



Encore Strategic Plan 2017-2020

MISSION:

The Capitol Encore Academy will develop artists who inspire others with principles of design and artful thinking through the integration of academic excellence, virtuous character, and disciplined artistry.

VISION:

We, at Encore Academy, are dedicated to enriching the mind, body, and spirit of every child with standards of excellence, ultimately preparing globally competitive artists of their chosen craft. Encore prepares students for success in college, career, and life by developing resourceful individuals who possess the abilities to problem solve and express critical and creative thinking articulately. Through our vision and collaboration with home, school, and community, every Encore graduate will be well prepared for the demands of the 21st Century with the ability to:

Inquire – Think Curiously.

Imagine – Think Beyond.

Innovate – Think Creatively.

Inspire – Influence Excellence.

LOGO:

The icon is symbolic of personal growth. The leaves represent the segments of study in our mission; academic excellence, virtuous character, and disciplined artistry. They overlap to create a well rounded student. The colors - purple, orange, and blue were carried over in support the original school logo. The color palette is a vibrant complementary palette for artistic representation.

MOTTO:

“Learning the Art of Success Everyday!”

SUMMARY:

The Capitol Encore Academy (TCEA) was founded in 2014 with a strong focus in the Arts. Our community has a vibrant and diverse arts community, but there has been a continued weakening of the arts in the Cumberland County and surrounding county school systems. Our founding board believed that providing arts to students teaches them to be creative thinkers and problem solvers. We are all aware that the recruiting workforce of today is very different than in past times and is competing to find this type of candidate. In addition to exposing students to opportunities to be creative in the Arts, we also want to create “disciplined” artists. “Disciplined” artistry is the level of professionalism associated with presentation and viewing.

The Capitol Encore Academy Strategic Plan 2017-2020

Over the past three years, our students have grown in their level of creativity and have been an integral part of the creative atmosphere at TCEA. In our first year, the students voted for the chameleon to become our school mascot. The mascot is a composite design based on the artwork of two Capitol students, created in year 2. Chameleons are unique, resourceful creatures who adapt as needed to their changing environments. The Chameleon is a fitting mascot for our school as we seek to create respectful, resourceful and responsible students.

Our students also have multiple opportunities to present their works of art and share what they have learned with their families and the community. At the conclusion of every integration unit, students assess themselves and their peers. These assessments are used to continue the discussion on ways to improve and make their end of year final display the best that it can be. Our Arts Staff have modeled this with their students and the entire staff is encouraged to view their lessons through this lens as well.

Our mission is to inspire others with principles of design and artful thinking and our building's display window has helped us impact our surrounding community. One of our most mentioned displays last year was developed by our Visual Arts Middle Grades students in honor of veterans. Each November, Fayetteville hosts a parade on Veterans Day. Last year the theme was "Honoring Our Greatest Generation," and veterans from World War II were honored. Our students created a display honoring the veterans and sharing their hopes for peace. We received a lot of feedback on how that board impacted the veterans and our students completed this display after visiting The U.S. Army Airborne & Special Operations Museum located in Downtown Fayetteville and talking to veterans.

In our charter, we wanted to produce artists who are disciplined to work towards a craft with exceptional skill while displaying the traits of being responsible, respectful and resourceful that contribute to the school and community. The Capitol Encore Academy is living this charge each day and we look forward to continuing this important work for our students, their families and our surrounding community.

FINDINGS:

What we have determined through our review of assessments, SIP process, and self-study is that we are working towards our mission and provide a program that is foundational in all three pillars of academic excellence, disciplined artistry, and virtuous character.

Strengths:

1. Taking students where they are at and growing them faster than the collective average. We have most recently received DPI recognition for meeting and/or exceeding academic growth standards.
2. In and around the community we have been acknowledged for providing a living arts program.
3. Students have displayed a growth toward virtuous character evident through leadership and service to others.
4. According to our student retention data, we are retaining more students with each passing year.

