

**U.S. Department of Education**  
**2019 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mrs. Louise Moore

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Eagle Crest Charter Academy

(As it should appear in the official records)

School Mailing Address 11950 Riley Street

(If address is P.O. Box, also include street address.)

Holland MI 49424-8553  
City State Zip Code+4 (9 digits total)

County Ottawa County

Telephone (616) 786-2400

Fax

Web site/URL

<https://www.nhaschools.com/school/s/Eagle-Crest-Charter-Academy/en>

E-mail lmoore@nhaschools.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Mr. Jack DeLeeuw

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail jdeleeuw@nhaschools.com

District Name Eagle Crest Charter Academy Tel. (616) 786-2400

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Robyn Allison

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **Part I – Eligibility Certification**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 0 High schools
  - 0 K-12 schools
- 1 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban
  - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	12	12	24
<b>K</b>	36	45	81
<b>1</b>	36	40	76
<b>2</b>	45	36	81
<b>3</b>	39	52	91
<b>4</b>	42	36	78
<b>5</b>	50	34	84
<b>6</b>	42	43	85
<b>7</b>	32	39	71
<b>8</b>	17	36	53
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	351	373	724

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 21 % Asian
  - 5 % Black or African American
  - 35 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 38 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 7%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	26
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	27
(3) Total of all transferred students [sum of rows (1) and (2)]	53
(4) Total number of students in the school as of October 1, 2017	727
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

6. English Language Learners (ELL) in the school: 25 %  
178 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Afrikaans, Arabic, Bengali, Burmese, Chinese Mandarin, French, German, Gujarati, Hindi, Khmer, Korean, Lao, Malay, Malayalam, Marathi, Punjabi, Romanian, Spanish, Tagalog, Tamil, Telugu, Thai, Vietnamese

7. Students eligible for free/reduced-priced meals: 52 %  
Total number students who qualify: 377

8. Students receiving special education services: 11 %  
83 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>8</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>12</u> Other Health Impaired                |
| <u>2</u> Developmental Delay     | <u>17</u> Specific Learning Disability         |
| <u>2</u> Emotional Disturbance   | <u>37</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>5</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	4
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	28
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	13
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	97%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

The staff, parents, and board members of Eagle Crest Charter Academy accept the responsibility to develop students of high moral character, who attain a mastery level of the basics, are superb communicators, and will have a solid foundation for life-long learning.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Open enrollment extends from the first day of school to the last business day in February of the current year. If more applications are received than the amount of open seats, a random selection drawing is held to fill remaining seats and create a waiting list.

## **PART III – SUMMARY**

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Eagle Crest Charter Academy (EC) is a K-8 Public School located on the north side of Holland, Michigan. Our school is chartered through Central Michigan University and is overseen by a board of directors made up of EC parents and community members. Eagle Crest is a diverse community, and represents the footprint of Holland. Eagle Crest has 729 students. Over 200 of these students are English language learners (EL) representing 23 different languages. We have a 35% Hispanic population and 23% Asian population. Over 50% of our students qualify for free and reduced lunch, and our special education population is at 12%. With this diverse population, we are a moral focus school with high academic standards whose students continually outperform neighboring districts on standardized state testing. In addition, students who leave Eagle Crest at the end of their 8th grade year are well prepared to excel both academically and socially in high school and beyond.

When Eagle Crest Charter Academy opened 22 years ago, it did not serve the same population that it does today. Within the last 5-7 years, Eagle Crest has changed to more accurately reflect the local demographic. The Eagle Crest staff is dedicated to the families we serve today, as well as those we have served over the past 22 years. To support our families teachers and administrators have adapted and developed best practice strategies to meet the needs of all students from every background and every demographic. One of the strategies that has had the highest impact on our current population is our use of the Sheltered Instruction Observation Protocol (SIOP). These SIOP strategies are used in learning targets and academic conversations to increase the cognitive engagement of both EL and non-EL students. Teachers use sentence starters and other student talk moves to increase the amount of time students engage in vocabulary rich academic conversations, providing multiple opportunities for students to deeply engage with the content.

