



ALLIES Improvement Plan

Jul 01, 2021 - Jun 30, 2023

Report Created On: Oct 19, 2021

ALLIES Contact Information

Rebecca Thompson, Director

6275 Bridlespur Avenue, Colorado Springs, CO 80922

719-494-8850

rthompson@d49.org

Academy for Literacy, Learning and Innovation Excellence*SCHOOL OVERVIEW:*

The Academy for Literacy, Learning and Innovation Excellence (ALLIES) is located in Eastern El Paso County in School District 49. ALLIES is the first free and public school in the state of Colorado to serve solely students with a 'Profile for Dyslexia.' This school was created based on District 49's belief that every child can learn and that District 49 is the best place to learn, work and lead. ALLIES is part of a "Portfolio of Schools" offered because the Board of Education understands that not every child learns in the same way at the same time.

The Academy for Literacy, Learning and Innovation Excellence (ALLIES) is a unique school built to service students with a Profile for Dyslexia. This profile also includes the co-morbid factors of: Dysgraphia, Dyscalculia, working memory issues, slow processing speed, ADD/ADHD and anxiety.

Due to these factors, ALLIES is staffed with various ratios including: 1:4 Therapist Ratio, 1:12 ELA & Math Professor ratio and a 1:24 Innovation, Discovery and Blended On-Line Learning Professor ratios. Therapists at ALLIES utilize the Take Flight Therapy program with each student. Students each work through this program with varying speeds of success based on their level of Dyslexia (Dyslexia is held on a continuum of mild to severely blocked), their level of attentional difficulties and number of comorbidities. Take Flight Therapists are held to a high standard of Therapy training and service. They must:

- --Fulfill a two year training requirement
- --Hold a CALT (Certified Academic Language Therapist) License
- --Be continually evaluated by a QI (Qualified Instructor) 2-4 times yearly
- --Attend consistent training / monthly PLC sessions centered around best practices in their area of expertise

Dyslexia is a lifelong struggle. ALLIES and the Take Flight Therapy program will not cure Dyslexia, Dysgraphia or Dyscalculia for a child. Take Flight will give these students the skills and tools necessary to begin to break the code in reading and our Professors will give these students the accommodations necessary to level the playing field in the educational system. These students may always struggle to conquer the written word with the same fluency as their peers but they will have the ability to believe in themselves! Our students will come to understand that they are not dumb - they are brilliant - that they learn in a different way (their brains are wired differently) and that they may always have to work harder than others when it comes to literacy and math. They may not show their gifts when asked to take a written test or read a lengthy text, but their gifts will shine in other areas of life. They will need perseverance and grit to be successful!

To understand ALLIES and the tremendous work and passion of our Therapists and Professors, one must understand Dyslexia, Dysgraphia, Dyscalculia and the co-morbidities that accompany each. For more information please go to www.BrightSolutions.US, www.learningally.org, and www.understood.org.

--Need to allow students to practice skills learned in Take Flight Language Therapy in text at their instructional level. Due to the nature of CKLA, combined with our students inability to decode at the same level that they comprehend the written word, our students have been listening to stories read aloud for 3 years with little to no 'time in text' used to practice what they are learning in therapy. Due to this discovery, students will now spend direct instructional 'time in text' guided by trained ELA Professors.

--Need to continue to foster a high level of comprehension skills and vocabulary acquisition. Comprehension and Vocabulary using the CKLA Curriculum will be taught by an Hourly Reading Tutor paid with ESSER funds.

--Need to ensure all students receive a full 50 minutes of required Take Flight Language Therapy. We have eliminated recess from our last hour of the day to ensure the last block of students gets the full 50 minutes of Take Flight Therapy.

--Need to increase fidelity, goal setting and teacher supports in place during on-line intervention programs in the blended learning lab. Using Lexia / Core 5 we strive to ensure all grades are moving through the maximum levels possible, 5 days/week. Lexia "Lessons' ' are now completed with students when they are 'stuck' on a level and use of spelling accommodations are used to curb avoidance and shut down. The online blended learning lab coach will create a positive reinforcement system for students immersed in Lexia Core 5 in order to increase the number of levels passed, increase number of certificates and therefore increase engagement and learning in Lexia Core 5. In ST Math (Spacial Temporal Math) we will ensure all grades are getting the maximum min/day, 5 days/week.