Areas for Improvement:

The Capitol Encore Academy Strategic Plan 2017-2020

While students are growing at a faster rate, we are still designated as persistently low performing based on proficiency. We must continue to improve in the area of Academic Excellence to work toward reaching levels of proficiency in our students.

1. Teacher Turnover is an area for improvement.
 - a. Instruction
 - b. Curriculum
 - c. Assessment
 - d. High Quality Staff
2. Committed Community is an area for improvement.
 - a. High Quality Staff
 - b. Stakeholders
 - c. Mission and Vision
 - d. Leadership

In short, we need to know who we are and recruit and retain a community that understands and supports that identity through our leadership and communication. We also need work diligently to provide extensive training in our education delivery systems with both current and new teachers. Finally, we need to implement systems in instruction and assessment that will support further development in curriculum and intervention to increase the pace to which we achieve academic proficiency with our students. Our strategic plan has been created based upon these findings and goals and objectives have been determined from assessment data and stakeholder feedback.

3 YEAR STRATEGIC PLAN:



G6 INSTRUCTION: The Capitol Encore Academy will consistently implement proven research based best practices to design classroom instruction to focus on mastery of learning targets for all students.

The Capitol Encore Academy Strategic Plan 2017-2020

<p>P1: <u>Teaching Practices</u> are strategies chosen and organized to achieve high levels of student engagement and mastery of standards.</p>	<p>Year 1: Training and implementation</p> <p>Assigned to: Angela Hill Mahlia Majka</p> <p>Status Detail: Teach Like a Champion; A+ Programming</p>	<p>Year 2: Assessment and determine gap to full implementation.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Year 3: Review and Revise or Target Individual Needs.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Measured by: Academic Proficiency and Growth Goals. (listed in table 2 below)</p> <p>Reported by: Admin or designee to appropriate stakeholders 3x/yr or by request.</p>	<p>Final Objective Evaluation Status:</p>
<p>P2: <u>Lesson Planning</u> is designed to directly link to curriculum standards and comprehensively meet the needs of all learners to master curriculum standards.</p>	<p>Year 1: Training and implementation</p> <p>Assigned to: Angela Hill Mahlia Majka</p> <p>Status Detail: Lesson Plan Creator</p>	<p>Year 2: Assessment and determine gap to full implementation.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Year 3: Review and Revise or Target Individual Needs.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Measured by: Academic Proficiency and Growth Goals. (listed in table 2 below) documented through teacher evaluations and the Lesson Plan Creator.</p> <p>Reported by: Admin or designee to appropriate stakeholders 3x/yr or by request.</p>	<p>Final Objective Evaluation Status:</p>

The Capitol Encore Academy Strategic Plan 2017-2020

<p>P3: <u>Classroom Management Systems</u> are structured for efficient and optimal learning in a student-centered environment.</p>	<p>Year 1: Training and implementation</p> <p>Assigned to: Courtney Samuelson</p> <p>Status Detail: PBIS CARE Culturally Relevant and Competent Teacher Training</p>	<p>Year 2: Assessment and determine gap to full implementation.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Year 3: Review and Revise or Target Individual Needs.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Measured by: Academic Proficiency and Growth Goals. (listed in table 2 below) documented through teacher evaluations.</p> <p>Reported by: Admin or designee to appropriate stakeholders.3x /yr or by request.</p>	<p>Final Objective Evaluation Status:</p>
--	---	--	---	--	--

G7 INTERVENTION: The Capitol Encore Academy will implement a remediation and enrichment program focused on the progression of learning and success for ALL students.

