Excelsior Charter Academy

2014-15 School Improvement Plan

Excelsior Charter Academy

18200 NW 22ND AVE, Miami Gardens, FL 33056

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	Yes	94%

Alternative/ESE Center	Charter School	Minority
No	Yes	100%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	C	B

School Board Approval

This plan is pending approval by the Dade 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 with a grade of F within the prior two years. 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Excelsior Charter Academy is committed to providing an education of excellence that meets each student's interests, abilities and needs within a common curricular framework that reflects and promotes an understanding of, and appreciation for, diversity in our community as an integral part of school life. Excelsior challenges each student to develop intellectual independence, creativity and curiosity and a sense of responsibility toward others both within the School and in the community at large. Guided by the Excelsior Motto, "where moments of learning are monumental."

Provide the school's vision statement

Excelsior Charter Academy will challenge children of all abilities to achieve excellence in a wide range of academic, cultural and extra-curricular activities. It will equip children for the demands and opportunities of the twenty-first century by offering a differentiated, effective and rigorous curriculum as an entitlement to all.
A professional and highly motivated staff, in partnership with parents, will encourage each child to achieve their full potential. In a disciplined and caring environment, based on mutual respect, each child will be valued as an individual in his/her own right and his/her moral development encouraged.

School Environment

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

The school learns about students' cultures and builds relationships between teachers and students through family and culturally based projects. From here, students are able to discuss, display, and present their cultural values and morals to other students and staff.

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

At Excelsior Charter Academy, student safety is, has, and will always be priority. Here we create an environment where students know that there is always an adult that is readily available to address any and all issue that they may face. In addition, students are shown respect and its modeled by the faculty and staff members of Excelsior Charter Academy.

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 faculty, instructional staff members, and students adhere to the school wide discipline plan in which all students were oriented on during the first week of school. In the event that there is blatant disrespect, and teachers have followed protocol, students will then be referred to administration for further disciplinary actions in which administration will follow the district's Code of Student Conduct.

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

At ECA we consistently speak to our students and assess the mental capacity and social and emotional needs of our students. In the event, that there is a student that needs to speak to someone the administration always makes themselves readily available to students. If it is the perception that the issue that the student may be encountering is greater than what school personnel can handle, students will be referred to outside agencies that could provide counseling or mentoring services outside of the school.

Early Warning Systems

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

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

? Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
Attendance committee review
Attendance Contract
Consistent Review of Attendance Bulletin
? One or more suspensions, whether in school or out of school
Provide make-up work
Provide alternative strategies to suspension, (i.e. detentions)
? Course failure in English Language Arts or mathematics
Provide information to parents and students on course recovery for ELA and Math
Provide information for Virtual Schools
? A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
Enroll students in Intensive Reading and Math courses
Hold continuous academic meetings with students and teachers
Provide Intervention
Enroll student in school based tutorial program.

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

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	12	
Attendance below 90 percent	4	3	2	4	2	4	5	6	2	0	32
One or more suspensions	0	0	0	0	0	0	0	0	0	20	20
Course failure in ELA or Math	0	3	1	2	0	5	3	0	0	0	14
Level 1 on statewide assessment	0	0	0	8	2	15	27	11	12	0	75

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The following interventions are strategies employed by the school to improve the academic performance of students identified by the early warning systems:
• Student/Teacher Data Chats
• Frequent Parent Conferences
• Use of Academic Contracts
• Use of Attendance Contracts

Family and Community Involvement

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

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. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/197401.

Description

A PIP has been uploaded for this school or district - see the link above.

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

ECA has a parent liaison group that assists the Principal in attaining business partnerships that aids the school in securing and utilizing resources for student achievement. Typically, we visit various businesses within the community and introduce ourselves and ask if we could host a fundraiser at their location in which a portion of the proceeds go back to the school. ECA also participate in local businesses educational programs. From participation, we acquire funds or resources that are donated to the school.

Effective Leadership

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

School Leadership Team

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

Name	Title
Wyartt, Janell	Principal
Harris, Anthony	Dean
Johnson, Martine	Teacher, K-12
Ferreira, Jacqueline	Teacher, K-12

Duties

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

Tier 1(Leadership Team)
Administrator who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;
In addition to the school administrator the school's Leadership Team will include the following members who will carryout SIP planning and problem solving
• School reading and math teachers
• Special education personnel
In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
Members of the Leadership Team will conduct regular meetings to evaluate intervention efforts for students' by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3
Members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

Utilizing school based data, the leadership teams, disaggregate and review data to identify data trends, strengths and weaknesses. From there, the leadership team then selects state adopted materials that best meet the needs of our students. The materials are purchased and used with frequent assessments. Once implemented, the administrative team then begins to monitor proper use of programs, and implementation with fidelity. If necessary, programs may be tweaked to better meet the needs of our students and ultimately assist students in attaining academic success.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Janell Ferguson	Principal
Paulene Alfreus	Teacher
Martine Johnson	Teacher
Stephon Wilson	Teacher
Psyche Matthew	Teacher
Sharon Williams	Parent
Adrian Blunt	Parent
Montrice Mitchell	Parent
Wanda Thomas	Parent

Duties

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

Evaluation of last year's school improvement plan

ECA's EESAC committee reviewed the school's 2013-2014 school improvement plan, the strategies, materials and programs purchased to determine if the school obtained a return on their investment. As a result of FCAT preliminary data, the committee determined that all goals were not met, but sufficient learning gains of our students were acquired, thus reflecting that all aforementioned materials and strategies used were effective. In addition, it was apparent that the 2013-2014 SIP was effective in that the school's grade increased from a "D" to a "C" just 8 points shy of a "B".

Development of this school improvement plan

The SAC involvement in the development of the school improvement plan were as follows:
• Assistance in the establishment of school improvement planning team with clear roles and responsibilities;
• Reviewed the teams self-assessment, of current school practices and programs designed to improve student achievement
• Reviewed student performance data and determine achievement gaps (which students are falling behind and in which areas);
• Reviewed the teams evaluation of possible contributing factors (conditions, issues, practices, or policies) and provided additional input;
• Reviewed the action plan developed by the team and provided feedback;
• Will ensure the plan is monitored for effectiveness as well as timely implementation.

Preparation of the school's annual budget and plan

ECA's EESAC committee identified the number of students enrolled and on the waiting list to determine the number of staff members that would be needed, and materials that were needed for purchasing. There are 265 students currently enrolled at ECA, which yields a budget of $1325. The EESAC committee intends to utilize the funds to support extended learning opportunities, materials/resources, and incentives.

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

The projected use of SAC funds include:
1. The provision of student incentives for tutorial and interventions in reading, writing, mathematics and science
2. Supplemental reading materials for small-group instruction and tutoring

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Wyartt, Janell	Principal
Ferreira, Jacqueline	Teacher, K-12
Jackson, Portia	Teacher, K-12
Johnson, Martine	Teacher, K-12
Wright, Ericka	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT oversees the implementation of the k-12 Comprehensive Research Based Reading Plan at the school site level. The LLT monitors the use of instructional materials related to reading instruction data analysis and interpretation, professional development, and technology.
The LLT addresses issues related to reading instruction, professional development activities mentoring, and data a analysis and interpretation at the classroom level. The role of the school based Literacy Leadership Team includes the following:
• Provide a common vision for the use of data based decision making
• Ensure that selected/targeted literacy strategies are implemented that support initiatives
• Conduct a survey to assess the professional development needs of the school staff and provide training in those areas highlighted as needs to support understanding and proper implementation of the CRRP.
• Monitor instructional planning to ensure alignment to the CRRP
• Ensure that intervention and support are implemented and documented
• Communicate with parents regarding school-based Reading plans and activities
The focus of the LLT this year will be to support implementation of the CRRP and promote literacy across the
curriculum. The following outlines some of the steps that will be taken to support this focus:
• Hold weekly teacher team meetings to discuss students they have in common and to align instruction. These regular meetings will allow for teachers to plan for consistency in instruction across subject areas that will ensure a comprehensive and coordinated literacy program.
• Increase the use of technology as a medium for literacy. Technology will be used as an instructional tool and to provide support for struggling students.
• Implementation of the Accelerated Reader (AR) program to motivate independent reading and assist in monitoring levels of text and amount of student reading.
• Complete an Assessment/Curriculum Decision Tree to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to create capacity of reading knowledge within the school.
• Assist in promoting independent reading by providing classroom libraries so that structured independent reading will be incorporated into all reading classes as indicated through the Comprehensive Intervention Reading Program (CIRP).
• Provide support and resources to content area teachers in building classroom libraries to assist with independent reading practice.
• Writing will be incorporated across the curriculum through the utilization of the research-based strategies, philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Reading and Writing Standards and Effective Reading in Secondary Classrooms).
• Provide professional development based upon student assessment data, classroom observational data, the professional development listed on the teachers' IPDP form, and district and state reading requirements that could impact reading instruction at the school.
• Use student assessment data to evaluate the resources needed to meet the needs of teachers and students and include resources in a professional library established for all staff when applicable.

