

The School District of Palm Beach County

Eagle Arts Academy



2016-17 Schoolwide Improvement Plan

Eagle Arts Academy

1100 WELLINGTON TRACE, Wellington, FL 33414

www.eagleartsacademy.com

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)
Combination School KG-8	No	60%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	60%

School Grades History

Year
Grade

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/2/2016.

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>.

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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 Eagle Arts Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

Eagle Arts Academy will provide a learning environment that will educate the whole child using a challenging 21st Century Arts-Infused Curriculum that will enable children to grow into accomplished, successful young adults, and life-long learners.

b. Provide the school's vision statement.

Eagle Arts Academy's vision focuses on the arts. An arts-infused curriculum provides opportunity for intellectual, emotional, aesthetic, and social growth while cultivating essential skills and while enhancing a child's creativity and imagination. Eagle Arts envisions our educators, coupled with innovative facilities, providing practical knowledge and hands on experience in the performing and production arts.

Further

- *work cooperatively with other students to reach a goal

- *access, organize, and apply a variety of knowledge sources, including technology, in meaningful ways

- *apply and express problem solving skills, including higher level thinking skills, to new learning situations in written and oral form

- *achieve higher levels of literacy -reading, writing, speaking, listening, viewing and presenting

- *achieve higher levels of math fluency/literacy

- *utilize the fine arts program to enhance and enrich student learning

- *utilize the physical education program to enhance and enrich student health and learning

- *promote awareness of good nutrition and exercise to promote a healthy lifestyle.

To make the vision a reality, the school continues to identify certain teaching strategies and practices that should be employed in all classrooms. These strategies have been emphasized in previous years and will continue to be implemented:

- *integrate learning with an emphasis on critical thinking skills

- *cooperative learning

- *alternative assessment methods

- *organizational plan for students

- *explore and develop strategies to increase literacy

- *differentiated instruction

- *variety of instructional models including team teaching, looping

2. School Environment

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

Eagle Arts Academy will infuse the content required by Florida Statute 1003.42(2) and S.B.Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust

- History of Africans and African Americans

- Hispanic Contributions

- Women's Contributions

- Sacrifices of Veterans

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

Eagle Arts Academy is in the process of creating a school-wide Positive Behavior Support (SwPBS) that lets students know the expected behavior on the campus before, during, and after school. The SwPBS committee provides professional development on school-wide behavior expectations and procedures. Character Counts Education Program is utilized throughout the year highlighting desirable traits. At the school we also participate in drills to help make the students aware of what to do in case of an emergency.

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.

Teachers are trained in classroom management strategies. Teachers use differentiated instruction to meet the needs of all students. Teachers convey and review expectations for each learning activities and establish classroom behavior management systems that mirror SwPBS expectations.

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.

School Based Team (SBT) meets regularly to discuss students with barriers to academic and social success.

Referral Program is also used to recognized students who are following school-wide expectations.

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.

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or mathematics
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Eagle Art Academy utilizes data system to identify students who have attendance, behavioral or academic concerns. Eagle Arts Academy has created a school based team and an attendance tracking system in order to identify students who are missing substantial educational time. Once identified the team recommends interventions.

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	3	1	1	1	0	0	1	1	2	0	0	0	0	10	
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	98	15	43	49	33	17	0	0	0	0	255	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	0	0	0	0	

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 - *Use of GradeLink (As of December 2016) to track and inform parents of absences.
 - * Current notification is through TERMS reporting and parent contact via phone calls from administration.
 - * Parent phone calls when students are absent more than 5 days.
- One or more suspensions, whether in school or out of school
 - * Student is counseled by dual certified Principal/Guidance Counselor, and/or ESE Coordinator for emotional and behavioral support.
 - * Individual Informal BP plan developed
 - * Daily behavior tracking and parent notifications through email, agenda and (GradeLink.)
- Course failure in English Language Arts or mathematics
 - * Tracking of student grades by Administration/Guidance through GradeLink, EDW for FSA Scores, iready diagnostic reports.
 - * Tutorial programs before and after school, iready toolbox and log-in for at home access
 - * Study Hall class for remediation using online software
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
 - * Placement in Intensive Reading/Math Classes.
 - * FSA tutorial camps.
 - * Use of online software for remediation.
 - * School Based Team Referral
 - * School Wide RTI Tier II & III Interventions supported by ESE Specialists, Reading Specialist, and Math Team Lead