<p>P1: <u>MTSS Level I Classroom Instruction</u> is designed to meet the needs of all learners.</p>	<p>Year 1: Training and implementation</p> <p>Assigned to: Johnathan Thomas</p> <p>Status Detail: Teacher Tracking Tool</p>	<p>Year 2: Assessment and determine gap to full implementation.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Year 3: Review and Revise or Target Individual Needs.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Measured by: Academic Proficiency and Academic Growth Goals. (listed in table 2 below) and documented through teacher tracking tool.</p> <p>Reported by: Admin or designee to interested stakeholders.</p>	<p>Final Objective Evaluation Status:</p>
--	--	--	---	---	--

The Capitol Encore Academy Strategic Plan 2017-2020

<p>P2: <u>MTSS Level II Supplemental Programming</u> is designed to meet the needs of struggling or advanced learners struggling to meet growth goals.</p>	<p>Year 1: Training and implementation</p> <p>Assigned to: Johnathan Thomas</p> <p>Status Detail: Intervention Tracking Tool</p>	<p>Year 2: Assessment and determine gap to full implementation.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Year 3: Review and Revise or Target Individual Needs.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Measured by: Academic Proficiency and Academic Growth Goals. (listed in table 2 below) and documented through intervention tracking tool.</p> <p>Reported by: Admin or designee to interested stakeholders.</p>	<p>Final Objective Evaluation Status:</p>
<p>P3: <u>MTSS Level III Intensive Intervention Programming</u> is designed to meet the needs of learners not progressing with supplemental programs.</p>	<p>Year 1: Training and implementation</p> <p>Assigned to: Johnathan Thomas</p> <p>Status Detail: Process, supports, and resource identification.</p>	<p>Year 2: Assessment and determine gap to full implementation.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Year 3: Review and Revise or Target Individual Needs.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Measured by: Academic Proficiency and Academic Growth Goals. (listed in table 2 below) and documented through intervention tracking tool.</p> <p>Reported by: Admin or designee to interested stakeholders.</p>	<p>Final Objective Evaluation Status:</p>
<p>G5 ASSESSMENT: The Capitol Encore Academy will implement a balanced assessment system focused on driving instruction for all students to achieve mastery of learning targets.</p>					

The Capitol Encore Academy Strategic Plan 2017-2020

<p>P1. <u>Summative Standardized Assessments</u> EOG/State assessments will be administered and analyzed to determine overall student mastery of standards and benchmarks for the classroom, school, and district.</p>	<p>Year 1: Training and implementation</p> <p>Assigned to: Johnathan Thomas</p> <p>Status Detail: Triangulated Data Digs.</p>	<p>Year 2: Assessment and determine gap to full implementation.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Year 3: Review and Revise or Target Individual Needs.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Measured by: Academic Proficiency and Academic Growth Goals. (listed in table 2 below) and documented through disaggregated data reports.</p> <p>Reported by: Admin or designee to interested stakeholders.</p>	<p>Final Objective Evaluation Status:</p>
<p>P2. <u>Formative Classroom Assessments</u> (i.e. DRA, IREADY, etc.) will be administered and analyzed before, during, and at the end of instruction to determine instructional direction at individual and class levels.</p>	<p>Year 1: Training and implementation</p> <p>Assigned to: Johnathan Thomas</p> <p>Status Detail: Disaggregated Data Digs and used to guide instruction.</p>	<p>Year 2: Assessment and determine gap to full implementation.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Year 3: Review and Revise or Target Individual Needs.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Measured by: Academic Proficiency and Academic Growth Goals. (listed in table 2 below) and documented through disaggregated data reports.</p> <p>Reported by: Admin or designee to interested stakeholders.</p>	<p>Final Objective Evaluation Status:</p>

