

Escambia Charter School

391 90 9 RANCH RD, Cantonment, FL 32533

www.echarter.org

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	92%

School Grades History

Year	2012-13	2011-12
Grade		

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	11
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	35
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	37

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Escambia Charter School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Escambia Charter School is to provide an alternative educational system that can aid "at risk" students, preparing them academically, socially, and culturally to be responsible participants in our society. The school is dedicated to kindling the hunger for learning, the respect for work, the commitment to public service, and the promotion of innovation, challenged thinking, disciplined inquiry, and teamwork. The school believes all young people should be encouraged to develop their abilities to the highest extent possible. Students will be taught that the habits and characteristics they develop while in school are determining factors in the way they will interact with society.

b. Provide the school's vision statement.

The vision of Escambia Charter School is to create a non-traditional learning environment that will allow students from varied socioeconomic backgrounds to develop, grow, and prosper into individuals who are empowered with the knowledge and skills to become successful in employment and post-secondary education.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

We have an admission process where each student and their parent(s) are required to come for a formal interview prior to their enrollment. Anything of significance garnered from this meeting is passed along to the teachers as information so they may integrate this information into their classroom settings. Teachers also have the capability to communicate with parents by e-mail and telephone with any concerns relating to respective students. We check their files to ensure there is nothing that would be overlooked and may be cause for an insensitive moment.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The school has a six foot chain link fence around its perimeter. There are camera systems throughout the entire school, as well as on the buses. Periodic safety and welfare inspections are conducted throughout the school year to ensure a safe school environment. Additionally, prior to the start of school, staff are detailed to supervise student movement on campus. Our handbook addresses the consequences for bullying and bias based on ethnicity, religion, gender orientation, and social media. There are frequent whole school homeroom conferences to remind students to always be cognizant of safety procedures.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

All teachers will design challenging instructional activities to consume the entire class period. Students are expected to begin working on class assignments upon arrival. They are expected to be courteous, respectful, and raise their hand before speaking out in class. No electronic devices will be used unless provided by the instructor. Minor behavioral infractions are defined as, being tardy,

leaving class without permission, inappropriate language, dress code violations and general apathy. Disciplinary actions for these violations will be warning, parent/guardian conference, and after school work detail depending on the number and nature of violations. Major incidents such as bullying, altercations, weapons, drugs, threats, and gross disrespect will be documented and reported to the Dean/Administration for resolution. All school personnel are given a personnel hand book that outlines these procedures.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school coordinates this service with the district who provides an on-call psychologist to assist students who may require services. The school keeps information on other agencies in the area that can assist students who may require their services. The school district has additional resources to address students' needs.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Letters are sent home to the parent of any student who has three or more absences during a nine week period. Additionally, follow-up telephone calls are made to parents to ensure the information was received. Based on the FSA assessment, 92% of the student population is at achievement level 1 in Reading. Eight percent of the student population is at achievement levels 3-5 in Reading. Upon enrollment, the majority of our students already have multiple referrals in their records.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	0	0	0	0	0	0	0	0	2	6	7	3	19
One or more suspensions	0	0	0	0	0	0	0	0	0	1	7	7	1	16
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	6	7	3	18
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	2	7	11	3	23

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	2	10	13	6	31

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

In order to try and prevent suspensions, we employ a positive behavior management system. Students are placed in after school work detail in lieu of being suspended. If they continue to be disruptive they are placed on a behavioral contract, that their parents along with them must sign. This contract spells out their expected behavior. We have extended the school day by providing after

school assistance for those students requiring this service. All students' academic performances are reviewed after each grading period, to determine if they need to be placed on academic probation. Students placed on academic probation are provided additional academic services.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

At the beginning of school year we host a Title 1 Open House meeting inviting parents to come and provide input for the school's PIP and Compact Plan. Parents are encourage to visit the school or volunteer in some capacity. We have quarterly report card nights so parents may come and discuss their child's progress and needs with teachers. To establish a family atmosphere the school hosts an annual Thanksgiving Dinner for students and parents. Some parents of prior graduates volunteer to help in the preparation. Parents are given updates on various activities the school may have through its website and quarterly letters.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Each year our school participates in the annual "Make A Difference Day", held on the fourth Saturday in October. During the 2015-2016 school year, we provided various non-profit organizations in Escambia County. with the following assistance:

