



### **GCVS Action Plan: Academic Success**

*For the certificate term ending in FY26*

This FY23-26 Action Plan is based on feedback from teachers about the needs of the school as well as feedback from the Office of Charter Schools and School Redesign, our DESE partners. During the past certificate period the foundational structures of curriculum, learning management system, and student data collection and regulation were established. For this certificate period, we will focus on *becoming an academic success*. This is our only reportable goal for this certificate period, and it addresses these findings from the the renewal inspection:

- Use of assessment data to improve student outcomes
- Use of kindergarten screeners

It is also a response to Condition 8 of the new certificate, which requires that GCVS demonstrate academic success.

Findings from the RIR that are not overtly address in this plan include:

- Low graduation rate
- GCVS's high attrition rates
- Low MCAS participation rate
- Appropriate systems for test proctoring

They are, however, addressed in the Accountability Plan developed for the certificate renewal.

**Our Goal: By December 31, 2024, the school must demonstrate that it is an academic success by providing evidence of significant and sustained academic improvement in mathematics, English language arts, and science for all students and all student subgroups (condition #8 of the renewal certificate).**

**Objectives:**

1. Implement screeners K-12 to set baseline data and identify need
2. Build a system of supports for all students K-12
3. Map current curriculum and strengthen where needed

**Definition of Terms:**

- PLC – Professional Learning Community
- ILT – Instructional Leadership Team (Elem, Middle, High School Teacher Leaders; Data Coaches (K-5, 6-12); Principal; Vice Principals (K-5, 6-8, 9-12))
- Engagement Team: Principal, Family Engagement Coordinator; Student Engagement Coordinator, Wellness Team
- SLT – Senior Leadership Team (Exec. Director; Principal; Director of Special Education, Director of Accountability; Information Technology Director; Business Manager; Instructional Technology Director, Director of Flex Programing, Director of Enrollment)
- ALT – Administration Leader Team (SLT plus, Vice Principals (K-8, 9-12); Family Engagement Coordinator; Student Engagement Coordinator; Data Administrator; Assessment Coordinator, Curriculum Coordinators (K-5, 6-12) )
- Building Admin – Principal, Vice Principals (K-5, 6-8, 9-12)
- Faculty : all teachers and support staff
- Curriculum Team: Curriculum Alignment Coordinators, Director of Instructional Technology, Director of Accountability

**Goal:** By December 31, 2024, the school must demonstrate that it is an academic success by providing evidence of significant and sustained academic improvement in mathematics, English language arts, and science for all students and all student subgroups (condition #8 of the renewal certificate).

Context: As part of its conditions for renewal, GCVS must demonstrate academic success by December 2024. The actual measures of that success are spelled out in the GCVS Accountability Plan.

As part of the SPED program evaluation, we found that there were significant differences in the MCSA grade level scaled scores for students with disabilities compared to non-disabled students. The ELL population is too small to draw the same conclusions, but GCVS believes that ELL inclusion and instruction must be formally reviewed. With this goal, we aim to reduce the performance gap between subgroups, and grade-level mean MCAS scaled scores will more closely match the state mean scores.

Objective 1: Implement screeners K-12 to set baseline data and identify need			
Strategies	Actions	Timeline	Indicators of Success/Evaluation Metrics
Integrate Dyslexia screenings into the MTSS framework  <a href="#">MA Dyslexia Guidelines</a>	<ol style="list-style-type: none"> <li>1. Use Star 360 K-12 as initial screener</li> <li>2. Develop screening teams and procedures</li> <li>3. Identify additional needed resources (e.g. CTOPP-2)</li> </ol>	<ol style="list-style-type: none"> <li>1. Fall 2022</li> <li>2. FY23</li> <li>3. Ongoing</li> <li>4. Ongoing</li> </ol>	Every student screened within the first two weeks of school.  Clear flow chart of screening, identifying at-risk students, interventions, and progress monitoring.; available in GCVS Drive