The Capitol Encore Academy Strategic Plan 2017-2020

<p>P3. <u>Interim Standardized Assessments</u> (i.e. COMMON ASSESSMENTS) will be administered and analyzed to benchmark progress toward mastery of standards and school goals at the district level.</p>	<p>Year 1: Training and implementation</p> <p>Assigned to: Johnathan Thomas</p> <p>Status Detail: Creation of Assessments and administration.</p>	<p>Year 2: Assessment and determine gap to full implementation.</p> <p>Assigned to:</p> <p>Status Detail: Administer Assessment</p>	<p>Year 3: Review and Revise or Target Individual Needs.</p> <p>Assigned to:</p> <p>Status Detail: Disaggregated Data Digs and used to guide instruction.</p>	<p>Measured by: Academic Proficiency and Academic Growth Goals. (listed in table 2 below) and documented through classroom data reports.</p> <p>Reported by: Admin or designee to interested stakeholders.</p>	<p>Final Objective Evaluation Status:</p>
<p>P4. <u>Accommodations</u> Assessment practices for students with special circumstances will be considered separately to ensure fair and appropriate participation for all students.</p>	<p>Year 1: Establishing practices.</p> <p>Assigned to: Sharon Honeycutt Johnathan Thomas</p> <p>Status Detail: Student support team documenting process for effective administration.</p>	<p>Year 2: Assessment and determine gap to full implementation.</p> <p>Assigned to:</p> <p>Status Detail: Administer Assessment</p>	<p>Year 3: Review and Revise or Target Individual Needs.</p> <p>Assigned to:</p> <p>Status Detail: Disaggregated Data Digs and used to guide instruction.</p>	<p>Measured by: Academic Proficiency and Academic Growth Goals. (listed in table 2 below) and documented through classroom data reports.</p> <p>Reported by: Admin or designee to interested stakeholders.</p>	<p>Final Objective Evaluation Status:</p>

G3 High Quality Staff: The Capitol Encore Academy will create a high quality professional learning community.

The Capitol Encore Academy Strategic Plan 2017-2020

<p><u>P1 School Professional Development Plans, SPDP</u>, to improve overall teaching and Learning.</p>	<p>Year 1: Plan and stagger new initiatives triangulate with SIP, Budget, and stakeholder feedback.</p> <p>Assigned to: Angela Hill</p> <p>Status Detail: -Teach Like a Champion -PBIS -Culturally Relevant and Competent Teacher -EC/504 -MTSS -Data Digs -Math -Foundations -Reading 3D -IREADY -CARE -Growth Mindset</p>	<p>Year 2: Assessment and determine gap to full implementation.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Year 3: Review and Revise or Target Individual Needs.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Measured by: Academic Proficiency and Growth Goals. (listed in table 2 below) and documented through SPDP.</p> <p>Reported by: Admin or designee to interested stakeholders 3x/yr by request.</p>	<p>Final Objective Evaluation Status:</p>
<p><u>P2 Teacher Development Plans, PDPs</u> created to help individual teachers grow.</p>	<p>Year 1: Refine process for effective implementation and support.</p> <p>Assigned to: Angela Hill Sha'Leka Covington</p> <p>Status Detail: Triangulate teacher</p>	<p>Year 2: Assessment and determine gap to full implementation.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Year 3: Review and Revise or Target Individual Needs.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Measured by: Academic Proficiency and Growth Goals. (listed in table 2 below) and documented through TDPs.</p> <p>Reported by: Admin or designee to interested stakeholders 3x/yr by</p>	<p>Final Objective Evaluation Status:</p>

The Capitol Encore Academy Strategic Plan 2017-2020

	evaluations, lesson plans, and assessment data.			request.	
<p>P3 <i>Professional Learning Communities, PLCs</i>, that are focused on teaching and learning.</p>	<p>Year 1: Focus on defining process to include topic and resource alignment to SIP.</p> <p>Assigned to: Johnathan Thomas Mahalia Majka Angela Hill</p> <p>Status Detail: Develop topics and engaging questions aligned to SPDP.</p>	<p>Year 2: Assessment and determine gap to full implementation.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Year 3: Review and Revise or Target Individual Needs.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Measured by: Academic Proficiency and Growth Goals. (listed in table 2 below) and documented through SPDP.</p> <p>Reported by: Admin or designee to interested stakeholders 3x/yr by request.</p>	<p>Final Objective Evaluation Status:</p>
<p>P4 <i>A Mentoring Program</i> that supports new and veteran teachers to be successful.</p>	<p>Year 1: Establish baseline and refine process for effective implementation.</p> <p>Assigned to: Courtney Samuelson</p> <p>Status Detail:</p>	<p>Year 2: Assessment and determine gap to full implementation.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Year 3: Review and Revise or Target Individual Needs.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Measured by: Academic Proficiency and Growth Goals. (listed in table 2 below) and documented through SPDP.</p> <p>Reported by: Admin or designee to interested stakeholders</p>	<p>Final Objective Evaluation Status:</p>