In addition to strategies applied in core instruction, the Eagle Crest master schedule incorporates dedicated intervention time for Math and English Language Arts (ELA) K-8. Data from benchmark assessments, common assessments, Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) tests, and state tests are used to identify students for intervention groups. During this intervention time, academic specialists, EL teachers, and paraprofessionals partner with teachers to provide targeted instruction in small groups. Students are progress monitored every two, four, or six weeks to provide the targeted intervention that will fill gaps in learning.

Students who do not show expected or typical growth through core instruction or intervention are referred to our Instructional Assistance Team (IAT) to determine next steps. The IAT team is made up of the classroom teacher, an administrator, academic specialist, special education teacher, speech pathologist, social worker, and occupational therapist-when requested. This team reviews testing data, performance data, intervention data, and behavioral data to create a plan that will address each student's needs.

In addition to providing the academic support needed for the success of all of our students, Eagle Crest Staff is committed to providing the social emotional support needed for our changing population. Professional development on trauma has provided staff with the knowledge and tools to approach the social emotional side of our learners. Through this training, our staff has become more adept at meeting the needs of our at risk students who have a skill deficit in self regulation. Professional development in mindfulness has also aided staff in addressing and preventing the behaviors that result from these skill deficits and can hinder the learning process.

While the staff at Eagle Crest has adapted and grown with the demographic changes, the foundations and traditions that have made EC the best choice for parents and students have remained the same. Eagle Crest follows a moral focus curriculum that is explicitly taught and interwoven into all aspects of student learning throughout the day. Students are celebrated for their understanding and application of the moral virtues taught, and they are held accountable to upholding those virtues at all times. Our partnership with local churches allows us to provide Kids Hope mentors for some of our most at-risk students, and work with the Hand to Hand organization to help us to meet the basic needs of many of our students. These partnerships, coupled with the service projects in which our students participate, uphold our moral virtues of courage in asking and accepting help, the wisdom and compassion to give freely.

Eagle Crest Charter Academy is a school with a diverse population and a dedicated, caring staff. EC provides students with a rigorous curriculum that is balanced with support and high expectations. Our drive for continuous improvement to meet the needs of our changing population makes Eagle Crest Charter Academy the school of choice for our families.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

#### **1a. Reading/English language arts:**

At Eagle Crest, our goal is to provide students with strong literacy skills- reading, writing, speaking, and listening- that will prepare them to be successful in all aspects of their lives. We teach and integrate the English Language Arts (ELA) Common Core State Standards (CCSS) into all content areas because we know that literacy is essential for success in every subject. We use a backwards design approach to create a yearlong scope and sequence based on CCSS standards, common assessments, and curricular tools. We break down the standards into developmentally appropriate building blocks necessary for mastering each standard. Our backward design approach ensures that all standards are taught with appropriate thoroughness and frequency as students work toward mastery.

ELA lessons are primarily taught using a workshop model. We start with teacher-modeling using high-quality mentor texts, guide students through whole or small group practice, and provide ample time for students to practice independently using self-selected texts and topics. During student independent practice, we confer with individuals about learning goals, which allows us to informally assess students' understanding and plan future instruction. For students who are not meeting learning goals, we have a tiered intervention plan in place to meet individual needs. During daily intervention blocks, classroom teachers, paraprofessionals, English learner teachers, and special education teachers work together to fill in learning gaps, reinforce current learning goals, and challenge students to extend their thinking. Intervention blocks also allow time for learning centers, which provide students with hands-on practice. Chromebooks allow students to practice ELA skills on a variety of learning websites.

We believe our workshop approach is the best way to meet the needs of our students because it rigorously engages students. It creates abundant opportunities for student-centered learning as opposed to teacher-directed instruction. When students are allowed time to have academic discussions and to self-select reading texts and writing topics, they take more ownership of their learning, which improves student motivation.

We utilize a variety of assessments: Measures of Academic Progress (MAP), Fountas and Pinnell Benchmark Assessment System, Michigan Student Test of Educational Progress (M-Step), common assessments, and AimsWeb+. The data from these assessments drives our student-centered instructional approach and allows us to provide more individualized learning. Students also use this data to track their growth and create personal learning goals, which self-motivates students toward literacy success.