Eagle Arts Academy uses a disciplinary progression report that allows students and teachers the opportunity to correct behavior and maximize educational opportunities in the classroom. The Principal, in conjunction with the Assistant Principal and ESE Coordinator, will conference students as appropriate. General Education Teachers will document behaviors and complete a the School Based team a referral for Applied Behavior Analysis and development of Behavior Intervention Plan. ABA includes consideration of factors outside of the confines of school that may be contributing factors to questionable behaviors.

In the case of disciplinary issues at school, requiring in school guidance or related services, parents are notified through a letter for disciplinary concerns, as well as a conference with a school administrator or guidance counselor. Forms must be signed by the parents and students and returned prior to initiation of in school services. All students with an informal, or formal behavior plan are tracked through an SBT file and concurring data collection by general education teacher. All students at Eagle Arts Academy school are provided with the opportunities for tutoring during lunch and after school at the request of the teacher or the student. Additionally, Eagle Arts Academy school provides students with access to software that enhances their educational experience. Such software includes but is not limited to; ABC Mouse, DreamBox, Collections, I-Ready, EOC online practice Test, Kahn Academy and Algebra Nation.

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

Eagle Arts Academy provides parents and students with a clear and open line of communication. The Student Handbook, found within the students planners, and Eagle Arts Academy website informs parents and students of the different procedures for the school as well as all the disciplinary expectations within the school. In addition to the school's website, Eagle Arts Academy uses a program called

"GradeLink" which is used to communicate with parents via phone app and online access.

Teachers are required to communicate with the parents of students that are struggling in class in addition to updating GradeLink with any information that is pertinent to the student and the parent.

Many

teachers at Eagle Arts Academy utilize other services such as, Remind 101 and Schoology in order to maximize the lines of communication.

Parents are informed during meet the teacher and Curriculum Night of the various ways in which parents can contact a teacher with problems or concerns. Parents, as stakeholders in the educational structure, are welcome to contact teachers and administration at any time. Eagle Arts Academy also has a

Facebook page to update parents.

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.

Eagle Arts Academy encourages students and the faculty at large to participate in their respective communities

actively. As part of the Wellington community students are encouraged to enter projects in the Wellington Student Film Festival. Eagle Arts Academy also has alternative programs that engage students interest. These programs include but are not limited to: Clubs, National Honors Society and Student Government to name a few.

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
Smith, Michael	Principal
Copeland, Paul	Assistant Principal

b. Duties

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

The Rtl/SBT team meet every third week of each month for the following activities:

- * identify and support students with academic, emotional and behavioral concerns.
- * discuss and develop intervention plans that addresses students' needs.

The Rtl/SBT team members also collaborate regularly through departmental meetings to discuss solutions, make decisions, and evaluate implementation of instruction/interventions for students.
Principal - Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing Rtl; Conducts assessment of Rtl skills of school staff; Ensures implementation of intervention support and documentation; ensures adequate professional development to support Rtl implementation; Provide services and insights on students' academic, emotional, and behavioral issues.

Assistant Principal- Provides a common vision and guidance with following the scope and sequence aligned to the state standards; monitoring, data collection, and analysis of students that need interventions; Design and deliver professional development training and coordinates professional development. Supports data-base decision making; ensures implementation of instruction/intervention; support Rtl implementation; Communicates with parents regarding school-based Rtl plans and activities

Reading Specialist – Develops, leads, and evaluates Reading program; Identifies research based reading intervention strategies; Identifies students needs; Provide interventions to at-risk students;
ESE Coordinator - Participates in student data collection; assist in the decision of further assessment; collaborates with teachers through facilitation or consultation.

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.

Members of the Rtl Leadership team and department instructional leaders were included in the development of the School Improvement Plan. Post-school and Pre-school planning meetings were held to develop school's goals and strategies.

Activities included discussion of FSA and EOC results, the progress of the lowest 25%, meeting AYP and the progress of AYP subgroups.

Instructional strategies were also discussed and set expectations of instructions for the 2015-16 school year. The Rtl team will collaborate to increase overall student achievement The Rtl leadership

will utilize the previous and current data to provide the appropriate interventions throughout the school year.