The Capitol Encore Academy Strategic Plan 2017-2020

				3x/yr by request.	
<p>P5 <u>A</u> <u>Recruitment, Hiring, Discipline Process</u> that is collaborative, mission aligned, and aims for high level candidacy and retainment.</p>	<p>Year 1: Refine process for effective implementation.</p> <p>Assigned to: Angela Hill</p> <p>Status Detail:</p>	<p>Year 2: Assessment and determine gap to full implementation.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Year 3: Review and Revise or Target Individual Needs.</p> <p>Assigned to: Principal</p> <p>Status Detail:</p>	<p>Measured by: Academic Proficiency and Growth Goals. (listed in table 2 below) and documented through HR Forms.</p> <p>Reported by: Admin or designee to interested stakeholders 3x/yr by request.</p>	<p>Final Objective Evaluation Status:</p>

G10 STAKEHOLDERS: The Capitol Encore Academy will create a comprehensive committed school and outreach community that exudes positive culture and climate as described below.

<p>P1 <u>Outreach Community Development.</u> The school will develop partnerships with community organizations that align with the school's mission.</p>	<p>Year 1: Establish baseline and refine process for effective implementation.</p> <p>Assigned to: Carissia Hill</p> <p>Status Detail:</p>	<p>Year 2: Assessment and determine gap to full implementation.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Year 3: Review and Revise or Target Individual Needs.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Measured by: Academic Proficiency and Growth Goals. (listed in table 2 below) and documented through list of outreach programs.</p> <p>Reported by: Admin or designee to interested stakeholders 3x/yr by request.</p>	<p>Final Objective Evaluation Status:</p>
---	---	--	---	---	--

The Capitol Encore Academy Strategic Plan 2017-2020

<p>P2 <u>Parent Involvement.</u> The school will engage parents in opportunities during and after school to both support the school community and their individual child's education including, but not limited to parent teacher conferences, homework support, 80% of the survey takers responding favorably. 80% of the school's families will attend parent teacher conferences.</p>	<p>Year 1: Refine process for effective implementation. Assigned to: Carissia Hill Mahalia Majka Status Detail: Family engagement on how to help students at home (Parent University)</p>	<p>Year 2: Assessment and determine gap to full implementation. Assigned to: Status Detail:</p>	<p>Year 3: Review and Revise or Target Individual Needs. Assigned to: Status Detail:</p>	<p>Measured by: Academic Proficiency and Growth Goals. (listed in table 2 below) and documented through parent participation and parent survey information. Reported by: Admin or designee to interested stakeholders 3x/yr by request.</p>	<p>Final Objective Evaluation Status:</p>
<p>P3 <u>School Community Development.</u> The school will utilize the mission and vision to support school traditions, celebrations, and ceremonies to develop and maintain pride for their school.</p>	<p>Year 1: Establish baseline and refine process for effective implementation. Assigned to: Carissia Hill Mahalia Majka Status Detail:</p>	<p>Year 2: Assessment and determine gap to full implementation. Assigned to: Status Detail:</p>	<p>Year 3: Review and Revise or Target Individual Needs. Assigned to: Status Detail:</p>	<p>Measured by: Academic Proficiency and Growth Goals. (listed in table 2 below) and documented through stakeholder survey information. Reported by: Admin or designee to interested stakeholders</p>	<p>Final Objective Evaluation Status:</p>