#### **1b. Mathematics:**

The mathematical focus at Eagle Crest Charter Academy is to prepare students to critically think and analyze math in the real world. To achieve this, we target the Common Core State Standards and Mathematical Practices in a 90-minute math block and scaffold learning through Math Expressions in K-5 and Big Ideas in 6-8.

Our K-5 math block begins with Math Stories, a daily resource created by National Heritage Academies that allows students to make sense of word problems through visualizing and modeling. Then, direct teacher modeling is introduced. Student learning continues with the Math Expressions curriculum, where students solidify understanding and build on pre-taught knowledge. Teachers focus on creating an inquiry environment and encourage constructive discussion. This knowledge-based learning is carried through to the Big Ideas curriculum taught in grades 6-8 because the focus continues to be learning through self-discovery and guided lessons.

Intervention is a key component of our math success. This is evident in our intentional daily 30-minute block allocated specifically to differentiated intervention. Initially, we use the Delta Screener to identify gaps in skills previously taught that students will need in order to succeed with grade level content. These

identified skills are retaught utilizing our math specialist and flexible grouping. We also use small group instruction, technology-based programs, and hands-on manipulatives to enhance learning.

Throughout the year, we use a variety of formative and summative assessments to drive our intervention block and classroom instruction, including quizzes, tests, common assessments, North-West Evaluation Association Measures of Academic Progress test (NWEA), and Michigan Student Test of Educational Progress (M-Step). Using the data gathered, grade level teams work together to form flexible groupings that target standards that need to be retaught as well as build in challenge opportunities.

Teachers encourage students to take ownership of their learning through daily learning targets, goal setting, actionable feedback, and discussion structures. With all of this in mind, we prepare our students to critically analyze math problems and become successful in the real world.

### **1c. Science:**

The science curriculum at Eagle Crest Charter Academy intends to prepare our students to be critical thinkers. We create science units based on the Next Generation Science Standards (NGSS) and National Heritage Academies' scope and sequence that utilize the web-based StemScopes curricular tool.

Various instructional tools and approaches are used to make learning concrete. Beginning in young fives, students are immersed in literature focused science units. Students experience science through hands on activities, art infused projects, learning centers, and exposure to non-fiction text. As students move through the grades, math and ELA standards are intentionally embedded into instruction with the intentional focus on informational text. In addition, science and engineering practices are emphasized. Content based field trips help to enhance student learning and provide real world science experiences. The curriculum builds on foundational skills; within each unit, the 5E model is used (Engage, Explore, Explain, Elaborate and Evaluate). Interactive online computer simulations review web-based curriculum content. This cross-curricular approach prepares our students for the Michigan Student Test of Educational Progress (M-Step), the national science standards, the Preliminary Scholastic Aptitude Test (PSAT), and NHA common assessments. Also, content is spiraled from grade level to grade level and within the Disciplinary Core Ideas (DCI), such as earth, life, and physical sciences.

Differentiation is at the forefront of our instructional methods. We offer a unique and specialized enrichment program for our high achievers called SOAR (Students of Academic Rigor). Students are identified through multiple cross-curricular data points such as the Cognitive Abilities Test (CogAT), and the North-West Evaluation Association Measures of Academic Progress test (NWEA MAP). Students are encouraged to use outside-the-box thinking to promote problem solving and critical thinking skills.

Classroom instruction is driven by multiple forms of assessment. Grade levels Kindergarten thru fifth grade utilize unit assessments whereas grades sixth through eighth use NHA common assessments. Students in all grade levels are expected to provide evidence to support claims and science reasoning. Formative assessment data determines lab groupings, student goal setting based on standards not yet mastered, and for the purpose of reteaching.

### **1d. Social studies/history/civic learning and engagement**

The goal of social studies instruction at Eagle Crest is to prepare students to become active and knowledgeable citizens in the community. Eagle Crest teachers intentionally choose engaging instructional strategies that personally connect to the lives of students.