- Donated \$500.00 to Breast Cancer Awareness
- Provided Waterfront Mission with donation of \$200.00
- Provided Ronald McDonald House with \$250.00 of assorted food items

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Chisolm, Jerome	Principal
McKinnies, Taravell	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Being a small staff, we meet twice weekly to address all aspects of the curriculum, behavior management, safety, and best practices to include RTI to economize our efforts. Given the fact that our current literacy achievement level 1 is in excess of 60% we are all committed to increasing the achievement levels of our students. Each instructor is tasked with designing and executing effective lesson plans for their subject areas.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Twice weekly the staff meets to discuss and analyze the progress being made in accordance with the school's improvement plan. Those areas where progress is gradual or not observed will be reassessed to determine the problems and strategies needed to resolve the problems. We will continually look at the total operation to determine if we are on track to accomplish the goals we have set for this school year.

Title I, Part A. Services are provided to ensure students requiring additional remediation are provided the necessary assistance. The district coordinates with Title II and Title III staff development need are provided.

Title I, Part C-Migrant

Services for migrant children are provided by the district level Title I office.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs

Title II

Professional development is offered at both school and district level.

Title III

Services for English Language learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Student who do not attend centrally located school based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who have ELL identified students have ESOL endorsement on their teaching certificate.

Title X-Homeless

The school work with the district's Homeless Social Worker to provide resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for free and appropriate education. This program is overseen by the District Title I Office.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon week held in October with school-wide activities and guest speakers. Through our Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying.

Nutrition Programs

Our school is committed to continue to offering nutritional choices in its cafeteria.

Housing Programs

This is offered at the district level and overseen by the Title I District Office.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jerome Chisolm	Principal
	Student
Lakeshia Agee	Student
Alfy Smith	Student
Maria Shiver	Student
Gerico Mackey	Student
James McKinney	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SAC were given copies of the draft school improvement plan to review for their input. The school's board of directors were given a copy of the SIP for their review. The staff were instrumental in developing the bulk of the plan. All other stakeholders were in agreement of the plan.

b. Development of this school improvement plan

Members of SAC are given a copy of the plan for their input and comments. All stakeholders were given the opportunity to contribute to the development of the SIP.

c. Preparation of the school's annual budget and plan

The annual budget is prepared by the school's accountant and circulated to all stakeholders for comments and editing prior to it being presented to the board of directors for approval. The approved budget is placed on our website for transparency.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

In order to improve the facility and create an environment where students would be proud to learn \$10,000 was spent on painting eight modules. \$12,000 was spent on a LED message board at the entrance of the campus to enhance the appearance and keep the community aware of the school's myriad activities. \$11,000 was spent on upgrading computers in individual classrooms. \$3500 was spent on replenishing and updating textbooks.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Chisolm, Jerome	Principal
Yannucci, Paul	Instructional Coach
Alexander, Robin	Dean
Gaston, Gary	Teacher, K-12
Steele, Ashley	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT utilizes Achieve 3000 literacy software and Study Island. Students use these programs a minimum of two days per week. Each teacher is tasked to use vocabulary, literary analysis, reading application, informational text and research in their daily lessons. Each teacher will dedicate a minimum of 15 minutes of their daily class periods to improving students' literacy achievement levels.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Collaboration allows us to maximize our efforts. There are only six instructional personnel at the school therefore we must work closely together to successfully accomplish our goals. As a staff we meet twice a week to discuss data to determine the best practices in accomplishing the established goals. Occasionally, we meet to review Webinars to remain current with effective practices.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

We try to stay as competitive to the District's salary schedule as possible. We pay 100% of teachers' medical and dental benefits. We advertise open positions in the local newspaper career section and Troops-to-Teachers media outlets.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Since we are a small staff, meetings occur at a higher frequency which provides necessary guidance to any teacher requiring help. In order to perform all prescribed duties, collaboration and coordination are necessary. New teachers are assigned to one of the veteran teachers to provide them with assistance.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The staff ensures alignment with the use of the following instructional tools: CPALMs, FCAT-Star, HRW-math, SENSEI and the Escambia County School District subject area pacing guides. The school works closely with the district and mirrors their curriculum.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

