School Improvement Plan Summary
Envision Science Academy
2018-2020

School Name	*Executive Director*
Envision Science Academy	Charles Fuller

School Mission: The mission of Envision Science Academy is to provide innovative instruction through experiential learning with a focus on STEAM in order to prepare elementary and middle school students to compete, lead, and excel in the global marketplace.

School Vision: By engaging in project based learning, students will be prepared to pursue STEAM related careers and become lifelong learners.

Goal #1: By the end of the 2019-2020 school year we will achieve a composite proficiency score of 90% or higher as determined by EOC and EOG test results and exceed growth goals as determined by the state.

Action Step No. 1: Integrate Project Based Learning with content across all subjects to prepare students for the 21st century.

1. Develop/Adopt a common unit planning model to guide collaborative PBL unit planning
2. Create a basic school-wide guide to be used for both lesson plans/unit plans
3. Educate the teachers on PBL and ESA expectations
4. Provide intentional time during staff meetings to showcase and reflect on the accomplishments and implementation of PBL to create a culture of sharing and community (gallery walks, learning centers, recognitions, lightening PDs).
5. Use the NCDPI STEM Attribute Rubric to monitor our growth towards our goal.
6. The PBL Committee will be trained on PBL best practices. The committee will develop PD sessions, virtual PD, and lesson planning documents

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Action Step No. 2: Enhance integration of technology and virtual learning for creativity and production for both staff and students to be more effective tools.

1. Educate the teachers on how to use technology more efficiently to enhance their skills on and with the computer.
2. Scaffold technology resources and education with staff to enhance overall awareness and implementation
3. Encourage makerspace/ creative lounge area in every classroom
4. Move towards one-to-one technology for all students including taking laptops home for upper school students.
5. Connect faculty and staff to effective in- and out-of-school STEAM programs and industries.

6.Teachers will receive regular professional development on the implementation of the NC Digital Learning Competencies.

Action Step No. 3: After completing the benchmark assessments three times a year: at the beginning of the year (BOY), middle of the year (MOY) end of the year (EOY), grade level teams will analyze the data and utilize research based interventions for all students.

1. Effectively align instruction with standards
2. Students will demonstrate mastery of standards by completing interdisciplinary STEAM projects.
3. Analyze results of universal screening tools (iReady/mClass/iStation) and report to school after benchmarks
4. Teachers will use formative assessment tools each term to monitor student progress between benchmarks.
5. All assessment data will be disaggregated during professional learning community (PLC) meetings to identify student needs and aid in differentiating instruction.
6. Students identified as below benchmark will receive either tier two or tier three interventions based on the MTSS data.
7. K-2 will implement research-based interventions during small group instruction.
8. Teachers in 3-8 will have specific research-based interventions for Tier 2 and 3 students, primarily delivered by content specialists.

Goal #2: By June 2020, ESA will implement a school-wide positive behavior intervention plan that meets or exceeds criteria for NCDPI Green Ribbon Recognition status.

Action Step No. 1: **Implement a School-wide Positive Behavior Management/Intervention System (PBIS) Aligned with MTSS.**

1. Create School-Wide PBIS System, Resource Binder for Teachers, and School-wide Visuals.
2. Professional Development for Staff on Implementation of School-wide system
3. Teachers will teach, model, and reinforce the PBIS system for students during the first 10 days of school.
4. Monitor the implementation of the school-wide system and adjust as needed throughout the school year.
5. Disseminate information to parents and stakeholders about PBIS system
6. Provide on-going coaching to teachers on implementation of PBIS system.
7. PBIS team will recognize staff and student success quarterly through school-wide reward assemblies.
8. Grade-levels will recognize student success at least monthly as determined by each grade-level team.

Action Step No. 2: **Create a Tiered School-Wide Positive Behavior Intervention Plan aligned with Multi-Tiered System of Support**

1. Analyze baseline data from 2017-2018 school year, including climate surveys and discipline referrals.
2. Implement a social/emotional learning Universal Screener.
3. Utilize behavior interventions from ESA Intervention Matrix to support students not responding to Core behavior system.
4. Professional Development on behavior interventions to address common behavior needs.
5. Monitor behavior intervention data monthly to determine if changes need to be made.
6. Get feedback quarterly from teachers on what is working, what isn't working and what needs to be changed.

Action Step No. 3: **Continuous Progress Monitoring within the PBIS system aligned with MTSS.**

1. Create system for collecting school-wide data on minor behaviors, house points, and tier 2 and 3 behavior interventions.
2. Professional Development for all staff on how to document and progress monitor within the PBIS system.
3. Provide coaching for teachers on implementation.
4. Review behavior interventions and progress monitoring data monthly to determine effectiveness and whether changes need to be made to interventions.
5. Get feedback quarterly from teachers on what is working, what isn't working and what needs to be changed.

Goal #3: By June 2020 each ESA student will have an e-portfolio that demonstrates the skills and qualities as measured by the ESA Success Skill Set.

Action Step No. 1: **Develop the student skill set.**

1. Identify the skills.
2. Identify the stakeholders.
3. Survey the stakeholders for feedback.
4. Create a student skill set based off of stakeholder feedback.
5. Follow up with stakeholders.

Action Step No. 2: **Offer opportunities for students to build and present the e-portfolio.**

1.Develop skill set student rubric for e-portfolio for each grade.
2. Create and communicate a portfolio timeline and expectations (content and organization) to all staff.
3. Organize a community event to present the e-portfolio to all stakeholders.
4. Develop a system to archive student portfolios annually.

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