The Capitol Encore Academy Strategic Plan 2017-2020

				3x/yr by request.	
<p><u>P4 Student Character Development.</u> The school will develop respectful, responsible and resourceful students through the implementation of the Positive Behavior Intervention Support program.</p>	<p>Year 1: Establish baseline and refine process for effective implementation.</p> <p>Assigned to: Elizabeth Strimmel Alyssa Lanham</p> <p>Status Detail: Second Step Program</p>	<p>Year 2: Assessment and determine gap to full implementation.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Year 3: Review and Revise or Target Individual Needs.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Measured by: Academic Proficiency and Growth Goals. (listed in table 2 below) and documented through student survey information and PBIS data tracking.</p> <p>Reported by: Admin or designee to interested stakeholders 3x/yr by request.</p>	<p>Final Objective Evaluation Status:</p>
<p><u>P5 Staff Culture Development.</u> The staff will develop positive relational capacity through professional development, team building, mentoring, and incentive based activities.</p>	<p>Year 1: Research and select culture sustaining programming.</p> <p>Assigned to: Angela Hill</p> <p>Status Detail: Good Think Inc. Orange Frog; The Fish Philosophy; Flippen Group</p>	<p>Year 2: Assessment and determine gap to full implementation.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Year 3: Review and Revise or Target Individual Needs.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Measured by: Academic Proficiency and Growth Goals. (listed in table 2 below) and documented through staff survey information and supporting participation data.</p> <p>Reported by: Admin or designee to interested</p>	<p>Final Objective Evaluation Status:</p>

The Capitol Encore Academy Strategic Plan 2017-2020

				stakeholders 3x/yr by request.	
G1 MISSION and VISION: The Capitol Encore Academy will create a culture generating ownership, commitment, and energy toward making the school vision become reality.					
P1: <u>A school vision statement</u> that is descriptive of what the school will accomplish at a specified time in the future.	Year 1: Establish baseline and refine process for effective implementation. Assigned to: Angela Hill Status Detail:	Year 2: Assessment and determine gap to full implementation. Assigned to: Status Detail:	Year 3: Review and Revise or Target Individual Needs. Assigned to: Status Detail:	Measured by: Academic Proficiency and Growth Goals. (listed in table 2 below) and documented through staff survey information and supporting participation data. Reported by: Admin or designee to interested stakeholders 3x/yr by request.	Final Objective Evaluation Status:
P2: <u>A school mission statement</u> that is clear, concise, measurable, and aligns to how the school will achieve its vision.	Year 1: Establish baseline and refine process for effective implementation. Assigned to: Angela Hill Status Detail:	Year 2: Assessment and determine gap to full implementation. Assigned to: Status Detail:	Year 3: Review and Revise or Target Individual Needs. Assigned to: Status Detail:	Measured by: Academic Proficiency and Growth Goals. (listed in table 2 below) and documented through staff survey information and supporting participation data.	Final Objective Evaluation Status:

The Capitol Encore Academy Strategic Plan 2017-2020

				<p>Reported by: Admin or designee to interested stakeholders 3x/yr by request.</p>	
<p>P3: <u>Mission focused beliefs and values</u> that are clear, focused, and foundational throughout the program.</p>	<p>Year 1: Establish baseline and refine process for effective implementation.</p> <p>Assigned to: Angela Hill</p> <p>Status Detail:</p>	<p>Year 2: Assessment and determine gap to full implementation.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Year 3: Review and Revise or Target Individual Needs.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Measured by: Academic Proficiency and Growth Goals. (listed in table 2 below) and documented through staff survey information and supporting participation data.</p> <p>Reported by: Admin or designee to interested stakeholders 3x/yr by request.</p>	<p>Final Objective Evaluation Status:</p>
<p>P4: <u>A Community of Stakeholders</u> articulating a shared core ideology and an envisioned future for the school.</p>	<p>Year 1: Establish baseline and refine process for effective implementation.</p> <p>Assigned to: Angela Hill</p>	<p>Year 2: Assessment and determine gap to full implementation.</p> <p>Assigned to:</p>	<p>Year 3: Review and Revise or Target Individual Needs.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Measured by: Academic Proficiency and Growth Goals. (listed in table 2 below) and documented through staff survey information and supporting</p>	<p>Final Objective Evaluation Status:</p>