These root causes were examined and verified by assessment data and perception data, with input from the building leadership team, and reviewed by the School Accountability Committee (SAC).

School Safety and Climate

HRS: Safe, Supportive and Collaborative Culture

Measuring the Goal:

Establish and maintain a culture that supports the unique needs and co-morbidities of students with dyslexia. This has always been a foundation of ALLIES. Our staff understands that students come to us with a defeated mentality and we must show them a safe and nurturing environment before they can trust that we are their allies and that the students around them will not tease or criticize them. Students no longer need to act out or avoid reading, writing and math. We will hold them up and support them in tiny increments until they are able to tackle the educational system on their own. Because this is hard work for our staff, we also support our staff in unique and positive ways.

The culture and climate of ALLIES will reflect high levels of: growth mindset among students and staff, staff support, Capturing Kids' Hearts strategies, and PBiS strategies.

By May 2022, ALLIES will resurvey appropriate stakeholders in High Reliability Schools (HRS) level 1 with an expectation of 90% or above on all survey items. This represents a safe, supportive, collaborative school culture and climate, and this aligns with the projects for this action plan. ALLIES achieved certification in HRS Level 1 in 2019-2020. It is an expectation to collect ongoing data to maintain certification.

By May 2022, students at ALLIES will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Safe SCHOOL CULTURE as assessed by a variety of measurement tools such as positive referrals, discipline referrals, growth mindset surveys and climate and culture surveys. The desired outcomes are:

- An increase in positive referrals to reach a number of 240 positive referrals in one year.
- A reduction in discipline incidents from 2020-2021 by 5%.
- A narrative analysis will show a student's Growth Mindset increased from BOY to EOY.
- Increase the number of positive reinforcement strategies for staff members will be increased from 2x a month to 3x a month.
- Using the capability of our newly hired Dean position, increase SEL training in areas that support our students emotionally and behaviorally (In Focus Curriculum) to one training per month.
- Increase the number of and consistency of Capturing Kids' Hearts strategies utilized in each classroom. Checklists will be utilized to determine increased and consistent use of the strategies in each classroom from BOY to EOY.
- Students will be immersed in a culture of Growth Mindset to curb the avoidance strategies that are prevalent in students with Dyslexia, Dysgraphia and Dyscalculia. Utilizing strategies in every classroom from the Growth Mindset book study we will continue to cultivate a culture that rewards and celebrates the 'desire to try' and to 'stick with it' (grit). This will help to increase our student's level of trial, practice and follow through - thus increasing their abilities.
- Checklists will be utilized to determine increased use of Growth Mindset strategies in each classroom to ensure strategies will be used each month in every classroom 100% of the time.
- Increase use of PBiS philosophies and practices across all grade levels to positively reward these Growth Mindset behaviors and positive choices of students.

--Based on the study of Growth Mindset and understanding of the brain: brainboosting activities (exercise, airwriting, yoga, thankfulness, etc.) will be increased to a 2x per week expectation and will be used on Mindful Monday and Workout Wednesday to determine if there is a difference in attentional ability.

Associated Root Cause(s)
Safe, Supportive and Collaborative Culture

Local Accountability Indicator

Area

School Culture

Safety and Security

Leadership

Projects 4.1.1

Jul 15, 2021 - Jun 15, 2023

Progress 0%

Growth Mindset:

Sustaining a Growth Mindset Culture and Growth Mindset Data Collection

Students will be immersed in a culture of Growth Mindset to curb the avoidance strategies that are prevalent in students with Dyslexia and Dysgraphia and with Dyscalculia. Utilizing strategies in every classroom from the Growth Mindset book study we will create a culture that rewards and celebrates the desire to try and to 'stick with it' (grit). This will help to increase our student's level of trial, practice and follow through - thus increasing their abilities. Based on the study of Growth Mindset and understanding of the brain: brain-boosting activities (exercise, air-writing, yoga, etc) will be used twice a day on Workout Wednesdays to determine if there is a difference in attentional ability.

Steps to Success:

1. Students will be immersed in a culture of Growth Mindset to curb the 'avoidance strategies' that are prevalent in students with Dyslexia, Dysgraphia and Dyscalculia. Utilizing strategies in every classroom from the Growth Mindset book study we will create a culture that rewards and celebrates the desire to try and to 'stick with it' (grit). This will help to increase our student's level of trial, practice and follow through - thus increasing their abilities. Checklists will be utilized to determine increased and consistent use of Growth Mindset strategies in each classroom.