	4. Offer professional development as needed		
People responsible:	Principal to set up district teams School level Vice-Principal to lead school-level data teams		
Kindergarten screenings for readiness	<ol style="list-style-type: none"> <li>1. Identify screeners and their purposes</li> <li>2. Develop a schedule for the first 4 days of school</li> <li>3. Disseminate results, plan for student need</li> <li>4. Review the process and improve</li> <li>5. Document and publish process</li> <li>6. Offer professional development as needed</li> </ol>	<ol style="list-style-type: none"> <li>1. Summer 2022</li> <li>2. Summer 2022</li> <li>3. September 2022</li> <li>4. Spring 2023</li> <li>5. June 2023</li> <li>6. ongoing</li> </ol>	Completed flow chart/description of process available in GCVS Drive
BOY screenings for numeracy readiness (K) and Star testing for skills deficits	<ol style="list-style-type: none"> <li>1. Identify screeners and their purposes</li> <li>2. Develop a schedule for the first 4 days of school</li> <li>3. Disseminate results, plan for student need</li> <li>4. Review the process and improve</li> <li>5. Document and publish process</li> </ol>	<ol style="list-style-type: none"> <li>1. Summer 2022</li> <li>2. Summer 2022</li> <li>3. September 2022</li> <li>4. Spring 2023</li> <li>5. June 2023</li> <li>6. ongoing</li> </ol>	Completed flow chart/description of process available in GCVS Drive

	6. Offer professional development as needed		
People responsible:	<ul style="list-style-type: none"> <li>● Elementary VP</li> <li>● K teachers</li> <li>● Assessment coordinator</li> <li>● Literacy and Data Coaches</li> </ul>		

Objective 2: Build a system of supports for all students K-12			
Strategies	Actions	Timeline	Indicators of Success/Evaluation Metrics
Ensure that data use is part of planning	<ol style="list-style-type: none"> <li>1. Become familiar with the data around student learning;</li> <li>2. Data meetings: Use MCAS, STAR reports, Nearpod, MyPath, and other data tools to identify skill deficits and reteach;</li> </ol>	Ongoing: Daily data use for planning and instructional effectiveness	Performance gap of MCAS grade level scaled scores between ELL/non-ELL and SWD/non-SWD students shrinks to less than 5 points.

Strengthen inclusive practice	Use the evaluation cycle to reflect back to teachers how they are (or could be) working as a team within the virtual classroom	Ongoing	Performance gap between ELL/non-ELL and SWD/non-SWD students shrinks to less than 5 points.
Complete and solidify the cycle of screen-review-support in reading	<ol style="list-style-type: none"> <li>1. Continue use of Star 360 to establish student baselines and identify students at risk. 100% student participation.</li> <li>2. Provide time for teachers to review student data and plan the reteaching in tier 1 and small groups for Tier 2 (See Appendix A: MTSS at GCVS)</li> <li>3. Create a library of intervention resources to support student growth</li> <li>4. Progress monitor as needed</li> <li>5. PD</li> </ol>	FW23: Use of screenings and protocols	<p>GCVS meets the reading goals established in the accountability plan.</p> <p>Literacy MCAS scaled scores more closely match the state scaled scores; gaps between subgroup performance are reduced to single digits (trending toward null)</p>
People responsible:	<ul style="list-style-type: none"> <li>● All faculty</li> <li>● Family Engagement Coordinator; Student Engagement Coordinator;</li> <li>● Assessment Coordinator,</li> <li>● Vice Principals (K5, 6-8, 9-12)</li> <li>● Data coach</li> </ul>		