Public and Collaborative Teaching

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

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

ECA staff members work collaboratively on Wednesdays to exchange strategies, ideas, and concerns that will aid in enhancing teacher instruction and student achievement. In addition, participation in the online PD Edivation affords teachers the opportunity to view video vignettes, share, and form groups and discussion boards on various educational topics.

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

The school's strategies to recruit and retain highly qualified, effective teachers to the school are as follows:
• Posting on job recruitment websites, such as www.teacher-teacher.com
• Attend district job and recruitment fairs
• Communicate with colleges and universities (advisors, professors, and career centers) to solicit referrals of quality interns and graduates
• Provide effective teachers with schools-based leadership opportunities
• Provide instructional support to teachers through collaborative planning, modeling , coaching and professional
development

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

The following outlines the school's teacher mentoring plan:
• The mentee will be paired with a mentor with one-to-one mentoring
• Mentoring activities will include, but not limited to:
• Collaborative Planning, Modeling and shadowing with continuous feedback/discussions, Data coaching

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The school ensures that its core instruction programs and materials are aligned to the Florida Standards by utilizing the recommended state adopted materials, Test Item Specs, District Pacing guides when planning and implementing the lesson plans. The administrative staff will check to ensure that the correct standards are being taught as specified on the pacing guide, through lesson plan reviews and classroom walkthroughs. Additionally, the school will use CPALMS to create CMAPS.

Instructional Strategies

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

The school uses data to drive instruction, and identify areas of strengths and weaknesses. Once the data is dis-aggregated, teachers can then group students according to their ability and provide instruction to the students on the same benchmark but at a different level. For example, all students will receive differentiated instruction Informational Text, but at various levels. i.e., concrete to abstract.

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: 3,840

Key principles of increased/extended learning through after school programming:

1. Teaching complements core instruction by previewing, reviewing, re-teaching and providing additional practice on specific standards and relevant application of knowledge
• Specific standards where students show weakness are identified prior to design of program
• Lesson plans and resources are developed that preview, review, assess progress and provide practice on selected standards
2. Flexible grouping of students takes place based on student needs and assessment data
• Students are grouped by academic needs and skill deficits
• Student assignment is revisited at least twice during the year to ensure that students are receiving the right supports
3. Continuous monitoring of student progress takes place to evaluate impact and adjust content and instructional strategies
• Quarterly teachers examine student progress through formative assessments and discussion with other teachers
• Curriculum adjusted based on interim and quarterly assessment results
• Students are involved in goal-setting and charting their own progress
4. Opportunities for communication and collaboration among teachers are built into the school schedule to allow for discussion of instructional practices and student needs
• Time is available for teachers to meet at least weekly to discuss student progress and needs as well as lesson plans and instructional practices to meet those needs – discussion focuses on academic support classes as well as core academic classes
• There is clear and regular communication between core classroom teachers and academic support/intervention teachers
5. Adequate time is provided for struggling students to get the additional academic support they need while maintaining a balance of academics and enrichment activities
• Students who need additional support receive at least 3-5 hours per week of tiered intervention tailored specifically to their needs
• Time for academic support may reduce time spent in enrichment activities but does not eliminate that time altogether

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Wyartt, Janell, 944066@dadeschools.net

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

Data is collected continuously through daily activities that will "check" student's understanding, bi-weekly through benchmark assessments and quarterly assessments that provide opportunities for students to demonstrate mastery of sets of skills as well as maintain any formerly mastered skills and concepts. Effectiveness of strategies is determined by the amount of students that have demonstrated mastery and adjusted accordingly. The person that will monitor implementation of the before/after school program is administration and/or the designee that will assist in the planning and coordination of curriculum.

Student Transition and Readiness

PreK-12 Transition

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

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

Transition to Kindergarten Plan:
Goals and Strategies
1. Develop a set coordinated transition and orientation to kindergarten experiences that result in children that are ready to be successful and ensure our school is ready to receive children and their families.
• Provide coordinated and consistent communication, such as informational materials/letters, and events for families' of young children about early development, learning and transition to kindergarten. Excelsior will communicate about these activities and plan, advertise and implement transition/orientation activities for young children.
• Provide information, support and opportunities for Pre-K and Kindergarten teachers to learn about and engage in meaningful transition activities
- Develop support materials on a variety of transition activities, schedule and structure collaboration between teachers so that they can network and share learning and establish a team that will coordinate/direct transition activities for Pre-K and Kindergarten teachers.
2. Assess incoming kindergarten student on each of the five domains of development to inform, plan and develop effective school readiness and transition initiatives
• Gather information about the pre-k students' child care and early experiences prior to entering kindergarten.
• Implement a kindergarten assessment that assess students in the five domains:
- Cognitive development,
- Language and communication,
- Health and physical development,
- Social and emotional development, and
- Approaches to learning
• Develop protocol for using any health assessments as a source of data for the health and physical development domain.

College and Career Readiness

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

ECA will promote academic and career planning by:
1. Examining the policies and practices that govern entrance into rigorous classes.
Work with your school's master scheduler to ensure there are sufficient sections of rigorous courses so all students have opportunities to participate.
2. Collaborate with teachers, including those who are certified to teach high school, gifted, AP courses, and other rigorous courses to develop strategies to help more students succeed (e.g., using technology and experiential learning, tutoring, extra study time and special skills sessions).
3. Collaborate with teachers and students to build peer support networks to assist traditionally underserved students, first-generation students, and others who may need extra help with rigorous courses.
The focus on each level:
Elementary school will create early awareness, knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career readiness.
Middle school will create opportunities to explore and deepen college and career knowledge and skills necessary for academic planning and goal setting.

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

The school incorporates college and career readiness by ensuring that middle school students receive the support and guidance they need to make sound decisions regarding life after middle school and through high school, ECA will create a system of college and career advising and provide students with a Individual Career/College Readiness plan as a resource to guide their decisions. Theory of Action:
If ECA has access to research-based guidance, support, resources and tools to implement and effectively deliver comprehensive, on-going advising framed around the Individual Career/College Readiness plan, and when ECA implements this system of advising with fidelity (monitor data and outcomes and subsequently adjust the advising system to best meet the needs of students), then students in grades 6-8 will set achievable goals aligned with their individual career assessment recommendations, successfully complete appropriate and rigorous coursework, and have the opportunity to utilize skills and knowledge to make sound decisions that prepare them for life after high school.

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

Considering the demand for workers with higher levels of education and the known challenges for basic skills students, ECA will promote the creation of pathways that enable students to move into high school and lay the groundwork for a postsecondary education and training programs, complete credentials, and transition into careers or to four-year colleges.
ECA will implement the following strategies to:
- Create a "bridge" programs that ease the transition to postsecondary education by integrating basic skills instruction (or English language instruction) with higher-level academic content or technical skills training; Dually enroll basic skills students in occupational or academic coursework; Contextualize basic skills instruction with occupational skills training or other college-level academic content;
- Require that college academic assessment be coupled with personalized academic and career guidance so that students can find the best fit for their skills and goals among developmental options connected to college and career pathways; Promote college-going aspirations for by developing pathways, with achievable milestones; and Set goals and performance measures that give developmental education program incentives to prepare students to enroll in and succeed in college.

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

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

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   ECA will increase the percent of students reaching proficiency on the state-mandated assessments by promoting literacy across the content areas.

G2.   The EWS goal is to increase student academic achievement by reducing student failure, decreasing student retention and suspensions and improving overall student attendance.

G3.   The STEM/CTE goal is to increase opportunities for STEM by implementing problem-solving, discovery and exploratory learning ensuring engagement in finding solutions, increasing collaborative research activities and blending critical thinking experiences. Additionally, ECA will increase the use of Career Academy National Standards of Practice and using CTE curriculum.

G4.   ECA is a designated Title I school and will adhere to the current PIP

Strategic Goals Detail

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

G1. ECA will increase the percent of students reaching proficiency on the state-mandated assessments by promoting literacy across the content areas. 1a

🔑 G041982

Targets Supported 1b

Indicator	Annual Target
Middle School Performance in EOC and Industry Certifications	
AMO Math - All Students	53.0
AMO Math - African American	52.0
AMO Math - ED	53.0
FSA - Mathematics - Proficiency Rate	27.0
Algebra I EOC Pass Rate	84.0
Math Gains	79.0
Math Lowest 25% Gains	87.0
AMO Reading - All Students	56.0
AMO Reading - African American	54.0
AMO Reading - ED	55.0
FSA - English Language Arts - Proficiency Rate	10.0
ELA/Reading Gains	68.0
ELA/Reading Lowest 25% Gains	77.0
CELLA Listening/Speaking Proficiency	58.0
CELLA Reading Proficiency	
AMO Reading - Hispanic	61.0
AMO Math - Hispanic	54.0
FCAT 2.0 Science Proficiency	40.0
Bio I EOC Pass	
CELLA Writing Proficiency	

Resources Available to Support the Goal 2

- Technology: Mentoring Minds, Voyager, Typing Web, MYON Reader Hands On Math; IXL; Manipulatives; State-adopted textbooks

Targeted Barriers to Achieving the Goal 3

- Students demonstrated deficiencies in Reading and Language, specifically Key Ideas and Detail and Vocabulary Acquisition and Use

- Students deficient in reading on the CELLA require support in higher order thinking/critical thinking skills as well as support to improve comprehension of vocabulary.