The School Improvement Plan will become the document which guides the work of the Rtl Leadership Team.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tim Quinn	Business/Community
Dr. Jon Robertson	Business/Community
Coleen Kirk	Business/Community
Donna McGowan	Business/Community
Michelle Morley	Business/Community
Chantal Segurola	Business/Community

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

We did not have a School Improvement Plan last year.

b. Development of this school improvement plan

Last year, Eagle Arts Academy did not have a SAC. However, we do have a board of directors that meet to review to provide input and review the SIP. The School Improvement plans was developed with input from teachers and administration. The board of directors will evaluate and approve the SIP, provide feedback to improve the educational outcomes for all students. The budget was presented denoting the expenditure items at the Annual Meeting.

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

The schools annual budget has been prepared taking in the need for resources for remediation of the bottom 25%.

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

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

No

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

Charter schools are exempt from Florida Statue Section 1001.452. Section 1002.33(16) states that charter schools are exempt from all the statues in Chapter 1000-1013, except for those statues specifically listed. Section 1001.452 is not among those specifically listed.

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
Smith, Michael	Principal

b. Duties

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

The Literacy Leadership Team at Eagle Arts Academy is comprised of leaders in literacy. The Literacy Team is led by the following members:

Micheal Smith- Principal
Paul Copeland - Assistant Principal
Gina Siringo- ESE Coordinator
Tracey Farricker - Reading Teacher
Paul Cutler - Social Studies Department Instructional Leader
Frank Cruz- Film & Digital Media Department Instructional Leader
Iam Bottom - Mathematics Department Instructional Leader
Shauna Reyzman English Department Instructional Leader
Stephanie Hannifin- Kindergarten Chair
Jyotishri Kelwadkar-1st Grade Chair
Amy Summerlin- 2nd Grade Chair
Stacy Taggart -3rd Grade Chair
Mary Grace- 4th Grade Chair
Joanne Shultz-5th Grade Chair

The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and Saturday clinics

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.

Eagle Arts Academy provides educators with common planning opportunities that promote a collaborative environment for teachers and a greater understanding of the educational goals of the school among the academic teams.

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration

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

In the educational world, the most important facet of sound faculty and hiring is recruitment. As with any company, personnel is vital, and the stakeholders involved in this practice now have many tools to help in the process. In using these tools, schools can find the best personnel to fill the diverse needs of any school no matter where it may be located in the United States. In researching hiring practices, one common thread seems to occur: most schools are using the same methods regardless of location. Because of the technological explosion our county is experiencing now, one of the most common practices is internet hiring, prospective employees are able to access schools with just a short search of the web, and this makes the hiring process a less stressful experience for many applicants. A prospective applicant can find a job, fill out the application, take preliminary tests, submit resumes, and even have interviews via the internet.

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

Eagle Arts Academy mentors new teachers through the ESP (Educator Support Program) which is managed by the Assistant Principal, Patricia Brandine.

New teachers are mentored through the individual departments and are supervised by the Administrative staff.

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 faculty at Eagle Arts Academy utilizes various resources to ensure that core instructional programs and materials are aligned with Florida's standards, as well as the framework of the Palm Beach County Scope and Sequence. Eagle Arts Academy creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Educators take advantage of common planning as well as professional development to expand on the knowledge needed to maintain high academic rigor.

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.

Members of the RtI Leadership team and department instructional leaders were included in the development of the School Improvement Plan. Post-school and Pre-school planning meetings were held to develop school's goals and strategies.

The Teachers utilizes data from Eagle Arts Academy accountability records assessments to modify and assess changes in instructional materials, instruction, and tracking students progress and adjust educational goals.

Teachers differentiate instruction to meet the needs of individual students and their IEP goals.

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: Extended School Year

Minutes added to school year: 10,800

60 extra minutes a day for remediation in core academic instruction and enrichment in fine and performing arts.

Strategy Rationale

Core Academic Instruction

- Enrichment
- Teacher collaboration, planning and professional development

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Smith, Michael, msmith@eaawellington.org

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

Teachers and students use the data collected in these classes for remediation purposes as well as to support educational goals.