In accordance with school protocol, each student is given a subject pre-assessment test. This pre-assessment is then used to differentiate class instruction based on each student's needs. Students progression plans are reviewed to ensure students are placed in correct curriculum to remain on track for graduation. Students that are behind or experiencing difficulty are encouraged to stay after school four days of the week to recover credits, improve grade point averages, or simply gain a thorough knowledge of problematic subject matter. FOCUS provides data on students' mastery on standardized test. This provides a baseline for teachers to develop effective lesson plans.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 5,040

We have two web-based programs we primarily use to support our educational process. Study Island will be utilized in the classroom by an instructor. This program can be accessed at home so students can continue to replicate the instruction for that day. FuelEd ALS Learning is a program we use mainly for credit recovery. Students who want to recover a course can stay after school and work at their own pace under the guidance of a proctor. These programs will generate a report to evaluate students' progress.

Strategy Rationale

These programs are utilized to address credit deficiencies and improve grade point averages. Students can extend the day at home in the evenings and weekends to assist in resolving their academic deficiencies..

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Chisolm, Jerome, jchisolm@escambia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

These programs generate internal reports that can be collected and analyzed for their effectiveness. It also provides an audit trail for those students who are earnestly trying to get back on track to graduate.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

N/A

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Through the use of the student progression plan, each student is informed of their academic standing. Since the majority of students are academically deficient, they are provided a student progression plan to get them to graduation. All students are encouraged to take the ACT, ASVAB, and other standardized testing to determine their career path.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

The school will use college and career readiness components of the web-based academic programs such as Study Island and Empower3000 to integrate course work in the curriculum. Students are encourage to use educational links such as Fast web.org to familiarize themselves with such programs. The school itself does not presently have these capabilities.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Teachers will implement college and career components of Achieve 3000 and Study Island. Students will have access to ASVAB, ACT and GED practice tests. Students will receive grade level advising from their teachers and mentoring from specific groups such as Men of Distinction. Field trips to UWF, PSC, and George Stone career days will be arranged throughout the school year. Military recruiter visits to the school are encouraged.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

The majority of our students when they enroll are behind academically and do not want to pursue college as a goal. We encourage each student to prepare for and take all available exams to see what career path they qualify for. Many of our students aspire to enter the military. We schedule the ASVAB so they can pursue this avenue.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 30% of 10th graders will receive a passing score on the ELA Reading test. 15% of test takers will demonstrate learning gains. 50% of Retake students will receive a passing score.
- G2.** Students will be able to write at specific grade level to satisfy the ELA writing requirements.
- G3.** 35% of students taking Algebra 1 EOC will receive an achievement level 3.
- G4.** Increase Parental Involvement through volunteerism, activities, and scheduled conferences to help increase student achievement levels.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. 30% of 10th graders will receive a passing score on the ELA Reading test. 15% of test takers will demonstrate learning gains. 50% of Retake students will receive a passing score. 1a

G080060

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	

Targeted Barriers to Achieving the Goal 3

- Transient student population does not support academic stability. Throughout the school year we receive a large number of students from various high schools and juvenile programs.
- Our free and reduced lunch count is in excess of 90%
- Students are less engaged due to displacement issues. This contributes to behavioral and emotional issues.

Resources Available to Help Reduce or Eliminate the Barriers 2

- ACHIEVE3000, Study Island, FAIR, FCAT Explorer, FCAT Test maker, Teacher led instructions, Textbooks, CPALMS.

Plan to Monitor Progress Toward G1. 8

Implement positive praise, select 'Student of the Month', classroom rewards system.

Person Responsible

Cherrlynn Murray

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

We will use a variety of data to determine the effectiveness of the strategy. Reduction in student referrals coupled with increase in students' attendance, daily participation, and willingness to learn will serve as basis for success.

G2. Students will be able to write at specific grade level to satisfy the ELA writing requirements. 1a

G080061

Targets Supported 1b

Indicator	Annual Target
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AMO Reading - All Students

Targeted Barriers to Achieving the Goal 3

- The majority of our 9th and 10th grade students do not possess the sufficient writing skills to adequately perform at these grade levels.
- These students lack the confidence to attempt to write independently.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Study Island, Achieve 3000, and Text Books.

Plan to Monitor Progress Toward G2. 8

We will utilize learning progressions to identify the steps needed to bring students up to their appropriate grade level.

Person Responsible

Ashley Steele

Schedule

Biweekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Results of ELA assessments.