- Students demonstrated deficiencies in geometric concepts and skills.

- Students who were enrolled in Algebra I course and did not achieve proficiency on the EOC Algebra I were deficient in polynomials and rationals.

- In science, science elementary students' noted deficiencies were in the areas nature of science and earth & space science

- In science, science middle school students' noted deficiencies were in the nature of science and physical science

- In civics, students' noted deficiency was the organization and function of government

Plan to Monitor Progress Toward G1. `8`

Review, analysis of and debriefing about:
•Formative: Interim and school-based/classroom assessments
•Summative: 2015 Florida Standards Assessment and EOCs

Person Responsible

Janell Wyartt

Schedule

Monthly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Results from: Formative: Interim and school-based/classroom assessments •Summative: 2015 Florida Standard Assessment and EOCs

G2. The EWS goal is to increase student academic achievement by reducing student failure, decreasing student retention and suspensions and improving overall student attendance. 1a

G041992

Targets Supported 1b

Indicator	Annual Target
Attendance rate	
Attendance Below 90%	15.0
Truancy rate	
One or More Suspensions	9.0
Students exhibiting two or more EWS indicators (Total)	
2+ Course Failures - Middle Grades	
Level 1 - All Grades	
Course Failures Mathematics	
Non-proficient Reading by Grade 03	

Resources Available to Support the Goal 2

- Common Core workbooks (Curriculum Associates and Peoples Education)

Targeted Barriers to Achieving the Goal 3

- Student truancy has been attributed to student illnesses as well as economic situations at home due to parents' inability to transport the students to school and information on how to promote health and wellness for their children. Additionally, parents may not fully understand the impact associated with student attendance and academic progress. The barrier to decreasing student tardiness is chronic fatigue/tiredness of students.

- Noted barrier to reducing students that receive two or more behavior referrals is the students' misunderstanding and unawareness of proper behavior in a school setting and the consequences that result from improper behavior.

- Noted barrier to decreasing students being retained is the need for structure and organized proactive attempts to prevent failure, and identify at-risk children as soon as possible and immediately take action to implement best practices. Additionally, the barrier to reducing the number of students who are not proficient in reading by grade 3 lack of interventions on targeted literacy skills.

Plan to Monitor Progress Toward G2. 8

Review and analysis of: Attendance Bulletin and Student Assessment Data
Administrator log for students who are recognized for complying with the School Code of Conduct along with district suspension rate.
Parent sign-in log for attendance to workshops.
Parent conferences

Person Responsible

Janell Wyartt

Schedule

Monthly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Attendance Bulletin Discipline Referrals ISIS Counseling sessions Lesson Plans Assessments (State, District and School-based)

G3. The STEM/CTE goal is to increase opportunities for STEM by implementing problem-solving, discovery and exploratory learning ensuring engagement in finding solutions, increasing collaborative research activities and blending critical thinking experiences. Additionally, ECA will increase the use of Career Academy National Standards of Practice and using CTE curriculum. 1a

🔍 G041989

Targets Supported 1b

Indicator	Annual Target
	45.0

Resources Available to Support the Goal 2

- Brain Pop; Science and Math manipulatives; CPALMS; STEM Florida Initiative Website

Targeted Barriers to Achieving the Goal 3

- Noted barriers to implementation of STEM experiences is the limited exposure to effective instruction that capitalizes on students' early interest and experiences, identifies and builds on what they know, and provides them with experiences to engage them in the practices of science and sustain their interest. Additionally, increased exposure to a coherent structured curriculum that fosters project-based learning and connects STEM principles to instruction, coursework and educational practices.

- Noted barriers to 100% participation in STEM experiences is coordination of structured projects and available resources.

- Noted barrier to offering accelerated CTE courses, number of students enrolled in CTE courses and/or taking CTE exams are the schools staffing structure and funding that does not allow for these offerings; however ECA strives to increase the use of Career Academy National Standards of Practice through Career Development courses in the middle school.

Plan to Monitor Progress Toward G3. 8

Review, analysis of and debriefing about:
Formative: STEM project-based assessments and school-based/classroom assessments
Summative: 2015 State-mandated Assessments

Person Responsible
Janell Wyartt

Schedule
Biweekly, from 10/7/2014 to 10/7/2014

Evidence of Completion
Results from: Formative: STEM project-based assessments and school-based/classroom assessments Summative: 2015 State-mandated Assessments

G4. ECA is a designated Title I school and will adhere to the current PIP 1a

🔍 G050748

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

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. ECA will increase the percent of students reaching proficiency on the state-mandated assessments by promoting literacy across the content areas. 1

🔍 G041982

G1.B1 Students demonstrated deficiencies in Reading and Language, specifically Key Ideas and Detail and Vocabulary Acquisition and Use 2

🔍 B102159

G1.B1.S1 There will be additional opportunities during instruction for identified subgroups to engage in learning to increase Key Ideas/Details and Vocabulary as identified in the action steps. 4

🔍 S113341

Strategy Rationale

Action Step 1 5

Students will use grade level appropriate text that provide opportunities to increase literacy across the curriculum
Students will read and comprehend literature and informational text at the high end (whichever is appropriate for the targeted grade level) text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as the basis for the answers. Instructional Strategies will include, but not limited to author's purpose chart, two column note: opinion/support; conclusion/support; and cause/effect, main idea table, time lines, cause/effect chains,one sentence summaries, Venn diagram

Person Responsible

Martine Johnson

Schedule

Daily, from 10/6/2014 to 6/12/2015

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback Teacher Evaluations Administrative Data Chats and Schedule

Action Step 2 5

Students will use reading strategies that help determine meanings of words and phrases as they are used in a text, distinguishing literal from non literal language. Students will develop and maintain a response journal, Students will practice determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject areas. Students will engage in opportunities for determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases. Instructional Strategies will include, word walls, personal dictionaries, understanding context clues, concept of definition map, understanding multiple meaning words

Person Responsible

Martine Johnson

Schedule

Daily, from 10/6/2014 to 6/12/2015

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback Teacher Evaluations Administrative Data Chats and Schedule

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups," which provide the principal with progress updates.

Person Responsible

Janell Wyartt

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Student Assessment Data Administrative Data Chats Review of data binders

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

• Ongoing classroom assessments of targeted skills/benchmark
• Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed
• Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback

Person Responsible

Janell Wyartt

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G1.B2 Students deficient in reading on the CELLA require support in higher order thinking/critical thinking skills as well as support to improve comprehension of vocabulary. 2

🔑 B102165

G1.B2.S1 There will be additional opportunities in instruction for ELL students deficient in reading to engage in learning that supports higher order/critical thinking skills as well as vocabulary comprehension as outlined in the action steps. 4

🔑 S113347

Strategy Rationale

Action Step 1 5

Students will be able to do the following during and after additional opportunities are provided.Students will
Build academic vocabulary in English through small group direct instruction cross the Language Arts curriculum.
Students will ensure key vocabulary is emphasized and presented in various contexts to the students. When appropriate, teachers may take advantage of students' first language only if the language shares cognates with English and ensuring that ELLs know the meaning of basic words or key vocabulary along with providing sufficient review and reinforcement. In addition, students will use context clues to determine the meaning of unfamiliar words. as well as explain how text features (e.g. charts, maps, diagrams, sub- headings, captions, illustrations, and graphs) aid readers understanding.

Person Responsible

Janell Wyartt

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Lesson Plans; Classroom Walkthroughs;Teacher Evaluations; Administrative Data Chats

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by
teachers with administration during collaborative planning meetings and scheduled "administrative
check-ups," which provide the principal with progress updates.

Person Responsible

Janell Wyartt

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State)
Meeting Agendas/Notes CIM Implementation Rubric and Score

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

• Consistent monitoring of student progress/data and modifications of instructional plans to meet
students' needs thus leading to improved comprehension of English content

Person Responsible

Janell Wyartt

Schedule

Monthly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan

G1.B3 Students demonstrated deficiencies in geometric concepts and skills. [2]

B125006

G1.B3.S1 There will be additional opportunities in instruction for students to engage in learning to increase proficiency in geometry as outlined in the action steps [4]

S137586

Strategy Rationale

Action Step 1 [5]

Additional opportunities will be provided to students to compose, decompose and transform polygons to create and identify other polygons; calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced; identify and build a 3-dimensional object from a 2-dimensional representation of the object; identify and describe a shape that is the result of one or more translations, reflections or notation; identify 2-dimensional views of a 3-dimensional object; identify and plot ordered pairs in the first and second quadrant of a coordinate plane.

Person Responsible

Janell Wyartt

Schedule

Weekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Intervention logs; Lesson Plans; Teacher evaluations and classroom walk-through; Administrative data chats

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

Monitoring for fidelity through the collection of data biweekly for review , analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups" which provide the principal with progress updates.

