

# Early College Academy

Your Future Begins Now!

Michael R. Forte, Ed.D.  
Principal



2701 11<sup>th</sup> Avenue  
Columbus, GA 31904

Telephone 706.748.2948 / Fax 706.748.2951

[Forte.Michael.R@muscogee.k12.ga.us](mailto:Forte.Michael.R@muscogee.k12.ga.us)

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August 15, 2018

## 2018 - 2019 School Improvement Plan Summary

### School Overview

Early College Academy of Columbus caters a positive learning experience for the committed learner. Over half of our senior and junior students are dually enrolled each year at *Columbus State University*, *Columbus Technical College*, or *Georgia Military College* where they take college classes. In fact, *Early College Academy of Columbus* has the highest number of dually enrolled students in Muscogee County School District. If you meet the enrollment requirements of Early College Academy, you could possibly earn up to 30 credit hours or an associate's degree. The tuition, any books required for your courses, and any lab fees are paid in full! In addition, for those students not dually enrolled, *Early College* offers them the opportunity to take Advanced Placement courses such as *AP Literature*, *AP Language*, *AP Biology*, *AP Human Geography*, and *AP Calculus*. If you desire a truly unique learning experience, consider *Early College Academy of Columbus*. Students can start college early and learn in an atmosphere that allows you to focus on your future.

Early College Academy is currently not in school improvement. Grades 9-12 attend Early College Academy. The school hours of operation are 7:40 a.m. to 4:00 p.m. for staff, and 8:04 a.m. to 3:25 p.m. for students. We provide a breakfast program for our students each morning. The English Language Arts curriculum requires grades 9-11 to use a reading software program called *Achieve 3000*. The mathematics, social sciences, and English Language Arts curriculum requires grades 9-12 to use web based technology; *USA Testprep* to improve student test performance and curriculum mastery. The majority of the school day however includes teacher instruction, guided or focused, in the following content areas: English Language Arts, social sciences, mathematics, sciences, physical education/health, and CTAE.

After thorough data analysis and input the 2018-2019 Early College Academy SIP will continue to focus on:

- Mental health of students
- Improving student attendance
- Strengthen essential mathematical skills
- Increase parental involvement

## Early College Academy 2018-2019 SIP Summary

The four overarching needs for the 2018-2019 Early College Academy SIP will be realized through the revised climate and instructional goals.

- Revised Climate Goal:

Increased Learning Time Teachers at Early College Academy will teach the Social Emotion Learning (SEL) curriculum to 100% of students by May, 2019 as measured by student rosters, student surveys, teacher surveys, SEL lesson plans, PBIS team minutes, school schedules, and student work.

The school wide emphasis on the use of Social Emotional Learning (SEL) strengthened, and will help to maintain, high expectations in regards to the courtesies and respect that we expect all teachers and students to demonstrate on a daily basis. SEL has had a significant positive impact on the social interactions within our school family. To increase parental engagement at the school, and encourage continued parental involvement, Early College Academy will extend the PBIS mindset to the parents by maintaining an open-door policy for school and classroom visitation. Additionally, the PBIS report submitted to become a PBIS School of Distinction showed a -88 percent decrease in office discipline referrals from the baseline year, and a -82 percent decrease in out-of-school suspension days from the baseline year as well.

- Revised Instructional Goal:

100% of teachers will embed focused instruction, guided instruction, collaborative learning, and independent learning into daily instructional practices by May 2019 utilizing an integrated collaborative strategies approach as measured by leadership team meetings, PLC meeting minutes, PL meeting minutes, lesson plans, TKES evaluations, peer surveys, and student surveys.

In the 2018-2019 school year, Early College Academy will continue to emphasize reading instruction through *Achieve 3000*. The results were impactful for the 2017-2018 school year with 73% of students exceeding growth in reading, 27% of students meeting or exceeding rigorous college and career benchmarks, and 90% of students logging on after school or on the weekend. Preliminary results of the spring 2018 End-of-Course Tests indicate gains in all areas tested: U.S. History (+12), Economics (+5), Algebra I (+36), and Ninth Grade Literature (+22). To maintain and continue a culture that fosters academic success, formal and informal observations by the administration throughout the 2018-2019 school year will be conducted with fidelity to ensure that grade level planning and instructional delivery, implementation of the curriculum framework, increased use of *Achieve 3000*, intervention in mathematics instruction, and the collaborative strategies processes continues for the 2018-2019 school year.

# School Improvement Plan FY19 Review

Early College Academy

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# SIP Goal #1 – FY18

- 100% of Teachers at Early College Academy will teach the Social Emotion Learning (SEL) curriculum by May, 2018 as measured by lesson plans, school schedules, and student work.
- Goal met
  - PBIS monthly monitoring, principal walkthrough for monitoring of counselor distribution of ILT SEL curriculum, PBIS behavior matrix
- Supporting data
  - Reports to teachers of suicidal ideation and attempts decreased
  - Universal screener
  - <https://docs.google.com/spreadsheets/d/1P-uPUeWwYbYCWmXob7a50sLZhxx9J5wKRwnXKrmh3ePw/edit?usp=sharing>

# SIP Goal #2 – FY18

- By May 2018, 100% of teachers will have consistently integrated collaborative processes in instructional practices and trained students on the use of these processes in their learning.
- Goal met
  - Administration walkthroughs, collaborative meeting minutes and sign-in sheets
- Supporting data
  - Google doc of PLC data

# Prioritized Needs

4 Needs from CNA p. 75

- Mental health – High need
  - Social and emotional
- Attendance – High need
- Education gaps (math) – High need
- Parental involvement – Medium need

# Overarching Needs

Top 4 Needs from CNA pp. 77-78

- Mental health of students
- Increase attendance
- Strengthen essential math skills
- Increase parental involvement

# Revised Instructional Goal

- 100% of Teachers will embed focused instruction, guided instruction, collaborative learning, and independent learning into daily instructional practices by May 2019 utilizing an integrated collaborative strategies approach as measured by leadership team meetings, PLC meeting minutes, PL meeting minutes, lesson plans, TKES evaluations, peer surveys, and student surveys.



# Instructional Goal: Revised Action Steps

- Title I math intervention teacher
- Professional Development
- Achieve 3000
- SAT/ACT prep classes
- USA test prep for ACCUPLACER, SAT/ACT, and GMAs courses
- Khan Academy
- SAT/ACT coach
- Teacher notes from GaDOE (textbook)
- Credit recovery for acceleration
- Study.com

# Revised Climate Goal

- Increased Learning Time Teachers at Early College Academy will teach the Social Emotion Learning (SEL) curriculum to 100% of students by May, 2019 as measured by student rosters, student surveys, teacher surveys, SEL lesson plans, PBIS team minutes, school schedules, and student work.

# Climate Goal: Revised Action Steps

- Continue Sources of Strength
- Title I Parent Liaison
- Connect with Kids/Project Aware
- Continue Ambassadors of Compassion
- Continue counselor planned lesson plans for ILT
- Continue universal screener
- Implement Tier II interventions (such as check in check out)
- Planning of implementation of school health base center (SHBC)
- Continue End the Silence Forum