Strategy: After School Program

Minutes added to school year: 27,000

Enrichment in Fine and performing arts. Tutorial programs for core academic instruction.

Strategy Rationale

Core Academic Instruction

Enrichment

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Smith, Michael, msmith@eaawellington.org

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

Teachers and students use the data collected in these tutoring sessions for remediation purposes as well as to support educational goals.

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.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance. Incoming Kindergarten students are invited to Kindergarten Roundup.

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.

Students take 6 encore courses (drama, music, TV production, art, digital media, and dance) to build interest in areas of studies. College days, film projects, art projects, area competitions are held throughout the school year. Industry pprofessional present workshops to encourage student participation in art education.

These experiences provide additional opportunities for the students in making future course and career decisions.

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

Eagle Art Academy students are given the opportunity to take Digital Media Film Production, Digital Media 3-D

Animation Production, Acting/Drama, Dance, Music and High School Credit courses. In these courses, students obtain real world experience and skills that are directly linked to their future careers. To strengthen the relationship among content, major, and future careers, interdisciplinary connections will be emphasized school-wide.

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

In order to prepare students for post-secondary studies and careers, the school has increased the rigor in its curriculum by increasing the participation in High School Credit Courses. Students select courses through discussions and recommendations from teachers, parents, and guidance. For students considering High School courses informational meetings and open house events are held with parents and students prior to enrollment in order to communicate the expectations of coursework.

College recruitment opportunities are scheduled on the school campus and the school district throughout the year to explore post-secondary opportunities.

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.

Hosting College days with schools that focus on the Performing arts as well as Fine Arts. Teachers are promoting colleges though display of their college corner.

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.** If teachers are provided with professional development focusing on instructional strategies and teacher delivery model, then teacher performance will improve.
- G2.** If Teachers provide rigorous instruction using projects and assignments that require students to integrate and apply concepts in meaningful contexts then Reading and Math Scores will increase

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. If teachers are provided with professional development focusing on instructional strategies and teacher delivery model, then teacher performance will improve. 1a

G084019

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (VAM)	80.0

Targeted Barriers to Achieving the Goal 3

- Lack of opportunities for professional development and time to collaborate with colleagues (analyze data, planning, developing rigorous lessons, etc.).

Resources Available to Help Reduce or Eliminate the Barriers 2

- • Scope and Sequence • Instructional Materials • Support Staff (Reading Teacher, Curriculum Specialist, Administrators)

Plan to Monitor Progress Toward G1. 8

Assessment (Mini, Benchmark, Unit, Common)

Person Responsible

Paul Copeland

Schedule

Monthly, from 10/1/2016 to 6/2/2017

Evidence of Completion

Performance Matters, Common Assessment data, I-Ready Data, Meeting/Walkthrough notes

G2. If Teachers provide rigorous instruction using projects and assignments that require students to integrate and apply concepts in meaningful contexts then Reading and Math Scores will increase 1a

G084020

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	48.0
FSA Mathematics Achievement	37.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher training on state standards instruction through project based learning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Chrome Books, EBolts, i-Ready, Khan Academy, Computer based program

Plan to Monitor Progress Toward G2. 8

Data Days, Learning Team Meetings, PDD Days

Person Responsible

Paul Copeland

Schedule

Monthly, from 10/1/2016 to 6/2/2017

Evidence of Completion

Agendas, Planning Notes, Feedback documentation

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

 = Problem Solving Step  S123456 = Quick Key

G1. If teachers are provided with professional development focusing on instructional strategies and teacher delivery model, then teacher performance will improve. **1**

 G084019

G1.B1 Lack of opportunities for professional development and time to collaborate with colleagues (analyze data, planning, developing rigorous lessons, etc.). **2**

 B223255

G1.B1.S1 Provide teachers time to plan with colleagues, analyze data, plan instruction and collaboratively score writing assessments. **4**

 S235550

Strategy Rationale

Increase teacher effectiveness and develop instructional delivery strategies.

Action Step 1 **5**

Develop Common Planning/LTM & Collaborative Planning schedules for teachers to meet weekly

Person Responsible

Paul Copeland

Schedule

Biweekly, from 10/1/2016 to 6/2/2017

Evidence of Completion

Agendas, sign in sheets, data, common/collaborative planning schedules, minutes

Action Step 2 **5**

Communicate collaborative planning guidelines and expectations during faculty/late start meetings.