2. Based on the study of Growth Mindset and understanding of the brain: brain-boosting activities (exercise, air-writing, yoga, thankfulness journaling, etc) will be used twice a week on Mindful Monday and Workout Wednesday to determine if there is a difference in attentional ability.

Checklist (Equal Weighting) : 0/11

- Train new staff in Growth Mindset using Growth Mindset Bookstudy (3 Books)
- BOY PD includes numerous dialogues / activities / videos around Growth Mindset
- Staff Meeting #1: create common language and calendar of GM monthly activities
- Administer BOY Growth Mindset Survey
- Create Growth Mindset goals
- Follow schedule of monthly activities / scheduled Growth Mindset Days
- Include Growth Mindset video/meme/slide in each weekly parent newsletter
- Create Growth Mindset awards based on accomplishing Growth Mindset goal accomplishments
- Administer EOY Growth Mindset Survey
- Utilize "Mindset Mondays" in math classrooms to help students discuss using a Growth Mindset in a

variety of areas (reading, math, sports, life, etc.)

- Allow 5th grade students who are in "Take Flight Transition Class" to become "Math Mentors" for younger students

Plan Details

Growth Mindset / Grit & Resilience Surveys will be used in BOY and EOY to determine if growth is made in students perceptions and resilience.

Projects 4.1.2

Jul 15, 2021 - Jun 15, 2023

Progress 0%

Positive support of staff:

Establish and maintain a culture that supports the unique needs and co-morbidities of students with dyslexia. This has always been a foundation of ALLIES. Our staff understands that students come to us with a defeated mentality and we must show them a safe and nurturing environment before they can trust that we are their allies and that the students around them will not tease or criticize them. Students no longer need to act out or avoid reading, writing and math. We will hold them up and support them in tiny increments until they are able to tackle the educational system on their own. Because this is hard work for our staff, we also support our staff in unique and positive ways. We provide training in areas that support our students emotionally and behaviorally. We must dialogue about these issues as much as we do the issues of learning. We show our staff true appreciation and we highlight the fact that teaching at ALLIES is not easy work but is rather rewarding work. It requires teachers who will not give up on students as they make very small steps in their learning each day. We will continue to uphold a culture of Capturing Kids' Hearts as both a zone initiative and a foundation that is necessary for the emotional safety of our students.

Steps to Success:

1. Increase the desire for students to earn Shield Tickets in PBiS by surveying students in their desires / love language while increasing staff use of this positive reinforcement.
2. Increase the number of positive reinforcement strategies from 2x a month to 3x a month. Survey staff to determine individual desires for positive reinforcement.
3. Hire a full time Dean to support students in emotional needs, behavioral choices and consistent learning or consequences.
4. Utilize Capturing Kids Hearts walkthrough form to determine needs for improvement and then provide training in areas that support our students emotionally and behaviorally.

Checklist (Equal Weighting) : 0/4

- Hire a full time Dean to support students in emotional needs, behavioral choices and consistent learning or consequences.
- Increase the desire for students to earn Shield Tickets in PBiS by surveying students in their desires / love language while increasing staff use of this positive reinforcement.
- Increase the number of positive reinforcement strategies from 2x a month to 3x a month. Survey staff to determine individual desires for positive reinforcement.
- Utilize Capturing Kids Hearts walkthrough form to determine needs for improvement and then

provide training in areas that support our students emotionally and behaviorally.

Plan Details

Each week there is a "positive support item" for staff. This is to honor staff for the incredible emotional and physical effort it takes to serve an entire population of children with academic and emotional issues. In addition, thank you notes and 'thank you emails' are abundant throughout each week in order to communicate to staff the incredible work that they are doing and to uphold their positive outlook on their work. Many times these emails contain a forwarded email of praise or support from a current parent or a visitor who toured our school from a neighboring district.