Person Responsible

Janell Wyartt

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Lesson plans; classroom walk-throughs with feedback; Teacher Evaluations; Administrative data chats

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

Ongoing classroom assessments of targeted skills and concepts; review of student performance data from assessments every two (2) weeks and determination of next steps, such as adjustments to instructional plan.

Person Responsible

Janell Wyartt

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Assessment data; Lesson Plans; IFCs; Student work

G1.B4 Students who were enrolled in Algebra I course and did not achieve proficiency on the EOC Algebra I were deficient in polynomials and rationals. `2`

🔍 B125008

G1.B4.S1 Opportunities will be provided to students during instruction that will assist students to engage in learning that promotes fundamental and prerequisite skills algebraic skills as outlined in the action steps `4`

🔍 S137688

Strategy Rationale

Action Step 1 `5`

Additional instructional opportunities will be provided for students to:
model real world situations with relations and functions using multiple representations and to find ways to combine those perspectives to reach deeper conclusions and connections Students will also use technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem In addition, students will construct arguments and critique arguments of peers, encourage and facilitate students justifying their conclusions, communicating and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Person Responsible

Janell Wyartt

Schedule

Daily, from 10/6/2014 to 6/12/2015

Evidence of Completion

Lesson Plans; Student work; Teacher observations and classroom walk-through

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Monitoring for fidelity through the collection of data biweekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups" which provide the principal with progress updates.

Person Responsible

Janell Wyartt

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Lesson plans; Teacher evaluations and classroom observations; Student work

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Monitoring for fidelity through the collection of data biweekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups" which provide the principal with progress updates.

Person Responsible

Janell Wyartt

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Lesson plans; Teacher evaluations and classroom observations; Student work

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Ongoing classroom assessments of targeted skills and concepts; review of student performance data from assessments every two (2) weeks and determination of next steps, such as adjustments to instructional plan.

Person Responsible

Janell Wyartt

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Assessment data; Student work

G1.B4.S2 Opportunities will be provided to students during instruction that will assist to engage in learning that promotes complex algebraic concepts such as quadratics, linear equations and polynomials as outlined in the action steps 4

Strategy Rationale

🔑 S137689

Action Step 1 5

Small group instruction is included within the schedule to occur daily within the class period. Teachers have developed a focus calendar of targeted algebraic concepts to be addressed within these small groups daily.

Person Responsible

Janell Wyartt

Schedule

Weekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Lesson Plans, IFCs, Student work, Classroom observations

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

IFCs will be submitted to administration monthly to be reviewed by administration to ensure alignment between lesson planning and acutual instruction

Person Responsible

Janell Wyartt

Schedule

Weekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Lesson plan, Teacher evaluations and classroom observations, student work folders

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 `7`

Assessments will be given weekly to monitor mastery of targeted benchmarks and to determine if remediation or reteaching is necessary

Person Responsible

Janell Wyartt

Schedule

Weekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Assessment data and student work folders

G1.B5 In science, science elementary students' noted deficiencies were in the areas nature of science and earth & space science `2`

🔑 B125009

G1.B5.S1 There will be additional opportunities for elementary students during instruction to engage in learning to increase understanding of earth and space science as outlined in the action steps. `4`

🔑 S137702

Strategy Rationale

Action Step 1 `5`

Plan collaboratively on a weekly basis; implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic; implement all essential laboratories developed by the District; Development of Depth of Knowledge questioning strategies using instruction to enhance student thinking; encourage students to communicate verbally and in writing; increase rigor in science writing in laboratory conclusions; utilize data driven instruction and differentiated instruction strategies to address students' needs

Person Responsible

Janell Wyartt

Schedule

Weekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Lesson plans; Student work; Teacher evaluations; classroom observations

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Monitoring for fidelity through the collection of data biweekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups" which provide the principal with progress updates.

Person Responsible

Janell Wyartt

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Lesson plans; Student work; IFCs; Classroom observations

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Ongoing classroom assessments of targeted skills and concepts; review of student performance data from assessments every two (2) weeks and determination of next steps, such as adjustments to instructional plan.

Person Responsible

Janell Wyartt

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Assessment data; student work

G1.B6 In science, science middle school students' noted deficiencies were in the nature of science and physical science [2]

🔑 B125010

G1.B6.S1 There will be additional opportunities during instruction for students to engage in learning to increase understanding and mastery of concepts and skills in Nature of Science and Physical Science as outlined in the action steps [4]

🔑 S137714

Strategy Rationale

Action Step 1 [5]

Plan collaboratively on a weekly basis; implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic; implement all essential laboratories developed by the District; Development of Depth of Knowledge questioning strategies using instruction to enhance student thinking; encourage students to communicate verbally and in writing; increase rigor in science writing in laboratory conclusions; utilize data driven instruction and differentiated instruction strategies to address students' needs

Person Responsible

Janell Wyartt

Schedule

Weekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Lesson plans; Teacher evaluations and classroom observations

Plan to Monitor Fidelity of Implementation of G1.B6.S1 [6]

Monitoring for fidelity through the collection of data biweekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups" which provide the principal with progress updates.

Person Responsible

Janell Wyartt

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Lesson plans; IFCs, Intervention Logs; Teacher evaluations and classroom observations

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Ongoing classroom assessments of targeted skills and concepts; review of student performance data from assessments every two (2) weeks and determination of next steps, such as adjustments to instructional plan.

Person Responsible

Janell Wyartt

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Assessment data and student work

G1.B7 In civics, students' noted deficiency was the organization and function of government `2`

🔑 B125824

G1.B7.S1 There will be explicit instruction during instruction on topics and concepts about the organization and function of government as outlined in the action steps `4`

🔑 S137722

Strategy Rationale

Action Step 1 `5`

Ensure that all students are provided with classroom activities which help students develop an understanding of the content specific vocabulary in government/civics; provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations; provide activities that allow students to interpret primary and secondary sources of information as well as examine opposing points of views on a variety of issues.

Person Responsible

Janell Wyartt

Schedule

Weekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Lesson plans; Student work folders; Classroom observations and teacher evaluations

Plan to Monitor Fidelity of Implementation of G1.B7.S1 `6`

Teacher will provide administration with a weekly lesson and focus calendar outlining dates when every assessed benchmark will be addressed instructionally

Person Responsible

Janell Wyartt

Schedule

Weekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

LEsson plans; Student work folders

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 `7`

Assessments will be administered every two weeks based upon the calendar of targeted benchmarks to determine mastery and/or remediation of skills and concepts

Person Responsible

Janell Wyartt

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Lesson Plans and Assessment data

G2. The EWS goal is to increase student academic achievement by reducing student failure, decreasing student retention and suspensions and improving overall student attendance. [1]

🔑 G041992

G2.B1 Student truancy has been attributed to student illnesses as well as economic situations at home due to parents' inability to transport the students to school and information on how to promote health and wellness for their children. Additionally, parents may not fully understand the impact associated with student attendance and academic progress. The barrier to decreasing student tardiness is chronic fatigue/tiredness of students. [2]

🔑 B102186

G2.B1.S1 The following will be done to ensure a reduction in chronic fatigue of students. Teachers will be able to identify students with a positive attendance record and provide instruction on regard systems to help motivate positive attendance without the school, establish school environments that support healthy eating and physical activity, provide students with health, mental health, and social services to address healthy eating, physical activity, and related chronic disease prevention, and Identify and refer students who may be developing a pattern of non-attendance to the Leadership Team for intervention services. [4]

🔑 S113379

Strategy Rationale

Action Step 1 [5]

-Assignment of duties and responsibilities with tracking attendance patterns of students.
-Schedule review dates attendance clerk to monitor students identified for intervention
-Develop a plan of action to address attendance issues with incentives

Person Responsible

Janell Wyartt

Schedule

Weekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Attendance Bulletin

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

Review of attendance bulletins monthly; Analysis of noted attendance patterns; Monitoring of incentives

Person Responsible

Janell Wyartt

Schedule

Monthly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Attendance Bulletin

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

Daily and Weekly updates to administration and faculty regarding student attendance via attendance bulletin and during faculty meetings.

Person Responsible

Janell Wyartt

Schedule

Weekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Administrative Data Chats Attendance Bulletin

G2.B2 Noted barrier to reducing students that receive two or more behavior referrals is the students' misunderstanding and unawareness of proper behavior in a school setting and the consequences that result from improper behavior. `2`

`🔍 B102187`

G2.B2.S1 Utilization of the Student Code of Conduct by providing incentives through the implementation of District Implementation of a School wide Discipline Plan. Conduct instruction during parent workshops to provide parents with an overview/understanding of the behavioral model. Provide counseling for the student and parent through "alternate to suspension" and assistance from outside agencies, such as local law enforcement `4`

`🔍 S113380`

Strategy Rationale

Action Step 1 `5`

On a monthly basis, monitor behavioral system and report by grade level teams and monitor student discipline reports on student outdoor suspension rate.

Person Responsible

Janell Wyartt

Schedule

Monthly, from 10/6/2014 to 6/12/2015

Evidence of Completion

ISIS Log of behavioral issues and referral

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

Monitoring for fidelity through the collection of suspension data monthly for review, analysis and discussion by teachers with administration during scheduled "administrative checkups,"which provide the principal with progress updates.