G3. 35% of students taking Algebra 1 EOC will receive an achievement level 3. 1a

G080062

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	40.0

Targeted Barriers to Achieving the Goal 3

- Upon their enrollment the majority of these students are woefully deficient in basic math skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Study Island, Achieve 3000, FCAT test-maker, Algebra Nation, Text Books.

Plan to Monitor Progress Toward G3. 8

Students who do not show adequate progress will be identified and conferences with parents will be held to discuss causes and solutions to inadequate progress. These students will be given additional work to include after school tutoring.

Person Responsible

FeAnna Harvell

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Reports from Study Island and teacher generated assessments.

G4. Increase Parental Involvement through volunteerism, activities, and scheduled conferences to help increase student achievement levels. 1a

G080063

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	75.0

Targeted Barriers to Achieving the Goal 3

- Escambia County ranks in the bottom third for poverty level in the State of Florida. Moreover, there is an unusually high rate of homelessness among children.
- The majority of our clientele are from single parent households.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School website, mass call out software, activities calendar, quarterly report card night and annual Thanksgiving Dinner.

Plan to Monitor Progress Toward G4. 8

Parental attendance at school activities.

Person Responsible

Taravell McKinnies

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Sign- in rosters and physical attendance.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. 30% of 10th graders will receive a passing score on the ELA Reading test. 15% of test takers will demonstrate learning gains. 50% of Retake students will receive a passing score. **1**

 G080060

G1.B1 Transient student population does not support academic stability. Throughout the school year we receive a large number of students from various high schools and juvenile programs. **2**

 B211235

G1.B1.S1 Pretests will be used to identify students' strengths and weaknesses. Data-driven instruction will be tailored to address those needs. Achieve 3000, Study Island, and FuelEd ALS credit recovery will allow students to extend the school day. **4**

 S223340

Strategy Rationale

The more confidence students gain while understanding the work will help them perform more satisfactorily on standardized testing. This will aid students in meeting graduation requirements.

Action Step 1 **5**

To give students opportunities to succeed we will encourage them to participate in credit recovery. Students have the capability of accessing this resource at home. To further enhance educational opportunities we encourage the use of Achieve 3000 and Study Island after school hours.

Person Responsible

Jerome Chisolm

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Students enrolled in credit recovery will have proctor turn in their report once they have completed all modules associated with that particular lesson. Lessons completed in Achieve 3000, and Study Island will be graded by appropriate instructor.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Completion confirmation of all modules/ Lessons.

Person Responsible

Jerome Chisolm

Schedule

Monthly, from 8/10/2016 to 5/17/2017

Evidence of Completion

Module/ Lesson progress reports.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review of Module/ Lesson progress/scores.

Person Responsible

Jerome Chisolm

Schedule

Monthly, from 8/10/2016 to 5/17/2017

Evidence of Completion

Grade reports.

G1.B2 Our free and reduced lunch count is in excess of 90% **2**

 B211236

G1.B2.S1 A link to FuelEd credit recovery is available on the website. Additionally, many students do not have the discretionary funds for a computer or school supplies. Tablets are available for students without computer access to check out on a contractual basis. Additionally, students can access this program via a smartphone. **4**

 S223341

Strategy Rationale

Due to socioeconomic conditions and school location, the majority of our students lack adequate transportation and other educational resources to become academically successful.

Action Step 1 **5**

Provide access to teacher led instructional material, photocopy extra material for homework, distribute school supplies as needed, parental permission needed for after school tutoring.

Person Responsible

Jerome Chisolm

Schedule

Weekly, from 8/24/2015 to 5/20/2016

Evidence of Completion

After school tutoring attendance, Study Island and Achieve 3000 report.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Discuss reports through weekly meetings.

Person Responsible

Jerome Chisolm

Schedule

Weekly, from 8/24/2016 to 5/17/2017

Evidence of Completion

Grade reports and improved GPA.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Discuss reports through weekly meetings.

Person Responsible

Jerome Chisolm

Schedule

Weekly, from 8/10/2016 to 5/17/2017

Evidence of Completion

Progress reports and GPA.

G1.B3 Students are less engaged due to displacement issues. This contributes to behavioral and emotional issues. 2

 B211237

G1.B3.S1 All students entering ECS will be given a student handbook. Students are required to read and familiarized themselves with the contents. All instructional personnel will review the student handbook with students to include class rules and expectations. Each student/ parent will sign and acknowledge they have received the Student handbook. Expectations will be reviewed periodically. Discipline Reporting will be made to parents. 4

 S223342

Strategy Rationale

To maximize instructional opportunities by eliminating classroom distractions.