Implement Foundations K-5	<ol style="list-style-type: none"> <li>1. Training for teachers K-5</li> <li>2. Develop sets of slides for virtual implementation</li> <li>3. Observe instruction for fidelity</li> <li>4. Include in curriculum mapping</li> <li>5. Offer professional development as needed</li> </ol>	<ol style="list-style-type: none"> <li>1. August 2022/ongoing as needed</li> <li>2. August 2022/ongoing as needed</li> <li>3. Fall, winter FY23; then ongoing</li> <li>4. TBD</li> <li>5. Ongoing</li> </ol>	<p>By FY26, a complete set of Foundations instructional decks for each level.</p> <p>Classroom observations indicate consistent delivery of program.</p>
People responsible:	<p>People responsible:</p> <ul style="list-style-type: none"> <li>• All K-5 ELA faculty</li> <li>• Reading coaches</li> <li>• Elementary Vice Principal</li> <li>• Data coach</li> </ul> <p>Mapping supported by K-5 Curriculum Alignment Coordinator</p>		
Create a system of reading supports at the Middle and High School	<ol style="list-style-type: none"> <li>1. Build a common understanding of MTSS at GCVS</li> <li>2. Train a set of teachers in phonics remediation</li> <li>3. Identify screening tools</li> <li>4. Build vocabulary supports into the content areas</li> <li>5. Identify instructional supports and interventions linked to Star 360.</li> <li>6. Refine supports</li> <li>7. PD as needed</li> </ol>	<ol style="list-style-type: none"> <li>1. FY23</li> <li>2. FY 23,24</li> <li>3. FY 23,24</li> <li>4. FY 23 and ongoing</li> <li>5. FY 23 and ongoing</li> <li>6. Ongoing</li> <li>7. Ongoing</li> </ol>	<p>Content area teachers will incorporate reading instruction and vocabulary exploration into daily lessons. Teachers review assessments for signs of reading weaknesses, and students have access to reading coaches, reading programs, and small group interventions to help them become stronger readers. We meet the Star benchmarks on the accountability plan.</p>

Create a system of math and numeracy supports at the Middle and High School	<ol style="list-style-type: none"> <li>1. Identify instructional supports and interventions linked to Star 360.</li> <li>2. Create space in schedule for intervention and support work</li> <li>3. Refine supports</li> <li>4. PD as needed</li> </ol>	<ol style="list-style-type: none"> <li>1. FY 23,24</li> <li>2. FY 23,24</li> <li>3. FY 23 and ongoing</li> <li>4. FY 23 and ongoing</li> </ol>	Teachers review assessments for signs of math skills weaknesses, and students have access to math coaches, math practice, programs, and small group interventions to help them become stronger readers. We meet the Star benchmarks on the accountability plan.
People responsible:	Title I, literacy coaches, VPs, all content area HS and MS teachers		