Person Responsible

Janell Wyartt

Schedule

Monthly, from 10/6/2014 to 6/12/2015

Evidence of Completion

ISIS Behavioral Referrals

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

•On a monthly basis, monitor behavioral system and report by grade level teams and monitor student discipline reports on student outdoor suspension rate.

Person Responsible

Janell Wyartt

Schedule

Monthly, from 10/6/2014 to 6/12/2015

Evidence of Completion

ISIS Log of discipline/behavioral issues

G2.B3 Noted barrier to decreasing students being retained is the need for structure and organized proactive attempts to prevent failure, and identify at-risk children as soon as possible and immediately take action to implement best practices. Additionally, the barrier to reducing the number of students who are not proficient in reading by grade 3 lack of interventions on targeted literacy skills. 2

B102188

G2.B3.S1 Provide high-quality instructional programming, especially for children at greatest risk for academic failure due largely to starting "way behind" in their grade level. Provide teachers with intensive, quality professional development opportunities focused on (a) raising student achievement and (b) meeting the diverse needs of struggling students. Continue to monitor and provide assistance on an "as-needed" basis to students who are exited from intervention programs. 4

S113381

Strategy Rationale

Action Step 1 5

Students will use core instruction by previewing, reviewing, re-teaching and providing additional practice on specific standards and relevant application of knowledge on specific standards where students show weakness are identified prior to design of program
on selected standards

Flexible grouping of students takes place based on student needs and assessment data students are grouped by academic needs and skill deficits student assignment is revisited at least twice during the year to ensure that students are receiving the right supports

Continuous monitoring of student progress takes place to evaluate impact and adjust content and instructional strategies

Quarterly teachers examine student progress through formative assessments and discussion with other teachers

Person Responsible

Janell Wyartt

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback Teacher Evaluations Administrative Data Chats and Schedule

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups," which provide the principal with progress updates.

Person Responsible

Janell Wyartt

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/Notes CIM Implementation Rubric and Score

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test

Person Responsible

Janell Wyartt

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs

G2.B3.S2 Students will be provided intensive instruction via interventions, push in/pull out models. In addition, parent conferences are conducted to render suggestions and strategies that can be utilized at home. Students will also be provided research-based intervention strategies that meet the individual needs of struggling students, actively address the social needs and provide social support as well as academic assistance for struggling students, develop rigorous, specific, grade-by-grade standards that provide direction for curriculum development and help teachers assess individual learning needs, and Involve parents as team members in improving student performance. 4

S113383

Strategy Rationale

Action Step 1 5

Development of a intensive support plan for students identified through data requiring intervention based upon social and academic needs.
Sharing the plan with teachers and parents to create the support system to aid student success and improvement
Provide additional learning opportunities for students that do not achieve mastery during the regular class period, such as tutorials and practice work packets to be completed at home
Schedule meetings with parents about the importance of supporting the plan and provide progress monitoring data to make further determinations about strategies

Person Responsible

Janell Wyartt

Schedule

Weekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Student Attendance and Academic Data (District Interims and School-based assessments)

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Review of parent-teacher conference logs and lesson plans that outline additional learning opportunities being provided to students.
Review of tutorial logs and plans to ensure deficiencies are being addressed.

Person Responsible

Janell Wyartt

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Lesson Plans Tutorial Logs and plans Classroom Walkthroughs Administrative Reviews and Data Chats

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Benchmark assessments are being administered regularly to determine if progress is being made. Students that are identified for academic and/or social interventions are pulled monthly to discuss academic and/or behavioral goals and track progress. Once progress is determined, next steps are developed.

Person Responsible

Janell Wyartt

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Student data (Attendance and Assessment) Lesson Plan Student Work Folder

G3. The STEM/CTE goal is to increase opportunities for STEM by implementing problem-solving, discovery and exploratory learning ensuring engagement in finding solutions, increasing collaborative research activities and blending critical thinking experiences. Additionally, ECA will increase the use of Career Academy National Standards of Practice and using CTE curriculum. 1

🔑 G041989

G3.B1 Noted barriers to implementation of STEM experiences is the limited exposure to effective instruction that capitalizes on students' early interest and experiences, identifies and builds on what they know, and provides them with experiences to engage them in the practices of science and sustain their interest. Additionally, increased exposure to a coherent structured curriculum that fosters project-based learning and connects STEM principles to instruction, coursework and educational practices. 2

🔑 B102181

G3.B1.S1 Project-based learning with integrated content across STEM subjects, connections to effective in- and out-of-school STEM programs Integration of technology and virtual learning Authentic assessment and exhibition of STEM skills Professional development on integrated STEM curriculum, community/industry partnerships and connections with postsecondary education connections. 4

🔑 S113373

Strategy Rationale

Action Step 1 5

The following steps will be used to Develop a plan that supports the implementation of a quality program
Identify, select the needs of the school and resources available to support STEM, structure instructional plans with STEM attributes/standards to promote student use of STEM, assess staff knowledge and understanding of STEM, provide targeted training on strategies that support the implementation of STEM, such as training on how to use online-standards based resources system which helps educators find peer- and expert- reviewed resources for exhibits, camps, teacher professional development and other initiatives, ensure teacher incorporation and utilization of STEM rubrics for monitoring of implementation

Person Responsible

Janell Wyartt

Schedule

Monthly, from 10/6/2014 to 6/12/2015

Evidence of Completion

STEM Implementation Plan Administrative Data Chats Lesson Plans Student assessment data (School-based, District and State) Training and Meeting Agendas/Notes STEM Implementation Rubric and Score

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

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups," which provide the principal with progress updates.

Person Responsible

Janell Wyartt

Schedule

Monthly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Administrative Data Chats Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback Teacher Evaluations

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

• Collaborative planning time between math and science teachers to learn the steps necessary for a quality program.
• Classroom walkthroughs monitor use of STEM strategies and implementation rubrics
• Monitor lesson plans and collaborative planning sessions

Person Responsible

Janell Wyartt

Schedule

Monthly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan

G3.B2 Noted barriers to 100% participation in STEM experiences is coordination of structured projects and available resources. [2]

🔑 B102182

G3.B2.S1 Brainstorm resources to complete deliverable project planning tools and necessary project production tools (word processing, demonstration software) Determine required time and funds needed to complete (if any) Identify People and experts, Resource centers and organizations;Technology and software applications Note any existing systems and level of Information accessibility: literature, books, Internet. Create Team: number, skills, motivation [4]

🔑 S113374

Strategy Rationale

Action Step 1 [5]

• Develop a plan that supports the implementation of quality program • Identify, select the needs of the school and resources available to support STEM • Structure instructional plans with STEM attributes/standards to promote student use of STEM. • Assess staff knowledge and understanding of STEM • Provide targeted training on strategies that support the implementation of STEM, such as training on how to use online-standards based resources system which helps educators find peer- and expert- reviewed resources for exhibits, camps, teacher professional development and other initiatives. • Ensure teacher incorporation and utilization of STEM rubrics for monitoring of implementation

Person Responsible

Janell Wyartt

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

STEM Implementation Plan Administrative Data Chats Lesson Plans Student assessment data (School-based, District and State) Training and Meeting Agendas/Notes STEM Implementation Rubric and Score

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups," which provide the principal with progress updates.

Person Responsible

Janell Wyartt

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Administrative Data Chats Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback Teacher Evaluations

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

• Collaborative planning time between math and science teachers to learn the steps necessary for a quality program. • Classroom walkthroughs monitor use of STEM strategies and implementation rubrics • Monitor lesson plans and collaborative planning sessions

Person Responsible

Janell Wyartt

Schedule

Monthly, from 10/6/2014 to 6/12/2015

Evidence of Completion

Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan

G3.B3 Noted barrier to offering accelerated CTE courses, number of students enrolled in CTE courses and/or taking CTE exams are the schools staffing structure and funding that does not allow for these offerings; however ECA strives to increase the use of Career Academy National Standards of Practice through Career Development courses in the middle school. 2

🔍 B127206

G3.B3.S1 Students will be provided lessons that integrate CTE content with literacy skills using technology (provided school has access to district proagrams) and will participate in integrated math curriculum. Students will also utilize Discovery Education resources for scientific principles of CTE content and follow CTE instructional focus calendar. 4

🔍 S139238

Strategy Rationale

Action Step 1 5

Development of integrated lessons that include best practices CTE content with literacy skills using technology.
Participation in an integrated math curriculum and district resources that support CTE

Person Responsible

Janell Wyartt

Schedule

Monthly, from 10/10/2014 to 6/12/2015

Evidence of Completion

Lessons plans; Teacher evaluations and classroom observations, Student work

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Monitoring for fidelity through the collection of information from the analysis and discussion of teachers with administration during collaborative planning meetings and scheduled administrative data chats.