The Capitol Encore Academy Strategic Plan 2017-2020

	Status Detail:	Status Detail:		<p>participation data.</p> <p>Reported by: Admin or designee to interested stakeholders 3x/yr by request.</p>	
<p>P5: <i>A School Culture</i> that supports history, traditions, celebrations, and lives to meet the needs of the school community.</p>	<p>Year 1: Establish baseline and refine process for effective implementation.</p> <p>Assigned to: Angela Hill</p> <p>Status Detail:</p>	<p>Year 2: Assessment and determine gap to full implementation.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Year 3: Review and Revise or Target Individual Needs.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Measured by: Academic Proficiency and Growth Goals. (listed in table 2 below) and documented through staff survey information and supporting participation data.</p> <p>Reported by: Admin or designee to interested stakeholders 3x/yr by request.</p>	<p>Final Objective Evaluation Status:</p>
<p>G2 LEADERSHIP: The Capitol Encore Academy will provide a balanced leadership team which supports connecting vision with action to help the team and the students reach optimal performance.</p>					

The Capitol Encore Academy Strategic Plan 2017-2020

<p>P1: <u>A leadership team</u> is in place to share responsibilities that support all aspects of the school.</p>	<p>Year 1: Training and implementation</p> <p>Assigned to: Brian Kline Mahalia Majka Angela Hill</p> <p>Status Detail: SIP Committee; School Leadership Team; Grade Level Teams; Intervention Team; Arts Integration Team</p>	<p>Year 2: Assessment and determine gap to full implementation.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Year 3: Review and Revise or Target Individual Needs.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Measured by: Academic Proficiency and Growth Goals. (listed in table 2 below) and documented through staff survey information and supporting participation data.</p> <p>Reported by: Admin or designee to interested stakeholders 3x/yr by request.</p>	<p>Final Objective Evaluation Status:</p>
<p>P2: <u>Leadership impact</u> supports a culture of high expectations, relational capacity, and change order for continual school improvement.</p>	<p>Year 1: Establish baseline and refine process for effective implementation.</p> <p>Assigned to: Angela Hill</p> <p>Status Detail:</p>	<p>Year 2: Assessment and determine gap to full implementation.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Year 3: Review and Revise or Target Individual Needs.</p> <p>Assigned to:</p> <p>Status Detail:</p>	<p>Measured by: Academic Proficiency and Growth Goals. (listed in table 2 below) and documented through staff survey information and supporting participation data.</p> <p>Reported by: Admin or designee to interested stakeholders</p>	<p>Final Objective Evaluation Status:</p>

The Capitol Encore Academy Strategic Plan 2017-2020

				3x/yr by request.	
G4 CURRICULUM: The Capitol Encore Academy students are provided a guaranteed, viable, and rigorous curriculum focused on student growth and college and career readiness.					
P1: <u>Commonly paced district curriculum</u> will be implemented by all teachers.	Year 1: Establish baseline and refine process for effective implementation. Assigned to: Johnathan Thomas Sha'Leka Covington Status Detail:	Year 2: Assessment and determine gap to full implementation. Assigned to: Status Detail:	Year 3: Review and Revise or Target Individual Needs. Assigned to: Status Detail:	Measured by: Academic Proficiency and Growth Goals. (listed in table 2 below) and documented through staff survey information and supporting participation data. Reported by: Admin or designee to interested stakeholders 3x/yr by request.	Final Objective Evaluation Status:
P2: <u>Classroom curriculum</u> will include the integration of individual assessment data, grade to grade transition data, Arts Integration, and any other curriculum or instruction initiatives.	Year 1: Establish baseline and refine process for effective implementation. Assigned to: Brian Kline Angela Hill Sha'Leka Covington Status Detail:	Year 2: Assessment and determine gap to full implementation. Assigned to: Status Detail:	Year 3: Review and Revise or Target Individual Needs. Assigned to: Status Detail:	Measured by: Academic Proficiency and Growth Goals. (listed in table 2 below) and documented through staff survey information and supporting participation data. Reported by:	Final Objective Evaluation Status:

The Capitol Encore Academy Strategic Plan 2017-2020

				Admin or designee to interested stakeholders 3x/yr by request.	
--	--	--	--	---	--