Action Step 1 5

Frequent review of students' expectations and behaviors will keep them focus on benefits of putting forth maximum effort in reducing their academic deficiencies.

Person Responsible

Anthony Bassett

Schedule

Monthly, from 8/17/2015 to 5/20/2016

Evidence of Completion

Decrease in behavioral referrals coupled with increase in student achievement.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

This year students will not have access to any electronic devices except those distributed by school personnel. Hopefully this will decrease the amount of distractions associated with learning.

Person Responsible

Taravell McKinnies

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

The amount of referrals pertaining to electronic infractions, and the results of ELA testing.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Person Responsible

Taravell McKinnies

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Results of ELA Testing

G2. Students will be able to write at specific grade level to satisfy the ELA writing requirements. **1**

 G080061

G2.B1 The majority of our 9th and 10th grade students do not possess the sufficient writing skills to adequately perform at these grade levels. **2**

 B211241

G2.B1.S1 Every class will implement the usage of proper sentence structure, spelling, correct grammar and vocabulary. Instructors will periodically assign writing assignments as differentiated instruction using Study Island as the resource tool. **4**

 S223343

Strategy Rationale

Our students are academically deficient in reading, grammar and vocabulary which adversely impacts their writing skills.

Action Step 1 **5**

Focus on basic sentence structure on all writing assignments.

Person Responsible

Ashley Steele

Schedule

Weekly, from 8/10/2016 to 5/17/2017

Evidence of Completion

Writing assessment results.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Utilizing writing prompts in Achieve3000, Study Island, FCAT 2.0 and the Anchor Standards from ELA.

Person Responsible

Ashley Steele

Schedule

Biweekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Result from Study Island, Achieve 3000, FCAT writing.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Initially, Achieve 3000 level-set scores and results from FCAT writing.

Person Responsible

Cherrlynn Murray

Schedule

Semiannually, from 8/17/2016 to 5/24/2017

Evidence of Completion

Result from Achieve 3000 level-set scores and FCAT writing.

G2.B2 These students lack the confidence to attempt to write independently. 2

B211242

G2.B2.S1 Provide students with the necessary skills to develop the confidence to write at grade appropriate levels. This will require us to reteach the basic skills of writing so our students will develop the capability to write effectively and authoritatively. 4

S223344

Strategy Rationale

Action Step 1 5

Utilize writing prompts in study island and Achieve 3000. All assessments will include extended written responses.

Person Responsible

Ashley Steele

Schedule

Weekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Result from periodic assessments.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

The data will be analyzed to determine progress.

Person Responsible

Ashley Steele

Schedule

Biweekly, from 8/10/2016 to 5/17/2017

Evidence of Completion

Results of collected data.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Comparative evaluation of collected data.

Person Responsible

Ashley Steele

Schedule

Biweekly, from 8/10/2016 to 5/10/2017

Evidence of Completion

Results from comparative data.

G3. 35% of students taking Algebra 1 EOC will receive an achievement level 3. 1

G080062

G3.B1 Upon their enrollment the majority of these students are woefully deficient in basic math skills. 2

B211244

G3.B1.S1 The majority of our students have shown a gradual increase from achievement levels 1 to 2. We will continue to strive to maintain this improvement by emphasizing the need for math throughout our curriculum. 4

S223345

Strategy Rationale

In order for students to graduate they must obtain an achievement level 3 on their Algebra 1 EOC.

Action Step 1 5

Use Study Island and textbooks to teach Algebra concepts so students will become comfortable with the contents that may be introduced on the end of course exam. Teacher will develop EOC type assessments. Algebra Nation will be utilized to develop homework assignments.

Person Responsible

FeAnna Harvell

Schedule

Daily, from 8/10/2016 to 5/17/2017

Evidence of Completion

The results from Study Island, textbook generated assessments, and Algebra Nation will identify those students who demonstrated adequate progress.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The Math Instructor will maintain focus over students progress.

Person Responsible

FeAnna Harvell

Schedule

Weekly, from 8/10/2016 to 5/17/2017

Evidence of Completion

Students progress will be monitored by their understanding of the work in Algebra Nation Workbooks, instructor generated test, Study Island worksheets, and textbook assignments.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The Math instructor will design instructions to assist students in their preparation for the EOC.