Person Responsible

Janell Wyartt

Schedule

Biweekly, from 10/9/2014 to 6/12/2015

Evidence of Completion

Lesson plans, Classroom observations and teacher evaluations, Student work

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Collaborative planning time across grade levels and between content area teachers to learn the steps necessary for a quality program.
Classroom observations monitor use of CTE standards and implementation of lessons/projects that include CTE integrated curriculum
Monitor lesson plans and collaborative planning sessions

Person Responsible

Janell Wyartt

Schedule

Monthly, from 10/10/2014 to 6/12/2015

Evidence of Completion

Lesson plans; Classroom observations and Teacher evaluations; Administrative data chats

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

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	Students will use grade level appropriate text that provide opportunities to increase literacy across the curriculum Students will read and comprehend literature and informational text at the high end (whichever is appropriate for the targeted grade level) text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as the basis for the answers. Instructional Strategies will include, but not limited to author's purpose chart, two column note: opinion/support; conclusion/ support; and cause/effect, main idea table, time lines, cause/effect chains,one sentence summaries, Venn diagram	Johnson, Martine	10/6/2014	Lesson Plans Meeting Agenda/Notes/ Sign-in Sheets Classroom Walkthroughs with feedback Teacher Evaluations Administrative Data Chats and Schedule	6/12/2015 daily
G1.B2.S1.A1	Students will be able to do the following during and after additional opportunities are provided.Students will Build academic vocabulary in English through small group direct instruction cross the Language Arts curriculum. Students will ensure key vocabulary is emphasized and presented in various contexts to the students. When appropriate, teachers may take advantage of students' first language only if the language shares cognates with English and ensuring that ELLs know the meaning of basic words or key vocabulary along with providing sufficient review and reinforcement. In addition, students will use context clues to determine the meaning of unfamiliar	Wyartt, Janell	10/6/2014	Lesson Plans; Classroom Walkthroughs;Teacher Evaluations; Administrative Data Chats	6/12/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	words. as well as explain how text features (e.g. charts, maps, diagrams, sub- headings, captions, illustrations, and graphs) aid readers understanding.				
G3.B1.S1.A1	The following steps will be used to Develop a plan that supports the implementation of a quality program Identify, select the needs of the school and resources available to support STEM, structure instructional plans with STEM attributes/standards to promote student use of STEM, assess staff knowledge and understanding of STEM, provide targeted training on strategies that support the implementation of STEM, such as training on how to use online-standards based resources system which helps educators find peer- and expert- reviewed resources for exhibits, camps, teacher professional development and other initiatives, ensure teacher incorporation and utilization of STEM rubrics for monitoring of implementation	Wyartt, Janell	10/6/2014	STEM Implementation Plan Administrative Data Chats Lesson Plans Student assessment data (School-based, District and State) Training and Meeting Agendas/Notes STEM Implementation Rubric and Score	6/12/2015 monthly
G3.B2.S1.A1	• Develop a plan that supports the implementation of quality program • Identify, select the needs of the school and resources available to support STEM • Structure instructional plans with STEM attributes/standards to promote student use of STEM. • Assess staff knowledge and understanding of STEM • Provide targeted training on strategies that support the implementation of STEM, such as training on how to use online-standards based resources system which helps educators find peer- and expert-reviewed resources for exhibits, camps, teacher professional development and other initiatives. • Ensure teacher incorporation and utilization of STEM rubrics for monitoring of implementation	Wyartt, Janell	10/6/2014	STEM Implementation Plan Administrative Data Chats Lesson Plans Student assessment data (School-based, District and State) Training and Meeting Agendas/Notes STEM Implementation Rubric and Score	6/12/2015 biweekly
G2.B1.S1.A1	-Assignment of duties and responsibilities with tracking attendance patterns of students. -Schedule review dates attendance clerk to monitor students identified for intervention -Develop a plan of action to address attendance issues with incentives	Wyartt, Janell	10/6/2014	Attendance Bulletin	6/12/2015 weekly
G2.B2.S1.A1	On a monthly basis, monitor behavioral system and report by grade level teams and monitor student discipline reports on student outdoor suspension rate.	Wyartt, Janell	10/6/2014	ISIS Log of behavioral issues and referral	6/12/2015 monthly
G2.B3.S1.A1	Students will use core instruction by previewing, reviewing, re-teaching and providing additional practice on specific standards and relevant application of knowledge on specific standards where students show weakness are identified prior to design of program on selected standards Flexible grouping of students takes place based on student needs and assessment data students are grouped by academic needs and skill	Wyartt, Janell	10/6/2014	Lesson Plans Meeting Agenda/Notes/ Sign-in Sheets Classroom Walkthroughs with feedback Teacher Evaluations Administrative Data Chats and Schedule	6/12/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	deficits student assignment is revisited at least twice during the year to ensure that students are receiving the right supports Continuous monitoring of student progress takes place to evaluate impact and adjust content and instructional strategies Quarterly teachers examine student progress through formative assessments and discussion with other teachers				
G2.B3.S2.A1	Development of a intensive support plan for students identified through data requiring intervention based upon social and academic needs. Sharing the plan with teachers and parents to create the support system to aid student success and improvement Provide additional learning opportunities for students that do not achieve mastery during the regular class period, such as tutorials and practice work packets to be completed at home Schedule meetings with parents about the importance of supporting the plan and provide progress monitoring data to make further determinations about strategies	Wyartt, Janell	10/6/2014	Student Attendance and Academic Data (District Interims and School-based assessments)	6/12/2015 weekly
G1.B3.S1.A1	Additional opportunities will be provided to students to compose, decompose and transform polygons to create and identify other polygons; calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced; identify and build a 3-dimensional object from a 2-dimensional representation of the object; identify and describe a shape that is the result of one or more translations, reflections or notation; identify 2-dimensional views of a 3-dimensional object; identify and plot ordered pairs in the first and second quadrant of a coordinate plane.	Wyartt, Janell	10/6/2014	Intervention logs; Lesson Plans; Teacher evaluations and classroom walk-through; Administrative data chats	6/12/2015 weekly
G1.B4.S1.A1	Additional instructional opportunities will be provided for students to: model real world situations with relations and functions using multiple representations and to find ways to combine those perspectives to reach deeper conclusions and connections Students will also use technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem In addition, students will construct arguments and critique arguments of peers, encourage and facilitate students justifying their conclusions, communicating and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.	Wyartt, Janell	10/6/2014	Lesson Plans; Student work; Teacher observations and classroom walk-through	6/12/2015 daily
G1.B4.S2.A1	Small group instruction is included within the schedule to occur daily within the class period. Teachers have developed a focus calendar of targeted	Wyartt, Janell	10/6/2014	Lesson Plans, IFCs, Student work, Classroom observations	6/12/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	algebraic concepts to be addressed within these small groups daily.				
G1.B5.S1.A1	Plan collaboratively on a weekly basis; implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic; implement all essential laboratories developed by the District; Development of Depth of Knowledge questioning strategies using instruction to enhance student thinking; encourage students to communicate verbally and in writing; increase rigor in science writing in laboratory conclusions; utilize data driven instruction and differentiated instruction strategies to address students' needs	Wyartt, Janell	10/6/2014	Lesson plans; Student work; Teacher evaluations; classroom observations	6/12/2015 weekly
G1.B6.S1.A1	Plan collaboratively on a weekly basis; implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic; implement all essential laboratories developed by the District; Development of Depth of Knowledge questioning strategies using instruction to enhance student thinking; encourage students to communicate verbally and in writing; increase rigor in science writing in laboratory conclusions; utilize data driven instruction and differentiated instruction strategies to address students' needs	Wyartt, Janell	10/6/2014	Lesson plans; Teacher evaluations and classroom observations	6/12/2015 weekly
G1.B7.S1.A1	Ensure that all students are provided with classroom activities which help students develop an understanding of the content specific vocabulary in government/civics; provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations; provide activities that allow students to interpret primary and secondary sources of information as well as examine opposing points of views on a variety of issues.	Wyartt, Janell	10/6/2014	Lesson plans; Student work folders; Classroom observations and teacher evaluations	6/12/2015 weekly
G3.B3.S1.A1	Development of integrated lessons that include best practices CTE content with literacy skills using technology. Participation in an integrated math curriculum and district resources that support CTE	Wyartt, Janell	10/10/2014	Lessons plans; Teacher evaluations and classroom observations, Student work	6/12/2015 monthly
G1.B1.S1.A2	Students will use reading strategies that help determine meanings of words and phrases as they are used in a text, distinguishing literal from non literal language. Students will develop and maintain a response journal, Students will practice determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject areas. Students will engage in opportunities for determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words	Johnson, Martine	10/6/2014	Lesson Plans Meeting Agenda/Notes/ Sign-in Sheets Classroom Walkthroughs with feedback Teacher Evaluations Administrative Data Chats and Schedule	6/12/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and phrases. Instructional Strategies will include, word walls, personal dictionaries, understanding context clues, concept of definition map, understanding multiple meaning words				