Teachers use Michigan K-12 Social Studies Standards along with National Heritage Academy's scope and sequence to ensure coverage of all content. In order to provide a more cohesive curriculum, lower elementary social studies concepts are often integrated into ELA instruction. The standards are also addressed through a variety of curricular tools. Overall, the curricular approaches chosen at Eagle Crest meet Michigan state standards, increase rigor, and are relevant to students.

Various instructional approaches are used to deepen students' understanding of social studies content. Lower elementary instruction is primarily discussion based, enhanced with informational texts and interactive websites such as BrainPOP. This allows students to access the content in a developmentally appropriate way. Upper elementary instruction is delivered in multiple methods: interactive read alouds, skits, projects, and discussions. Content-based field trips and role-play activities, such as Wax Museum, allow students to share experiences and empathize with people from the past. In middle school, connecting history to current events and analyzing historical perspectives is emphasized using resources like CNN 10 and the Document-Based Question (DBQ) Project. A culminating eighth grade trip to Washington D.C. celebrates students' knowledge of U.S. history and development of civic responsibility.

Throughout the grades, a variety of assessments are used to measure student learning, including projects, quizzes, tests, written responses, and NHA common assessments. M-STEP data is used to measure effectiveness of instruction and student learning. Teachers consistently adapt instructional methods each year based on current best practices, assessment data, and changing student demographics, ensuring that students graduate from Eagle Crest equipped to be successful community members.

**1e. For secondary schools:**

**1f. For schools that offer preschool for three- and four-year old students:**

**2. Other Curriculum Areas:**

Eagle Crest offers Spanish, art, physical education, music, and technology to our students. While Spanish starts in third grade, all other classes are taught to students in grades young 5's through 8th grade. Classes are taught in 40-minute segments, and students are on a three- or four-day rotation. Specials teachers have the unique opportunity to teach all students each year over the course of their time at Eagle Crest. This gives teachers the chance to build meaningful relationships over that time. The variety of special area opportunities that we offer provides students with outlets for creativity, movement, development and growth.

By providing instruction in Spanish, Eagle Crest promotes the research-based idea that inherent in the acquisition of another language are higher achievement levels on standardized tests, higher attainment of reading levels, and increased skills in problem solving. Spanish in elementary grades focuses on vocabulary, with grammatical learning targets incorporated at the middle school level. Seventh and eighth grade students also read and analyze a novel in their last trimester of Spanish.

Art gives students a medium to connect new knowledge to personal experiences and express learning through creativity. EC's art curriculum is based on the State and National Standards for Art Education. In kindergarten, students learn primary and secondary colors and work on the development of fine motor skills. First through fifth grade students learn fundamental art skills and the characteristics of famous artists. In middle school, students expand their learning through a variety of mediums, including clay.

In physical education (PE) class, the National PE standards are incorporated into our instruction. Students are engaged in physical activities that promote fitness and skills development, educate them about health and healthy choices, teach self-responsibility, foster the enjoyment of being involved in athletic activities, and promote a physically active lifestyle. In addition, PE reinforces knowledge learned in other subject areas such as science and math, as it relates to PE. Students also participate in a service-learning project with a dual purpose. In Jump Rope for Heart, students raise money for the American Heart Association and learn about the importance of a healthy heart. They set endurance goals for themselves during their participation throughout the month of March, and chart their progress from start to finish.

Music instruction at Eagle Crest focuses on a skills progression through the grade levels. Students in

elementary focus on rhythm and beat. As students progress, they learn to read music. When students reach 5th grade, they have the option of learning an instrument. When students enter middle school, both band and choir are offered as choices. These students have opportunities to perform during concerts, at celebrations, and different school events. Through music, students learn that persistence is equal to or greater than natural talent. Students also practice perseverance, how to cooperatively work with students of varying levels of competency, and how to accept and apply feedback.

Technology uses the Standards for Computer Science Educators and Common Core (ISTE) as the basis for skills taught. These skills include, but are not limited to, keyboarding, Google Drive and Docs, Chrome OS, and basic computer skills. In addition, cyber safety is taught. Students learn how to be safe on the Internet, how to use social media appropriately, and how to set limits on technology use in everyday life.