Projects 4.1.3

Jul 15, 2021 - Jun 15, 2023

Progress 0%

Capturing Kids Hearts (CKH) and Positive Behavior Intervention Support (PBIS):

Establish and maintain a culture that supports the unique needs and co-morbidities of students with dyslexia. This has always been a foundation of ALLIES. Our staff understands that students come to us with a defeated mentality and we must show them a safe and nurturing environment before they can trust that we are their allies and that the students around them will not tease or criticize them. Students no longer need to act out or avoid reading, writing and math. We will hold them up and support them in tiny increments until they are able to tackle the educational system on their own. Because this is hard work for our staff, we also support our staff in unique and positive ways. We provide an abundance of training in areas that support our students emotionally and behaviorally. We must dialogue about these issues as much as we do the issues of learning. We show our staff true appreciation and we highlight the fact that teaching at ALLIES is not easy work but is rather rewarding work. It requires teachers who will not give up on students as they make very small steps in their learning each day. We will continue to uphold a culture of Capturing Kids Hearts as both a zone initiative and a foundation that is necessary for the emotional safety of our students.

Steps to Success:

Continue to uphold a culture of Capturing Kids Hearts as both a zone initiative and a foundation that is necessary for the emotional safety of our students. Increase the number of and consistency of Capturing Kids Hearts strategies utilized in each classroom. Checklists will be utilized to determine increased and consistent use of the strategies in each classroom.

Checklist (Equal Weighting) : 0/2

- Introduce CHK checklist in BOY PD and have staff self reflect on strengths and next steps
- Utilize the CKH checklist to help increase use of all strategies with students in all environments

Plan Details

Professors and Therapists will continue to provide a culture of kindness, patience and relationship building. We will revisit CKH and PBIS and improve our CKH and PBIS philosophies and practices each year.

Projects 4.1.4

Jul 15, 2021 - Jun 15, 2023

Progress 0%

Social-Emotional Learning:

Using the capability of our newly hired Dean position: provide students with training and follow through in areas that support our students emotionally and behaviorally: "In Focus" SEL Curriculum

Checklist (Equal Weighting) : 0/4

- Dean of Students will attend training in "Kelso's Choices"
- Dean of Students will attend training in "Zones of Regulation"
- Dean of Students will present "Kelso's Choices" training to students in grades 2 - 5 and will utilize this language when working through discipline issues with students
- Dean of Students will present "Zones of Regulation" training to students in grades 2 - 5 and will utilize this language when working through behavioral issues with students

Action Plans 4.2

Progress 0%

Academic Performance

HRS: Effective Teaching in Every Classroom

HRS: Guaranteed and Viable Curriculum

Measuring the Goal:

Mathematics

By May 2022, students at ALLIES will show evidence of growth in mathematics from Fall to Spring each year as measured by STAR 360. The goal is for the SGP Star Math average for all ALLIES students to fall between the 35th and 65th percentile.

Curriculum Based Measures (CBM Math) will be utilized for IEP students, and we will determine specific goals as we learn more about this measure.

This goal was determined after reviewing math trend data for the past three school years that indicated an increased need for effective teaching and guaranteed and viable curriculum.

Reading

By May 2022, students at ALLIES will show evidence of growth in reading from Fall to Spring each year as measured by STAR 360. The goal is for the SGP Star Reading average for all ALLIES students to fall between the 35th and 65th percentile.

By May 2022, students at ALLIES will show evidence of at least one year of growth in reading from Fall to Spring each year as measured by Acadience Reading, and Aimsweb.

This goal was determined after reviewing ELA trend data for the past three school years that indicated an increased need for effective teaching and guaranteed and viable curriculum.

Associated Root Cause(s)

Effective Teaching in Every Classroom

Local Accountability Indicator Area

Student Learning

Projects 4.2.1

Jul 15, 2021 - Jun 15, 2023

Progress 0%

ELA and MATH Professional Learning Communities:

ELA and Math professors now have team-mates to build PLC with and ALLIES has hired employees to take over the classroom allowing Professors / Therapists to utilize PLC time in the day. ELA Professors are servicing over 60 students and will now be allotted one planning day per month to plan for more direct instruction, data collection, data evaluation and goal setting. This will result in increased PLC time and therefore an increase in depth of learning and growth from this professional learning community.

Checklist (Equal Weighting) : 0/4

- Administration will create intentional PLC agendas to utilize with ELA and Math Professors every other week
- Administration and ELA / Math Professors will create data wall / data charts using BOY / MOY / EOY scores from DIBELS and STAR 360 Benchmark Assessment
- Math Professors will utilize Fluency Fridays to set goals and track growth in foundational math skills
- Math Professors will utilize Moby Max and Moby Max Folders to set goals and track growth in fact fluency math skills

Projects 4.2.2

Jul 15, 2021 - Jun 15, 2023

Progress 0%

Non-fiction Reading & Writing:

We will delve deeper into the use of Non-Fictional text in reading and therefore responding to text in writing. We will also increase the detailed analysis of our quarterly writing assessments and therefore the rigor of what we teach in the classroom during writing blocks.