G1.MA1	Review, analysis of and debriefing about: •Formative: Interim and school-based/classroom assessments •Summative: 2015 Florida Standards Assessment and EOCs	Wyartt, Janell	10/6/2014	Results from: Formative: Interim and school-based/classroom assessments •Summative: 2015 Florida Standard Assessment and EOCs	6/12/2015 monthly
G1.B1.S1.MA1	• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback	Wyartt, Janell	10/6/2014	Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs	6/12/2015 biweekly
G1.B1.S1.MA1	Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups," which provide the principal with progress updates.	Wyartt, Janell	10/6/2014	Student Assessment Data Administrative Data Chats Review of data binders	6/12/2015 biweekly
G1.B2.S1.MA1	• Consistent monitoring of student progress/data and modifications of instructional plans to meet students' needs thus leading to improved comprehension of English content	Wyartt, Janell	10/6/2014	Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan	6/12/2015 monthly
G1.B2.S1.MA1	Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups," which provide the principal with progress updates.	Wyartt, Janell	10/6/2014	Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/ Notes CIM Implementation Rubric and Score	6/12/2015 biweekly
G1.B3.S1.MA1	Ongoing classroom assessments of targeted skills and concepts; review of student performance data from assessments every two (2) weeks and determination of next steps, such as adjustments to instructional plan.	Wyartt, Janell	10/6/2014	Assessment data; Lesson Plans; IFCs; Student work	6/12/2015 biweekly
G1.B3.S1.MA1	Monitoring for fidelity through the collection of data biweekly for review , analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups" which provide the principal with progress updates.	Wyartt, Janell	10/6/2014	Lesson plans; classroom walk-throughs with feedback; Teacher Evaluations; Administrative data chats	6/12/2015 biweekly
G1.B4.S1.MA1	Ongoing classroom assessments of targeted skills and concepts; review of student performance data from assessments every two (2) weeks and determination of next steps, such as adjustments to instructional plan.	Wyartt, Janell	10/6/2014	Assessment data; Student work	6/12/2015 biweekly
G1.B4.S1.MA1	Monitoring for fidelity through the collection of data biweekly for review, analysis and discussion by teachers with administration during collaborative	Wyartt, Janell	10/6/2014	Lesson plans; Teacher evaluations and classroom observations; Student work	6/12/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	planning meetings and scheduled "administrative check-ups" which provide the principal with progress updates.				
G1.B4.S1.MA1	Monitoring for fidelity through the collection of data biweekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups" which provide the principal with progress updates.	Wyartt, Janell	10/6/2014	Lesson plans; Teacher evaluations and classroom observations; Student work	6/12/2015 biweekly
G1.B5.S1.MA1	Ongoing classroom assessments of targeted skills and concepts; review of student performance data from assessments every two (2) weeks and determination of next steps, such as adjustments to instructional plan.	Wyartt, Janell	10/6/2014	Assessment data; student work	6/12/2015 biweekly
G1.B5.S1.MA1	Monitoring for fidelity through the collection of data biweekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups" which provide the principal with progress updates.	Wyartt, Janell	10/6/2014	Lesson plans; Student work; IFCs; Classroom observations	6/12/2015 biweekly
G1.B6.S1.MA1	Ongoing classroom assessments of targeted skills and concepts; review of student performance data from assessments every two (2) weeks and determination of next steps, such as adjustments to instructional plan.	Wyartt, Janell	10/6/2014	Assessment data and student work	6/12/2015 biweekly
G1.B6.S1.MA1	Monitoring for fidelity through the collection of data biweekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups" which provide the principal with progress updates.	Wyartt, Janell	10/6/2014	Lesson plans; IFCs, Intervention Logs; Teacher evaluations and classroom observations	6/12/2015 biweekly
G1.B7.S1.MA1	Assessments will be administered every two weeks based upon the calendar of targeted benchmarks to determine mastery and/or remediation of skills and concepts	Wyartt, Janell	10/6/2014	Lesson Plans and Assessment data	6/12/2015 biweekly
G1.B7.S1.MA1	Teacher will provide administration with a weekly lesson and focus calendar outlining dates when every assessed benchmark will be addressed instructionally	Wyartt, Janell	10/6/2014	LEsson plans; Student work folders	6/12/2015 weekly
G1.B4.S2.MA1	Assessments will be given weekly to monitor mastery of targeted benchmarks and to determine if remediation or reteaching is necessary	Wyartt, Janell	10/6/2014	Assessment data and student work folders	6/12/2015 weekly
G1.B4.S2.MA1	IFCs will be submitted to administration monthly to be reviewed by administration to ensure alignment between lesson planning and acutal instruction	Wyartt, Janell	10/6/2014	Lesson plan, Teacher evaluations and classroom observations, student work folders	6/12/2015 weekly
G2.MA1	Review and analysis of: Attendance Bulletin and Student Assessment Data Administrator log for students who are recognized for complying with the	Wyartt, Janell	10/6/2014	Attendance Bulletin Discipline Referrals ISIS Counseling sessions Lesson Plans Assessments (State, District and School-based)	6/12/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	School Code of Conduct along with district suspension rate. Parent sign-in log for attendance to workshops. Parent conferences				
G2.B1.S1.MA1	Daily and Weekly updates to administration and faculty regarding student attendance via attendance bulletin and during faculty meetings.	Wyartt, Janell	10/6/2014	Administrative Data Chats Attendance Bulletin	6/12/2015 weekly
G2.B1.S1.MA1	Review of attendance bulletins monthly; Analysis of noted attendance patterns; Monitoring of incentives	Wyartt, Janell	10/6/2014	Attendance Bulletin	6/12/2015 monthly
G2.B2.S1.MA1	•On a monthly basis, monitor behavioral system and report by grade level teams and monitor student discipline reports on student outdoor suspension rate.	Wyartt, Janell	10/6/2014	ISIS Log of discipline/behavioral issues	6/12/2015 monthly
G2.B2.S1.MA1	Monitoring for fidelity through the collection of suspension data monthly for review, analysis and discussion by teachers with administration during scheduled "administrative checkups,"which provide the principal with progress updates.	Wyartt, Janell	10/6/2014	ISIS Behavioral Referrals	6/12/2015 monthly
G2.B3.S1.MA1	• Ongoing classroom assessments of targeted skills/benchmark • Review of student performance data from mini-assessments every two (2) weeks and modifications of instructional plan, as needed • Instructional support staff will assist the grade level in selecting reading materials that are appropriate and provide feedback on teacher made test	Wyartt, Janell	10/6/2014	Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan IFCs	6/12/2015 biweekly
G2.B3.S1.MA1	Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups," which provide the principal with progress updates.	Wyartt, Janell	10/6/2014	Administrative Data Chats Student assessment data (School-based, District and State) Meeting Agendas/ Notes CIM Implementation Rubric and Score	6/12/2015 biweekly
G2.B3.S2.MA1	Benchmark assessments are being administered regularly to determine if progress is being made. Students that are identified for academic and/or social interventions are pulled monthly to discuss academic and/or behavioral goals and track progress. Once progress is determined, next steps are developed.	Wyartt, Janell	10/6/2014	Student data (Attendance and Assessment) Lesson Plan Student Work Folder	6/12/2015 biweekly
G2.B3.S2.MA1	Review of parent-teacher conference logs and lesson plans that outline additional learning opportunities being provided to students. Review of tutorial logs and plans to ensure deficiencies are being addressed.	Wyartt, Janell	10/6/2014	Lesson Plans Tutorial Logs and plans Classroom Walkthroughs Administrative Reviews and Data Chats	6/12/2015 biweekly
G3.MA1	Review, analysis of and debriefing about: Formative: STEM project-based assessments and school-based/ classroom assessments Summative: 2015 State-mandated Assessments	Wyartt, Janell	10/7/2014	Results from: Formative: STEM project-based assessments and school-based/ classroom assessments Summative: 2015 State-mandated Assessments	10/7/2014 biweekly
G3.B1.S1.MA1	• Collaborative planning time between math and science teachers to learn the steps necessary for a quality program. •	Wyartt, Janell	10/6/2014	Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan	6/12/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Classroom walkthroughs monitor use of STEM strategies and implementation rubrics • Monitor lesson plans and collaborative planning sessions				
G3.B1.S1.MA1	Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups," which provide the principal with progress updates.	Wyartt, Janell	10/6/2014	Administrative Data Chats Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback Teacher Evaluations	6/12/2015 monthly
G3.B2.S1.MA1	• Collaborative planning time between math and science teachers to learn the steps necessary for a quality program. • Classroom walkthroughs monitor use of STEM strategies and implementation rubrics • Monitor lesson plans and collaborative planning sessions	Wyartt, Janell	10/6/2014	Assessment Data (School-based, District and State) Classroom Walkthroughs Lesson Plan	6/12/2015 monthly
G3.B2.S1.MA1	Monitoring for fidelity through the collection of data bi-weekly for review, analysis and discussion by teachers with administration during collaborative planning meetings and scheduled "administrative check-ups," which provide the principal with progress updates.	Wyartt, Janell	10/6/2014	Administrative Data Chats Lesson Plans Meeting Agenda/Notes/Sign-in Sheets Classroom Walkthroughs with feedback Teacher Evaluations	6/12/2015 biweekly
G3.B3.S1.MA1	Collaborative planning time across grade levels and between content area teachers to learn the steps necessary for a quality program. Classroom observations monitor use of CTE standards and implementation of lessons/projects that include CTE integrated curriculum Monitor lesson plans and collaborative planning sessions	Wyartt, Janell	10/10/2014	Lesson plans; Classroom observations and Teacher evaluations; Administrative data chats	6/12/2015 monthly
G3.B3.S1.MA1	Monitoring for fidelity through the collection of information from the analysis and discussion of teachers with administration during collaborative planning meetings and scheduled administrative data chats.	Wyartt, Janell	10/9/2014	Lesson plans, Classroom observations and teacher evaluations, Student work	6/12/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. ECA will increase the percent of students reaching proficiency on the state-mandated assessments by promoting literacy across the content areas.