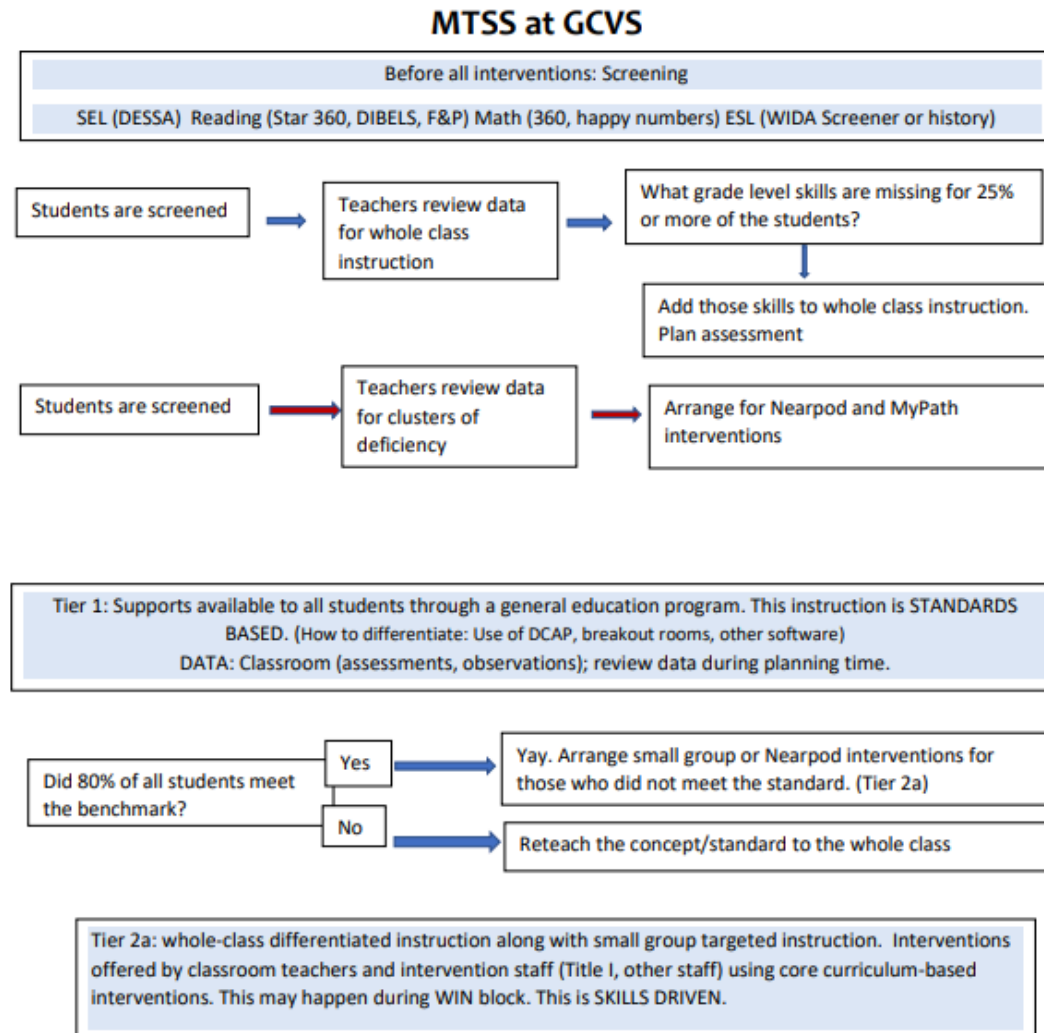
Objective 3: Map current curriculum and strengthen where needed			
Strategies	Actions	Timeline	Indicators of Success/Evaluation Metrics
Map all content areas	<ol style="list-style-type: none"> <li>1. Develop curriculum maps K-12 systematically, with a template that is consistent and accessible</li> <li>2. Ensure that the map reflects changes and growth over time</li> <li>3. Develop multiple instructional models with the</li> </ol>	<ol style="list-style-type: none"> <li>1. FY23: K-5 math; 6-12 teachers' core course</li> <li>2. FY24: K-5 ELA (with science topics); Guidance to map SEL; 6-12 work on extensions and supports OR non-core courses</li> </ol>	

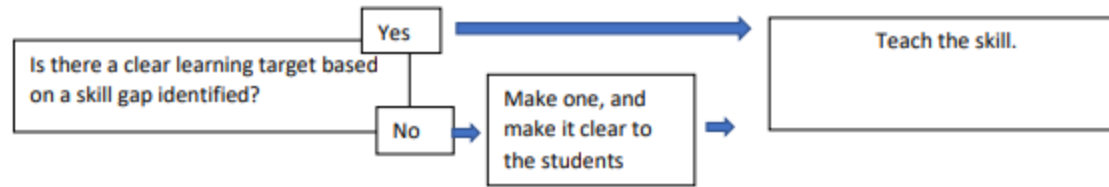


	same content (live, hybrid, async) with the same maps.		
Identify key assignments for each grade level	<ol style="list-style-type: none"><li>1. Grade level teachers collaborate on grade-appropriate writing assignments throughout the year (interdisciplinary)</li><li>2. Implement writing assignments</li><li>3. Review and refine</li><li>4. PD as needed</li></ol>	<ol style="list-style-type: none"><li>1. Plan and implement initial assignments FY23</li><li>2. Initial rubrics developed FY23</li><li>3. FY 24: revise, refine</li><li>4. FY 25 Publish rubrics</li></ol>	Each grade K-8 has at least two multi-disciplinary writing assignments
Build elementary teachers' understanding of math instruction, especially in terms of the Standards of Mathematical practice (SMPs)	<ol style="list-style-type: none"><li>1. Map math curriculum K-5 SOLELY</li><li>2. FLVS has very little in the way of SMPs. As teams, and with the help of math content specialists, build in activities to support SMPs</li></ol>	<ol style="list-style-type: none"><li>1. FY23</li><li>2. FY23 and ongoing</li></ol>	Math MCAS scaled scores more closely match the state scaled scores; gaps between subgroup performance are reduced to single digits (trending toward null)
	Math content teachers, all K-4 teachers, all admin (for scheduling changes and software implementation), curriculum coordinators		
People responsible: All K-8 teachers, Curriculum alignment coordinators, Building admin for scheduling time and support			