Person Responsible

FeAnna Harvell

Schedule

Weekly, from 8/10/2016 to 5/17/2017

Evidence of Completion

Each week the instructor will monitor students progress through use of Algebra Nation Workbooks, Study Island worksheets, classroom instruction, test results, and textbook assignments.

G4. Increase Parental Involvement through volunteerism, activities, and scheduled conferences to help increase student achievement levels. 1

G080063

G4.B1 Escambia County ranks in the bottom third for poverty level in the State of Florida. Moreover, there is an unusually high rate of homelessness among children. 2

B211245

G4.B1.S1 Due to their economic conditions, many of our students have unstable residences. We provide parents with transportation upon request for planned conferences. Many of our parents work multiple jobs and cannot physically attend scheduled school activities. 4

S223346

Strategy Rationale

There is a direct correlation to student achievement and parental involvement.

Action Step 1 5

Families who require assistance and request help through the school will be given help in finding the appropriate agency to provide assistance. If the school is made aware that a family is in need of assistance it will offer to find help to relieve any hardship.

Person Responsible

Robin Alexander

Schedule

Monthly, from 8/10/2016 to 5/17/2017

Evidence of Completion

When families are placed in contact with appropriate agency.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Staff will be made aware of student's plight and monitor if there is any improvement or determine if more intervention is required.

Person Responsible

Jerome Chisolm

Schedule

Monthly, from 8/10/2016 to 5/17/2017

Evidence of Completion

When required assistance is received.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Attendance will be monitored for consistency. Students will be observed for participation, alertness and time spent on tasks.

Person Responsible

Taravell McKinnies

Schedule

Weekly, from 8/10/2016 to 5/17/2017

Evidence of Completion

Daily attendance rate and student progress.

G4.B2 The majority of our clientele are from single parent households. 2

B211246

G4.B2.S1 Activities are scheduled at varying times to provide flexibility. Some activities include, Thanksgiving Dinner, Annual Title 1 meeting, School Advisory Council, Quarterly Report Card Night, and Athletic events. 4

S223347

Strategy Rationale

Action Step 1 5

The school will conduct mass telephone message 'call outs'. Periodic letters are sent out announcing school activities.

The school hosts a family-style Thanksgiving Dinner to promote a family atmosphere. Parents are invited to assist in the preparation.

Person Responsible

Jerome Chisolm

Schedule

Quarterly, from 8/10/2016 to 5/10/2017

Evidence of Completion

Sign-in roster.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

School activity calendar and event checklist will be provided to all parents and guardians.

Person Responsible

Jerome Chisolm

Schedule

Weekly, from 8/10/2016 to 5/17/2017

Evidence of Completion

Attendance at events

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Noticeable improvement in parental attendance.