G1.B1 Students demonstrated deficiencies in Reading and Language, specifically Key Ideas and Detail and Vocabulary Acquisition and Use

G1.B1.S1 There will be additional opportunities during instruction for identified subgroups to engage in learning to increase Key Ideas/Details and Vocabulary as identified in the action steps.

PD Opportunity 1

Students will use grade level appropriate text that provide opportunities to increase literacy across the curriculum Students will read and comprehend literature and informational text at the high end (whichever is appropriate for the targeted grade level) text complexity band independently and proficiently. Ask and answer questions referring explicitly to the text as the basis for the answers. Instructional Strategies will include, but not limited to author's purpose chart, two column note: opinion/support; conclusion/support; and cause/effect, main idea table, time lines, cause/effect chains,one sentence summaries, Venn diagram

Facilitator

Instructional Coach, MDCPS Facilitator (PD Dept), Administration and Contracted Vendor

Participants

School wide

Schedule

Daily, from 10/6/2014 to 6/12/2015

PD Opportunity 2

Students will use reading strategies that help determine meanings of words and phrases as they are used in a text, distinguishing literal from non literal language. Students will develop and maintain a response journal, Students will practice determining meaning of general academic and domain specific words and phrases in a text relevant to a topic or subject areas. Students will engage in opportunities for determining the meaning of words and phrases as they are used in a text including figurative language, and general academic and domain specific words and phrases. Instructional Strategies will include, word walls, personal dictionaries, understanding context clues, concept of definition map, understanding multiple meaning words

Facilitator

MDCPS PD Facilitator

Participants

School-Wide

Schedule

Daily, from 10/6/2014 to 6/12/2015

G1.B3 Students demonstrated deficiencies in geometric concepts and skills.

G1.B3.S1 There will be additional opportunities in instruction for students to engage in learning to increase proficiency in geometry as outlined in the action steps

PD Opportunity 1

Additional opportunities will be provided to students to compose, decompose and transform polygons to create and identify other polygons; calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced; identify and build a 3-dimensional object from a 2-dimensional representation of the object; identify and describe a shape that is the result of one or more translations, reflections or notation; identify 2-dimensional views of a 3-dimensional object; identify and plot ordered pairs in the first and second quadrant of a coordinate plane.

Facilitator

MDCPS Facilitator; Administration

Participants

Math Teachers

Schedule

Weekly, from 10/6/2014 to 6/12/2015

G1.B4 Students who were enrolled in Algebra I course and did not achieve proficiency on the EOC Algebra I were deficient in polynomials and rationals.

G1.B4.S1 Opportunities will be provided to students during instruction that will assist students to engage in learning that promotes fundamental and prerequisite skills algebraic skills as outlined in the action steps

PD Opportunity 1

Additional instructional opportunities will be provided for students to: model real world situations with relations and functions using multiple representations and to find ways to combine those perspectives to reach deeper conclusions and connections Students will also use technology tools for varying assumptions, exploring consequences, comparing predictions, and to demonstrate a solution to a problem In addition, students will construct arguments and critique arguments of peers, encourage and facilitate students justifying their conclusions, communicating and responding to the arguments of others by asking useful questions to clarify and/or improve students' arguments.

Facilitator

MDCPS Facilitator, Administration

Participants

Math Teachers

Schedule

Daily, from 10/6/2014 to 6/12/2015

G1.B4.S2 Opportunities will be provided to students during instruction that will assist to engage in learning that promotes complex algebraic concepts such as quadratics, linear equations and polynomials as outlined in the action steps

PD Opportunity 1

Small group instruction is included within the schedule to occur daily within the class period. Teachers have developed a focus calendar of targeted algebraic concepts to be addressed within these small groups daily.

Facilitator

MDCPS Facilitators; Administration

Participants

Math Teachers

Schedule

Weekly, from 10/6/2014 to 6/12/2015

G1.B5 In science, science elementary students' noted deficiencies were in the areas nature of science and earth & space science

G1.B5.S1 There will be additional opportunities for elementary students during instruction to engage in learning to increase understanding of earth and space science as outlined in the action steps.

PD Opportunity 1

Plan collaboratively on a weekly basis; implement a routine of inquiry based, hands-on activities relevant to the objectives of the topic; implement all essential laboratories developed by the District; Development of Depth of Knowledge questioning strategies using instruction to enhance student thinking; encourage students to communicate verbally and in writing; increase rigor in science writing in laboratory conclusions; utilize data driven instruction and differentiated instruction strategies to address students' needs

Facilitator

MDCPS Facilitators; Administration

Participants

Science Teachers

Schedule

Weekly, from 10/6/2014 to 6/12/2015

G1.B7 In civics, students' noted deficiency was the organization and function of government

G1.B7.S1 There will be explicit instruction during instruction on topics and concepts about the organization and function of government as outlined in the action steps

PD Opportunity 1

Ensure that all students are provided with classroom activities which help students develop an understanding of the content specific vocabulary in government/civics; provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations; provide activities that allow students to interpret primary and secondary sources of information as well as examine opposing points of views on a variety of issues.

Facilitator

MDCPS Facilitator; Administration

Participants

SS Teachers

Schedule

Weekly, from 10/6/2014 to 6/12/2015

G2. The EWS goal is to increase student academic achievement by reducing student failure, decreasing student retention and suspensions and improving overall student attendance.

G2.B3 Noted barrier to decreasing students being retained is the need for structure and organized proactive attempts to prevent failure, and identify at-risk children as soon as possible and immediately take action to implement best practices. Additionally, the barrier to reducing the number of students who are not proficient in reading by grade 3 lack of interventions on targeted literacy skills.

G2.B3.S1 Provide high-quality instructional programming, especially for children at greatest risk for academic failure due largely to starting "way behind" in their grade level. Provide teachers with intensive, quality professional development opportunities focused on (a) raising student achievement and (b) meeting the diverse needs of struggling students. Continue to monitor and provide assistance on an "as-needed" basis to students who are exited from intervention programs.

PD Opportunity 1

Students will use core instruction by previewing, reviewing, re-teaching and providing additional practice on specific standards and relevant application of knowledge on specific standards where students show weakness are identified prior to design of program on selected standards Flexible grouping of students takes place based on student needs and assessment data students are grouped by academic needs and skill deficits student assignment is revisited at least twice during the year to ensure that students are receiving the right supports Continuous monitoring of student progress takes place to evaluate impact and adjust content and instructional strategies Quarterly teachers examine student progress through formative assessments and discussion with other teachers

Facilitator

Administration

Participants

Teachers and Staff

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

G3. The STEM/CTE goal is to increase opportunities for STEM by implementing problem-solving, discovery and exploratory learning ensuring engagement in finding solutions, increasing collaborative research activities and blending critical thinking experiences. Additionally, ECA will increase the use of Career Academy National Standards of Practice and using CTE curriculum.

G3.B2 Noted barriers to 100% participation in STEM experiences is coordination of structured projects and available resources.

G3.B2.S1 Brainstorm resources to complete deliverable project planning tools and necessary project production tools (word processing, demonstration software) Determine required time and funds needed to complete (if any) Identify People and experts, Resource centers and organizations;Technology and software applications Note any existing systems and level of Information accessibility: literature, books, Internet. Create Team: number, skills, motivation

PD Opportunity 1

• Develop a plan that supports the implementation of quality program • Identify, select the needs of the school and resources available to support STEM • Structure instructional plans with STEM attributes/standards to promote student use of STEM. • Assess staff knowledge and understanding of STEM • Provide targeted training on strategies that support the implementation of STEM, such as training on how to use online-standards based resources system which helps educators find peer- and expert- reviewed resources for exhibits, camps, teacher professional development and other initiatives. • Ensure teacher incorporation and utilization of STEM rubrics for monitoring of implementation

Facilitator

MDCPS PD Facilitator; Contracted Vendor; Teachers

Participants

All Teachers

Schedule

Biweekly, from 10/6/2014 to 6/12/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: ECA will increase the percent of students reaching proficiency on the state-mandated assessments by promoting literacy across the content areas.	1,320
Grand Total	**1,320**

Goal 1: ECA will increase the percent of students reaching proficiency on the state-mandated assessments by promoting literacy across the content areas.		
Description	**Source**	**Total**
B1.S1.A2 - Measuring Up to the Common Core Materials will be purchased for all students in grade 3-9.	School Improvement Funds	1,320
Total Goal 1		**1,320**