Checklist (Equal Weighting) : 0/3

- Purchase non-fiction text books or other applicable resources for our bookroom
- Train teachers in how to teach "Responding to Text" and how to assess for success in Responding to Text
- Analyze first QWA (Quarterly Writing Assessment) and determine yearly goals for each student based on their ability to 'Respond to Text' in the QWA

Projects 4.2.3

Jul 15, 2021 - Jun 15, 2023

Progress 0%

Time in Text:

Due to the nature of CKLA combined with our students inability to decode at the same level that they comprehend the written word, our students have been listening to stories read aloud for 3 years with little to no 'time in text' used to practice what they are learning in language therapy. Due to this discovery, students will now spend direct instructional time in text guided by trained ELA Professors. Comprehension and Vocabulary using the CKLA Curriculum will be taught by a Reading Tutor.

Checklist (Equal Weighting) : 0/4

- Create a resource for ELA Professors to choose specific print materials for students in which to practice the skills they learn and to generalize skills into reading of authentic text
- Train ELA teachers in best practices and instructional methods in the areas of vocabulary, comprehension and fluency
- Determine the essential skills / vocabulary/ lessons / standards to be taught by the Reading Tutor using CKLA materials
- Determine the essential skills list for each grade utilizing the STAR 360 reading test as a guide

Projects 4.2.4

Aug 02, 2021 - May 27, 2022

Progress 0%

Math Best Practices & Curriculum Pacing:

ALLIES math dept. will utilize the support of Curtis Turner (Zone Math Coach) at a higher level in PLCs to increase our understandings and use of best practices. Together with Curtis we will insure that our Math scope and sequence narrows our field of teaching to that which we can accomplish in one year looking carefully at the balance of mastery of grade level standards and the need to support foundational skills.

Checklist (Equal Weighting) : 0/3

- With the guidance of our Zone Math Coach, Math Professors will determine the most effective interventions for each grade level
- With the guidance of our Zone Math Coach, Math Professors will determine the obstacles to the progress they desire for each grade, the root cause of each obstacle and how to overcome the obstacles
- Math Professors will determine essential skills for each grade level and create a scope and sequence to address those skills

Projects 4.2.5

Jul 15, 2021 - Jun 15, 2023

Progress 0%

Math Intervention:

ALLIES math interventionist will work closely with Curtis Turner (Zone Math Coach) to create a program that moves our most struggling students in the area of math to new levels of achievement and growth as measured in math confidence, use of accommodations, local measures (STAR 360 Math) and state measures (CMAS Math).

Checklist (Equal Weighting) : 0/1

- ALLIES Math interventionist will meet with the Zone Math Coach twice per quarter to ensure that the interventions are consistent and quality and helping to increase math scores

Projects 4.2.6

Jul 15, 2021 - Jun 15, 2023

Progress 0%

Dyscalculia Training:

We will study Dyscalculia using the teachings offered in the Marylyn Zecher 3 day class in Dyscalculia to determine ways to reach students struggling in math with the co-morbidities of Dyslexia including issues with: memorization of arbitrary facts, short term memory during multi-step problems and directionality.

Checklist (Equal Weighting) : 0/3

- Math Professors will take the Marilyn Zecher class in Dyscalculia
- Math Professors will screen each child for Dyscalculia
- Math Professors will utilize tools given by Marilyn Zecher in their classrooms, especially with students who have been identified with Dyscalculia through the Dyscalculia screener

Projects 4.2.7

Jul 15, 2021 - Jun 15, 2023

Progress 0%

Dyscalculia Observations & Conferences:

Math Professors, ALLIES Director and the Special Education Professors will visit other schools created to serve students with Dyslexia and attend conferences focused on the support of Dyscalculia in order to learn more about the support needed to increase mathematical learning for students with Dyscalculia.