Person Responsible

Paul Copeland

Schedule

Monthly, from 10/1/2016 to 6/2/2017

Evidence of Completion

Meeting Agendas

Action Step 3 5

Develop consistency throughout all content areas by defining the instructional block. Communicate the instructional block to teachers and explain the expectation for each component.

Person Responsible

Paul Copeland

Schedule

Monthly, from 10/1/2016 to 6/2/2017

Evidence of Completion

Instructional Time Frame, Lesson Plans, Observations, walk throughs

Action Step 4 5

Teachers will meet at least one time a week for Common Planning, Learning Team Meeting-LTM, or Collaborative Planning to focus on standards based teaching .

Person Responsible

Paul Copeland

Schedule

Biweekly, from 10/1/2016 to 6/2/2017

Evidence of Completion

Agendas, sign in sheets, lesson plans

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

Provide a calendar of meeting dates for LTM/Collaborative planning, Leadership Team meeting, and Admin Meetings

Person Responsible

Michael Smith

Schedule

Monthly, from 10/1/2016 to 6/2/2017

Evidence of Completion

Lesson plans, calendars, minutes, agenda, sign in sheets,

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

Walk through and Teacher observations both informal and formal.

Person Responsible

Michael Smith

Schedule

Monthly, from 10/1/2016 to 6/2/2017

Evidence of Completion

Teacher walk through notes and observations notes and final evaluation

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

Data from Observation, Assessments, Learning Team Meetings, Common/Collaborative Planning

Person Responsible

Michael Smith

Schedule

Monthly, from 10/1/2016 to 6/2/2017

Evidence of Completion

Observation data, lesson plans, follow up notes from Learning Team Meetings, Assessment data, teacher evaluation, walk through notes

G2. If Teachers provide rigorous instruction using projects and assignments that require students to integrate and apply concepts in meaningful contexts then Reading and Math Scores will increase **1**

 G084020

G2.B1 Lack of teacher training on state standards instruction through project based learning. **2**

 B223256

G2.B1.S1 Engage students in project based learning using technology. **4**

 S235551

Strategy Rationale

Students learn from using technology and researching topics related to academics.

Action Step 1 **5**

Provide professional development to teachers on implementing project-based learning

Person Responsible

Paul Copeland

Schedule

Biweekly, from 10/1/2016 to 6/2/2017

Evidence of Completion

Agendas, Lesson plans, student work samples

Action Step 2 **5**

Teachers will review unpacked standards (or unpack standards)

Person Responsible

Paul Copeland

Schedule

Biweekly, from 10/1/2016 to 6/2/2017

Evidence of Completion

LTM Meeting Notes, Lesson Plans, Observations, Walkthrough data

Action Step 3 5

During collaborative planning, teachers will plan for project-based learning that align to the standards and deepen students understanding of the content (including using technology).

Person Responsible

Paul Copeland

Schedule

Weekly, from 10/1/2016 to 6/2/2017

Evidence of Completion

Collaborative Planning Notes, Lesson Plans, Walkthrough data

Action Step 4 5

Provide teachers with technology to support project-based learning

Person Responsible

Michael Smith

Schedule

Monthly, from 10/1/2016 to 6/2/2017

Evidence of Completion

Technology Logs, Lesson Plans

Action Step 5 5

Equip students and classrooms with materials needed to complete hands-on project-based assignment

Person Responsible

Michael Smith

Schedule

Annually, from 10/1/2016 to 6/2/2017

Evidence of Completion

Technology Logs, Lesson Plans

Action Step 6 5

Teachers will implement plan for project-based learning in the classrooms.

Person Responsible

Michael Smith

Schedule

Monthly, from 10/1/2016 to 6/2/2017

Evidence of Completion

Lesson plans, meeting notes, sign in sheets

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

Participate in Common/Collaborative Planning, Learning Team Meetings to observe implementation

Person Responsible

Michael Smith

Schedule

Monthly, from 10/1/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Common/Collaborative Planning Forms, Learning Team Agenda/Notes

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

Monitor and analyze classroom assessments for reteaching.