Table 2: Academic Proficiency and Growth Measures		
Produce academically proficient and competitive students through improvement of student proficiency as described below:		
<p>Academic Proficiency - Formative Assessment. The initial year will require learning for school community stakeholders; parents, students, staff. In subsequent years, percentage goal increases will be guided by baseline data and may need to adjust to ensure it meets all S.M.A.R.T. goal standards for PROFICIENCY. (Percentages for proficiency of formative assessments were determined based on experience and historical trends from current and previous TRG schools implementing new assessment systems.)</p>	<p>Year 1: All K-8 students will take the IREADY. Admin, classroom teachers and intervention staff members will review data, determine baseline individual baseline, and utilize data to drive academic programs. In general each category will seek a 5% increase in proficiency.</p>	<p>Year 2: A 5% increase of K-8 students will reach their individual proficiency target as established by baseline data in previous year.</p>
	<p>Year 3: A 10% increase of K-8 students will reach their individual proficiency target as established by baseline data in previous year.</p>	<p>Year 4: A 10% increase of K-8 students will reach their individual proficiency target as established by baseline data in previous year.</p>
	<p>Year 5: A 10% increase of K-8 students will reach their individual proficiency target as established by baseline data in previous year.</p>	
<p>Academic Proficiency - State (Summative) Assessment EOG. All students will participate in the EOG in compliance with all state requirements.</p>	<p>Year 1: Transition Year expect data to maintain or backslide as new initiatives are implemented.</p>	<p>Year 2: A 5% increase of 3-8th grade students will reach their individual proficiency target as established by baseline data in previous year.</p>

The Capitol Encore Academy Strategic Plan 2017-2020

	Year 3: A 8% increase of 3-8th grade students will reach their individual proficiency target as established by baseline data in previous year.	Year 4: A 10% increase of 3-8th grade students will reach their individual proficiency target as established by baseline data in previous year.
	Year 5: A 8% increase of 3-8th grade students will reach their individual proficiency target as established by baseline data in previous year.	
Produce academically proficient and competitive students through improvement of student growth as described below:		
Academic Growth - Formative Assessment. The initial year will require learning for school community stakeholders; parents, students, staff. In subsequent years, percentage goal increases will be guided by baseline data and may need to adjust to ensure it meets all S.M.A.R.T. goal standards for GROWTH. (Percentages for proficiency of formative assessments were determined based on experience and historical trends from current and previous TRG schools implementing new assessment systems.)	Year 1: All K-8 students will take the IREADY. Admin, classroom teachers and intervention staff members will review data, determine baseline individual baseline, and utilize data to drive academic programs. In general each category will seek a 8% increase in growth.	Year 2: A 8% increase of K-8 students will reach their individual growth target as established by baseline data in previous year.
	Year 3: A 10% increase of K-8 students will reach their individual growth target as established by baseline data in previous year.	Year 4: A 10% increase of K-8 students will reach their individual growth target as established by baseline data in previous year.
	Year 5: A 5% increase of K-8 students will reach their individual growth target as established by baseline data in previous year.	

CONCLUSION:

What we have determined through our assessments is that we continuing to work towards our mission and provide a program that is foundation in all three pillars of academic excellence,

The Capitol Encore Academy Strategic Plan 2017-2020

disciplined artistry, and virtuous character. Achieving the goals set forth in our plan will further establish our realization of our mission and vision.

To ensure we are continuously working toward our mission and vision, it is important that we review our strengths and weaknesses on at minimum, an annual basis. After doing this, we will set priorities, allocate resources, and focus our efforts on what is necessary to achieve what we set out to do. This is a community responsibility and requires all stakeholders to know, understand, and support our mission and vision. It is key to note that all initiatives forthcoming should be aligned with this plan and/or the plan re-evaluated as necessary.

At the end of the 3-year plan period, a new plan shall be created that includes any items in the current plan that have not been met and new items that will help our school to carry out and bring our mission and vision to life.