Person Responsible

Robin Alexander

Schedule

Monthly, from 8/10/2016 to 5/17/2017

Evidence of Completion

Sign-in rosters

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.A1 A282182	Provide access to teacher led instructional material, photocopy extra material for homework,...	Chisolm, Jerome	8/24/2015	After school tutoring attendance, Study Island and Achieve 3000 report.	5/20/2016 weekly
G1.B3.S1.A1 A282183	Frequent review of students' expectations and behaviors will keep them focus on benefits of putting...	Bassett, Anthony	8/17/2015	Decrease in behavioral referrals coupled with increase in student achievement.	5/20/2016 monthly
G2.B2.S1.MA1 M280223	Comparative evaluation of collected data.	Steele, Ashley	8/10/2016	Results from comparative data.	5/10/2017 biweekly
G4.B2.S1.A1 A282188	The school will conduct mass telephone message 'call outs'. Periodic letters are sent out...	Chisolm, Jerome	8/10/2016	Sign-in roster.	5/10/2017 quarterly
G1.B1.S1.MA1 M280214	Review of Module/ Lesson progress/ scores.	Chisolm, Jerome	8/10/2016	Grade reports.	5/17/2017 monthly
G1.B1.S1.MA1 M280215	Completion confirmation of all modules/ Lessons.	Chisolm, Jerome	8/10/2016	Module/ Lesson progress reports.	5/17/2017 monthly
G1.B2.S1.MA1 M280216	Discuss reports through weekly meetings.	Chisolm, Jerome	8/10/2016	Progress reports and GPA.	5/17/2017 weekly
G1.B2.S1.MA1 M280217	Discuss reports through weekly meetings.	Chisolm, Jerome	8/24/2016	Grade reports and improved GPA.	5/17/2017 weekly
G2.B1.S1.A1 A282184	Focus on basic sentence structure on all writing assignments.	Steele, Ashley	8/10/2016	Writing assessment results.	5/17/2017 weekly
G2.B2.S1.MA1 M280224	The data will be analyzed to determine progress.	Steele, Ashley	8/10/2016	Results of collected data.	5/17/2017 biweekly
G3.B1.S1.MA1 M280226	The Math instructor will design instructions to assist students in their preparation for the EOC.	Harvell, FeAnna	8/10/2016	Each week the instructor will monitor students progress through use of Algebra Nation Workbooks, Study Island worksheets, classroom instruction, test results, and textbook assignments.	5/17/2017 weekly
G3.B1.S1.MA1 M280227	The Math Instructor will maintain focus over students progress.	Harvell, FeAnna	8/10/2016	Students progress will be monitored by their understanding of the work in Algebra Nation Workbooks, instructor generated test, Study Island worksheets, and textbook assignments.	5/17/2017 weekly
G3.B1.S1.A1 A282186	Use Study Island and textbooks to teach Algebra concepts so students will become comfortable with...	Harvell, FeAnna	8/10/2016	The results from Study Island, textbook generated assessments, and Algebra Nation will identify those students who demonstrated adequate progress.	5/17/2017 daily
G4.B1.S1.MA1 M280229	Attendance will be monitored for consistency. Students will be observed for participation,...	McKinnies, Taravell	8/10/2016	Daily attendance rate and student progress.	5/17/2017 weekly
G4.B1.S1.MA1 M280230	Staff will be made aware of student's plight and monitor if there is any improvement or determine...	Chisolm, Jerome	8/10/2016	When required assistance is received.	5/17/2017 monthly
G4.B1.S1.A1 A282187	Families who require assistance and request help through the school will be given help in finding...	Alexander, Robin	8/10/2016	When families are placed in contact with appropriate agency.	5/17/2017 monthly
G4.B2.S1.MA1 M280231	Noticeable improvement in parental attendance.	Alexander, Robin	8/10/2016	Sign-in rosters	5/17/2017 monthly
G4.B2.S1.MA1 M280232	School activity calendar and event checklist will be provided to all parents and guardians.	Chisolm, Jerome	8/10/2016	Attendance at events	5/17/2017 weekly

Escambia - 2081 - Escambia Charter School - 2016-17 SIP
Escambia Charter School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1 A282181	To give students opportunities to succeed we will encourage them to participate in credit recovery....	Chisolm, Jerome	8/10/2016	Students enrolled in credit recovery will have proctor turn in their report once they have completed all modules associated with that particular lesson. Lessons completed in Achieve 3000, and Study Island will be graded by appropriate instructor.	5/19/2017 weekly
G1.MA1 M280220	Implement positive praise, select 'Student of the Month', classroom rewards system.	Murray, Cherrlynn	8/10/2016	We will use a variety of data to determine the effectiveness of the strategy. Reduction in student referrals coupled with increase in students' attendance, daily participation, and willingness to learn will serve as basis for success.	5/24/2017 weekly
G2.MA1 M280225	We will utilize learning progressions to identify the steps needed to bring students up to their...	Steele, Ashley	8/10/2016	Results of ELA assessments.	5/24/2017 biweekly
G3.MA1 M280228	Students who do not show adequate progress will be identified and conferences with parents will be...	Harvell, FeAnna	8/10/2016	Reports from Study Island and teacher generated assessments.	5/24/2017 quarterly
G4.MA1 M280233	Parental attendance at school activities.	McKinnies, Taravell	8/10/2016	Sign- in rosters and physical attendance.	5/24/2017 monthly
G1.B3.S1.MA1 M280218	[no content entered]	McKinnies, Taravell	8/10/2016	Results of ELA Testing	5/24/2017 quarterly
G1.B3.S1.MA1 M280219	This year students will not have access to any electronic devices except those distributed by...	McKinnies, Taravell	8/10/2016	The amount of referrals pertaining to electronic infractions, and the results of ELA testing.	5/24/2017 weekly
G2.B1.S1.MA1 M280221	Initially, Achieve 3000 level-set scores and results from FCAT writing.	Murray, Cherrlynn	8/17/2016	Result from Achieve 3000 level-set scores and FCAT writing.	5/24/2017 semiannually
G2.B1.S1.MA1 M280222	Utilizing writing prompts in Achieve3000, Study Island, FCAT 2.0 and the Anchor Standards from...	Steele, Ashley	8/10/2016	Result from Study Island, Achieve 3000, FCAT writing.	5/24/2017 biweekly
G2.B2.S1.A1 A282185	Utilize writing prompts in study island and Achieve 3000. All assessments will include extended...	Steele, Ashley	8/10/2016	Result from periodic assessments.	5/24/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. 30% of 10th graders will receive a passing score on the ELA Reading test. 15% of test takers will demonstrate learning gains. 50% of Retake students will receive a passing score.