Person Responsible

Paul Copeland

Schedule

Monthly, from 10/1/2016 to 6/2/2017

Evidence of Completion

Student item analysis for assessments, lesson plans for reteaching,

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

Conduct Walkthroughs to check for implementation

Person Responsible

Michael Smith

Schedule

On 6/2/2017

Evidence of Completion

Observation data, teacher data chat documents, feedback documentation

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

Teacher feedback from planning sessions; Assessment data

Person Responsible

Paul Copeland

Schedule

Monthly, from 10/1/2016 to 6/2/2017

Evidence of Completion

Meeting notes, Assessment results

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

FSA Reading/Writing and Math scores

Person Responsible

Paul Copeland




















Schedule

Annually, from 10/1/2016 to 6/2/2017

Evidence of Completion


FSA proficiency data

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.MA1 M308900	Assessment (Mini, Benchmark, Unit, Common)	Copeland, Paul	10/1/2016	Performance Matters, Common Assessment data, I-Ready Data, Meeting/Walkthrough notes	6/2/2017 monthly
 G2.MA1 M308906	Data Days, Learning Team Meetings, PDD Days	Copeland, Paul	10/1/2016	Agendas, Planning Notes, Feedback documentation	6/2/2017 monthly
 G1.B1.S1.MA1 M308897	Data from Observation, Assessments, Learning Team Meetings, Common/ Collaborative Planning	Smith, Michael	10/1/2016	Observation data, lesson plans, follow up notes from Learning Team Meetings, Assessment data, teacher evaluation, walk through notes	6/2/2017 monthly
 G1.B1.S1.MA1 M308898	Provide a calendar of meeting dates for LTM/Colloborative planning, Leadership Team meeting, and...	Smith, Michael	10/1/2016	Lesson plans, calendars, minutes, agenda, sign in sheets,	6/2/2017 monthly
 G1.B1.S1.MA3 M308899	Walk through and Teacher observations both informal and formal.	Smith, Michael	10/1/2016	Teacher walk through notes and observations notes and final evaluation	6/2/2017 monthly
 G1.B1.S1.A1 A303678	Develop Common Planning/LTM & Collaborative Planning schedules for teachers to meet weekly	Copeland, Paul	10/1/2016	Agendas, sign in sheets, data, common/ collaborative planning schedules, minutes	6/2/2017 biweekly
 G1.B1.S1.A2 A303679	Communicate collaborative planning guidelines and expectations during faculty/late start...	Copeland, Paul	10/1/2016	Meeting Agendas	6/2/2017 monthly
 G1.B1.S1.A3 A303680	Develop consistency throughout all content areas by defining the instructional block. Communicate...	Copeland, Paul	10/1/2016	Instructional Time Frame, Lesson Plans, Observations, walk throughs	6/2/2017 monthly
 G1.B1.S1.A4 A303681	Teachers will meet at least one time a week for Common Planning, Learning Team Meeting-LTM, or...	Copeland, Paul	10/1/2016	Agendas, sign in sheets, lesson plans	6/2/2017 biweekly
 G2.B1.S1.MA1 M308901	Conduct Walkthroughs to check for implementation	Smith, Michael	10/1/2016	Observation data, teacher data chat documents, feedback documentation	6/2/2017 one-time
 G2.B1.S1.MA3 M308902	Teacher feedback from planning sessions; Assessment data	Copeland, Paul	10/1/2016	Meeting notes, Assessment results	6/2/2017 monthly
 G2.B1.S1.MA4 M308903	FSA Reading/Writing and Math scores	Copeland, Paul	10/1/2016	FSA proficiency data	6/2/2017 annually
 G2.B1.S1.MA1 M308904	Participate in Common/Collaborative Planning, Learning Team Meetings to observe implementation	Smith, Michael	10/1/2016	Lesson Plans, Common/Collaborative Planning Forms, Learning Team Agenda/Notes	6/2/2017 monthly
 G2.B1.S1.MA5 M308905	Monitor and analyze classroom assessments for reteaching.	Copeland, Paul	10/1/2016	Student item analysis for assessments, lesson plans for reteaching,	6/2/2017 monthly
 G2.B1.S1.A1 A303682	Provide professional development to teachers on implementing project-based learning	Copeland, Paul	10/1/2016	Agendas, Lesson plans, student work samples	6/2/2017 biweekly
 G2.B1.S1.A2 A303683	Teachers will review unpacked standards (or unpack standards)	Copeland, Paul	10/1/2016	LTM Meeting Notes, Lesson Plans, Observations, Walkthrough data	6/2/2017 biweekly
 G2.B1.S1.A3 A303684	During collaborative planning, teachers will plan for project-based learning that align to the...	Copeland, Paul	10/1/2016	Collaborative Planning Notes, Lesson Plans, Walkthrough data	6/2/2017 weekly
 G2.B1.S1.A4 A303685	Provide teachers with technology to support project-based learning	Smith, Michael	10/1/2016	Technology Logs, Lesson Plans	6/2/2017 monthly
 G2.B1.S1.A5 A303686	Equip students and classrooms with materials needed to complete hands-on project-based assignment	Smith, Michael	10/1/2016	Technology Logs, Lesson Plans	6/2/2017 annually