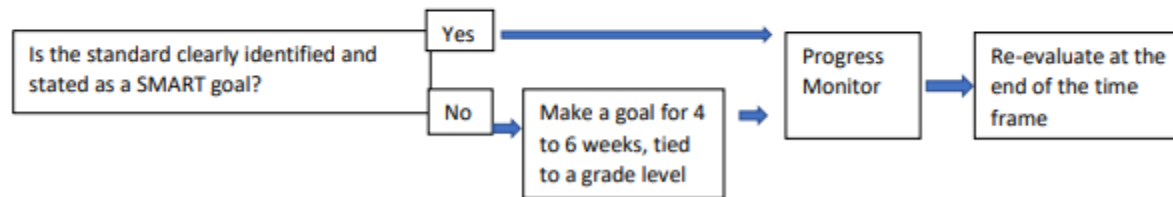
Include science topics in Reading instruction	<ol style="list-style-type: none"> <li>1. Note the topic in FLVS reading instruction that pertain to science</li> <li>2. Locate literature to be included</li> <li>3. Refine FLVS units</li> </ol>	<ol style="list-style-type: none"> <li>1. FY24 (since this is the year we map ELA)</li> <li>2. Ongoing</li> <li>3. Ongoing</li> </ol>	
People responsible:	<ul style="list-style-type: none"> <li>• All K-4 teachers, Curriculum alignment coordinators, Elementary VP</li> </ul>		

## Appendix A: MTSS at GCVS





Tier 2b: Interventions offered by teachers (esp interventionist) offered in addition to classroom support. This may happen during WIN block, and targets a succession of skill needed to reach grade level mastery. This is SKILLS DRIVEN.



GCVS Action Plan FY 23-26 DRAFT

When to make a referral:

After screening, if there is a student with serious anomalies, note this and refer to the team for monitoring. There may be a need for further assessments and information.

During Tier 1: If there is a serious issue impeding the student's ability to learn, call a team meeting to brainstorm interventions.

During Tier 2: If there is a serious lack of progress ask for help/ideas for other interventions. Keep progress monitoring.

Example of a check list to identify academic areas of possible weakness:

English		Math	
ISF – Initial Sound Fluency	ORF – Oral Reading Fluency	No - Numbers and Operations	ALG - Algebraic Computation
LNF – Letter Naming Fluency	RC - Reading Comprehension	MS - Measurement and Data	GEO - Geometry
PA Phonological Awareness	SW - Sight Words	MF - Math Facts - Fluency	
DEC - Decoding	CLS - Letter Sounds	Other: _____	
Other: _____			

## Tiered Systems Summary

Tier 1	Tier 2a	Tier 2b	Tier 3
<p>These are supports available to all students through a general education program. Inclusive practice, which is linguistically responsive and culturally sustaining, is a cornerstone of tier 1.</p>	<p>Interventions offered by classroom teachers using core curriculum based interventions. This may happen during WIN block.</p> <p>Tier 2 supports occur in addition to the supports that are provided in tier 1 settings. These supports are generally done in small groups and include additional opportunities to practice the skills necessary for core instruction or strategies for enrichment</p>	<p>Interventions provided by an interventionist offered in addition to classroom support. This may happen during WIN block.</p> <p>Tier 2 supports occur in addition to the supports that are provided in tier 1 settings. These supports are generally done in small groups and include additional opportunities to practice the skills necessary for core instruction or strategies for enrichment</p>	<p>Tier 3 provides more intensive support. These are often explicit, focused interventions that occur individually or in very small groups. It is important to note that tier 3 is not synonymous with special education. Students with disabilities may not need tier 3 support and students not identified with a disability may in fact need tier 3 supports.</p>