G1.B1 Transient student population does not support academic stability. Throughout the school year we receive a large number of students from various high schools and juvenile programs.

G1.B1.S1 Pretests will be used to identify students' strengths and weaknesses. Data-driven instruction will be tailored to address those needs. Achieve 3000, Study Island, and FuelEd ALS credit recovery will allow students to extend the school day.

PD Opportunity 1

To give students opportunities to succeed we will encourage them to participate in credit recovery. Students have the capability of accessing this resource at home. To further enhance educational opportunities we encourage the use of Achieve 3000 and Study Island after school hours.

Facilitator

Representatives from the following web-based programs provided instructions on following programs: Achieve 3000 and Study Island. CPALMS provides in depth professional development training.

Participants

All instructional staff personnel participated in the training.

Schedule

Weekly, from 8/10/2016 to 5/19/2017

G2. Students will be able to write at specific grade level to satisfy the ELA writing requirements.

G2.B2 These students lack the confidence to attempt to write independently.

G2.B2.S1 Provide students with the necessary skills to develop the confidence to write at grade appropriate levels. This will require us to reteach the basic skills of writing so our students will develop the capability to write effectively and authoritatively.

PD Opportunity 1

Utilize writing prompts in study island and Achieve 3000. All assessments will include extended written responses.

Facilitator

Participants

All instructional staff will review a webinar on use of these research based programs.

Schedule

Weekly, from 8/10/2016 to 5/24/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	To give students opportunities to succeed we will encourage them to participate in credit recovery. Students have the capability of accessing this resource at home. To further enhance educational opportunities we encourage the use of Achieve 3000 and Study Island after school hours.				\$17,453.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$3,003.00
			<i>Notes: Notes</i>			
			District-Wide	General Fund		\$11,100.00
			<i>Notes: Notes</i>			
			District-Wide	General Fund		\$3,350.00
			<i>Notes: Notes</i>			
2	G1.B2.S1.A1	Provide access to teacher led instructional material, photocopy extra material for homework, distribute school supplies as needed, parental permission needed for after school tutoring.				\$3,950.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2081 - Escambia Charter School			\$3,950.00
3	G1.B3.S1.A1	Frequent review of students' expectations and behaviors will keep them focus on benefits of putting forth maximum effort in reducing their academic deficiencies.				\$0.00
4	G2.B1.S1.A1	Focus on basic sentence structure on all writing assignments.				\$0.00
5	G2.B2.S1.A1	Utilize writing prompts in study island and Achieve 3000. All assessments will include extended written responses.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$15,000.00
6	G3.B1.S1.A1	Use Study Island and textbooks to teach Algebra concepts so students will become comfortable with the contents that may be introduced on the end of course exam. Teacher will develop EOC type assessments. Algebra Nation will be utilized to develop homework assignments.				\$6,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2081 - Escambia Charter School			\$6,500.00
7	G4.B1.S1.A1	Families who require assistance and request help through the school will be given help in finding the appropriate agency to provide assistance. If the				\$1,029.00

Escambia - 2081 - Escambia Charter School - 2016-17 SIP
Escambia Charter School

		school is made aware that a family is in need of assistance it will offer to find help to relieve any hardship.				
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2081 - Escambia Charter School			\$1,029.00
8	G4.B2.S1.A1	The school will conduct mass telephone message 'call outs'. Periodic letters are sent out announcing school activities. The school hosts a family-style Thanksgiving Dinner to promote a family atmosphere. Parents are invited to assist in the preparation.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	General Fund		\$2,000.00
					Total:	\$45,932.00