Palm Beach - 4072 - Eagle Arts Academy - 2016-17 SIP

Eagle Arts Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A6  A303687	Teachers will implement plan for project-based learning in the classrooms.	Smith, Michael	10/1/2016	Lesson plans, meeting notes, sign in sheets	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. If teachers are provided with professional development focusing on instructional strategies and teacher delivery model, then teacher performance will improve.

G1.B1 Lack of opportunities for professional development and time to collaborate with colleagues (analyze data, planning, developing rigorous lessons, etc.).

G1.B1.S1 Provide teachers time to plan with colleagues, analyze data, plan instruction and collaboratively score writing assessments.

PD Opportunity 1

Develop consistency throughout all content areas by defining the instructional block. Communicate the instructional block to teachers and explain the expectation for each component.

Facilitator

Patricia Brandine

Participants

All Teachers

Schedule

Monthly, from 10/1/2016 to 6/2/2017

G2. If Teachers provide rigorous instruction using projects and assignments that require students to integrate and apply concepts in meaningful contexts then Reading and Math Scores will increase

G2.B1 Lack of teacher training on state standards instruction through project based learning.

G2.B1.S1 Engage students in project based learning using technology.

PD Opportunity 1

Provide professional development to teachers on implementing project-based learning

Facilitator

Paul Copeland

Participants

All Teachers

Schedule

Biweekly, from 10/1/2016 to 6/2/2017

PD Opportunity 2

Teachers will review unpacked standards (or unpack standards)

Facilitator

Paul Copeland

Participants

All Teachers

Schedule

Biweekly, from 10/1/2016 to 6/2/2017

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	Develop Common Planning/LTM & Collaborative Planning schedules for teachers to meet weekly				\$0.00
2	G1.B1.S1.A2	Communicate collaborative planning guidelines and expectations during faculty/late start meetings.				\$0.00
3	G1.B1.S1.A3	Develop consistency throughout all content areas by defining the instructional block. Communicate the instructional block to teachers and explain the expectation for each component.				\$0.00
4	G1.B1.S1.A4	Teachers will meet at least one time a week for Common Planning, Learning Team Meeting-LTM, or Collaborative Planning to focus on standards based teaching .				\$0.00
5	G2.B1.S1.A1	Provide professional development to teachers on implementing project-based learning				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1142	160-Other Support Personnel	4072 - Eagle Arts Academy	Title II		\$500.00
			Notes: Materials and presenters			
6	G2.B1.S1.A2	Teachers will review unpacked standards (or unpack standards)				\$0.00
7	G2.B1.S1.A3	During collaborative planning, teachers will plan for project-based learning that align to the standards and deepen students understanding of the content (including using technology).				\$16,565.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4072 - Eagle Arts Academy			\$16,565.00
			Notes: I-Ready			
8	G2.B1.S1.A4	Provide teachers with technology to support project-based learning				\$87,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			4072 - Eagle Arts Academy	General Fund		\$87,500.00
			Notes: ChromeBooks			
9	G2.B1.S1.A5	Equip students and classrooms with materials needed to complete hands-on project-based assignment				\$0.00
10	G2.B1.S1.A6	Teachers will implement plan for project-based learning in the classrooms.				\$0.00
Total:						\$104,565.00