have developed strong relationships. More importantly, instructional time must be maximized and minimally interrupted. It is imperative that classroom coverage is simply a continuation of the lesson and standards taught.
- With daily substitutes within the building reporting daily, they are able to collaboratively plan with the teachers as well as ensure that meetings remain static and are not cancelled due to lack of substitutes and coverage.

Where in the plan has the recommendation been incorporated? The following modifications to the SIG Continuing Application can be found on pages:

- **The addition of One SIG Building Substitute** – Page 19
- **The addition of Grade Level Data Team Meetings** – Page 15
- **The infusion of a Six Point Plan for Increasing Student Achievement** – Page 11 and 15

What are the estimated costs associated with and where will the funding come from to fund the recommendation? *Please provide an estimate of costs and a brief description identifying the funding source, e.g. SIG Continuation Grant.*

- **SIG Building Substitute:** \$20,160.00

Recommendation #3: *To be added within the Educational Plan section of the SIG Continuation Plan Application, Design Element vi. School Climate and Safety.*

- **Alternate Instruction Teacher/Substitute**
- **Slight Modification to the Gender-Based Classroom Design**

Recommendation Rationale: *Please provide the rationale for the recommendation, as documented and supported by changes in the school intervention plan.*

- As part of our meeting and exceeding growth with certain tier 2 indicators (decreasing long term suspensions), it is necessary to create a space for students to go when they are experiencing behavioral challenges during the school day. This space must provide students with a safe location to reflect on certain behavioral choices so that they can be accountable for their behavior and choices and work on solutions to improve.
- The alternate instruction teacher will provide a location for students who are removed to complete any assignments so that they do not fall behind in their classes, while allowing them time to reflect and return.
- Alternate instruction will allow for students to remain in school and focused on academics which would be different than a traditional suspension. This protocol allows students to then implement better choices and solutions in the future, which will help to curb office discipline referrals.
- Having an alternative instruction teacher is a proactive approach to improve student behavior as opposed to a reactive approach to discipline issues.
- The gender-based classroom design will be modified slightly only to accommodate specific and targeted services to students, when necessary. The school is still committed to maintaining the single-gender class structure in grades 4 – 8.

Supporting Information/Data: *Please provide any supporting data or pertinent information supporting the recommendation, as documented and supported by changes in the school intervention plan.*

- In last 2 years, long term suspensions have been on a steady decrease, by almost half. The consistent inclusion of an alternate instruction teacher, coupled with a support plan for students who need removal during the instructional day, can further assist in the effort to decrease long-term suspensions but also serve to give students a set of tools and skills of which can better arm them in making good behavioral decisions.

- It is vital that students remain in school and be educated not only academically but social and emotionally. Our student support team, along with our social worker and guidance department, will work hand in hand with the alternate instruction teacher to support the whole child.

Where in the plan has the recommendation been incorporated? *Please provide the page number and section in the plan where the recommendation has been incorporated.*

- **Alternate Instruction Teacher/Substitute** - Page 23 and 29
- **Slight Modification to the Gender-Based Classroom Design** – Page 24

What are the estimated costs associated with and where will the funding come from to fund the recommendation? *Please provide an estimate of costs and a brief description identifying the funding source, e.g. SIG Continuation Grant.*

- **Alternate Instruction Teacher/Substitute:** \$20,160.00