Checklist (Equal Weighting) : 0/2

- Locate and visit schools in Colorado with a focus on Dyslexia to observe math programs and dialogue about best practices
- Locate and attend professional development opportunities / conferences centered around Dyscalculia

Projects 4.2.8

Jul 15, 2021 - Jun 15, 2023

Progress 0%

Dyscalculia Screening Tool:

Using a new Dyscalculia Screening Tool developed in Australia, students will be screened and placed in one of 4 mathematician groups [gifted, average, struggles based on Dyslexic co-morbidities and struggles based on Dyscalculia] for more targeted instruction and intervention.

Checklist (Equal Weighting) : 0/4

- Math Professors will group students into 4 groups to offer more specialized support and instruction: Dyscalculic/SpEd, Dyslexia Impaired, Average, Gifted
- Math Professors will work with specific leveled groups each Friday to better align teaching to a variety of levels
- Math Professors will track Star 360 Math data side by side with these categories to determine if there is a correlation
- The two lowest groups (students w/ struggles based on Dyslexic co-morbidities and struggles based on Dyscalculia) will work with the Math Interventionist

Action Plans 4.3

Progress 0%

Personalized Learning Opportunities

HRS: Standards Referenced Reporting

HRS: Competency Based Education

Measuring the Goal:

Our overall state data continues to show lower Achievement Scores' but exceptional 'Growth Scores'. We have found it difficult to measure differences in achievement/growth and find root causes for specific subgroups due to our low number of students in each area. Our local assessment data indicates similar achievement data and continuous growth.

We are better able to differentiate achievement and growth as we look at students through the lens of their year in the Take Flight Therapy program. In Year 1 students often plateau or decline in their achievement scores as we rewire the synapses in the language centers of the brain. In Year 2 and Year 3 of the program, students begin and continue to show tremendous growth while still limited achievement scores can be seen.

ALLIES will see continuous growth in all content areas from students across all subgroups (SPED, GT, CLDE, Minority, F&R) through the implementation of PERSONALIZED LEARNING OPPORTUNITIES as indicated on local and state assessments (CMAS, STAR 360, Acadience Reading, AIMSweb, WIDA, etc.).

The desired outcome is for every student to demonstrate personal growth that leads toward mastery of standards in all content areas.

Students will begin to set goals and track growth in the areas of :

Reading: phonemic awareness, phonics and fluency

Writing: organization and fluency in writing and responding to text in writing

Math: use of self-accommodations and fact fluency

By May 2022, 95% of ALLIES students will have completed the goal-setting and reflection process for the current school year for three areas-- Take Flight therapy, math, and ELA.

By May 2022, ALLIES administration will create a system for identifying student subgroups and analyzing data per each subgroup. Administration will then be able to set specific goals and intervene for subgroups.

Associated Root Cause(s)

Guaranteed and Viable Curriculum

Local Accountability Indicator Area

Student Learning

Projects 4.3.1

Jul 15, 2021 - Jun 15, 2023

Progress 0%

Subgroup Data:

Analyze data in subgroups based on local data. (We have been unable to analyze this data from CMAS reporting due to low n's. We will attempt to analyze data, determine root causes and intervene for subgroups based on local data taken within the school.

Checklist (Equal Weighting) : 0/3

- Look for trends in subgroup scores based on local data (Star 360, DIBELS, AIMSWEB, Take Flight Progress Monitoring, etc)
- Identify root causes for each trend / subgroup.
- Create intervention / solution to address root cause of each negative trend for each subgroup

Projects 4.3.2

Jul 15, 2021 - Jun 15, 2023

Progress 0%

Student Goal Setting & Personal Growth:

The desired outcome is for every student to demonstrate personal growth that leads toward mastery of standards in all content areas.

Students will begin to set goals and track growth in the areas of :

Reading: phonemic awareness, phonics, accuracy, fluency, or responding to text.

Writing: fluency in writing and responding to text

Math: self-accommodation strategies (use of the appropriate tool for the appropriate need) and math fluency

Checklist (Equal Weighting) : 0/5

- Students will set Reading Growth Goals based on their BOY scores in phonemic awareness, phonics, accuracy or fluency
- Students will set Writing Growth Goals based on their BOY scores in sentence structure, sentence fluency, organization and responding to text questions
- Students will set Math Growth Goals base on their BOY scores in math fluency
- Students will monitor their progress towards these goals in MOY (Middle of Year) and EOY (End of Year)
- Professors, CALTs (Certified Academic Language Therapists) and Administrators will celebrate growth toward goals