To accomplish teaching the whole child and to help students explore who they are and what they can do, we must teach more than a core academic curriculum. Through the special area classes that Eagle Crest offers, we are able to teach the whole child. In these classes students are able to participate in opportunities such as the Eagle Crest version of the Art Prize competition in Grand Rapids, Michigan, the Tulip Time Parade in Holland, Michigan, and a variety of service projects that address the needs within our community. Students have opportunities to find their niche, explore a talent, and be the best at something they enjoy.

### **3. Special Populations:**

Eagle Crest strives to tailor instruction, interventions, and assessments to meet the diverse and individual needs of special student populations. Eagle Crest is intentional about closing achievement gaps, including achievement gaps of ten or more percentage points between subgroups as measured by the Michigan Student Test of Educational Progress (M-Step). Currently we have two subgroups where a gap of more than 10% exists between populations: our free and reduced lunch (FRL) population and our non-FRL population, and our special education student population and our non-special education student population.

To address the specific needs of students who are performing below and/or above grade level and create flexible groups, we utilize a variety of data points: Measures of Academic Progress (MAP), Fountas and Pinnell Benchmark Assessment System, M-Step, common assessments, AimsWeb+, and the Delta Screener. Specifically, this data helps paraprofessionals, academic specialists, and classroom teachers create groups of students and drive their differentiated instruction. Teachers regularly schedule meetings to look at progress monitoring data and make adjustments as students succeed and/or need additional support. Eagle Crest's master schedule allows for intentional protected intervention time, kindergarten through eighth grade, for these groups to meet daily. Below, at, and above grade level students are grouped for instruction which allows support staff consistent, uninterrupted blocks of time to support student growth. During these blocks of time teachers are able to progress monitor using research based tools. This aids discussions about struggling students during Intervention Assistance Team (IAT) meetings.

To meet the needs of our students with disabilities, our Special Education staff closely collaborate with classroom teachers to achieve Individual Education Plan (IEP) goals and offer accommodations and modifications. Assessment data drives intentional groups and goal creation, while accommodation logs document evidence and new goals are then created. Eagle Crest's special education staff collaborates with other local districts and consults with specialists through the Intermediate School District (ISD) to ensure that the achievement gap is being closed.

Eagle Crest has a large and continually growing English learner (EL) population. To reach the needs of this special population, the entire staff has been trained in Sheltered Instruction Observation Protocol (SIOP) strategies and accountable student talk goals have been created. The intentional master schedule allows three EL teachers consistent opportunities to use research-based tools to address the academic needs of our English learners. Individual language plans for each EL student are created based on assessment data. Students track their own progress and groups are flexible based on this data. To embrace this special population, we use Talking Points, a translation texting application, which allows communication with parents in their native language. Families are also frequently invited to attend special EL celebration nights to build community within the school.

Through the process of analyzing triangulated data, students who are ready for a more challenging extension of the curriculum are identified. For example, students in middle school who are performing above grade level in math are offered advanced math classes. Also, students performing above grade level in grades 3-6 are assessed and invited to the Students Outstanding in Academic Rigor (SOAR) program, which is a project based learning curriculum.

Excellent classroom instruction, intervention plans, and constant analysis of assessments support Eagle Crest's top priority of meeting the diverse needs of its special student populations.

## PART V – SCHOOL SUPPORTS

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### **1. School Climate/Culture:**

Eagle Crest Charter Academy is home to a diverse community of learners. Students and staff alike have a growth mindset and work together to create an environment where everyone has an equal opportunity for success. With a shared leadership model, a strong moral focus curriculum, and a shared philosophy of teaching the whole child, Eagle Crest has created a culture of encouragement, support, growth, and acceptance. From the moment students step through the doors of Eagle Crest, they are welcomed with a handshake or other personal greeting by dedicated, enthusiastic, and hard-working educators. Every child at Eagle Crest is valued as an individual and is encouraged and supported to become the best he or she can be.

High moral character is the core of Eagle Crest. Through the modeling of the leadership team, teachers, and support staff, students are continually exposed to positive behaviors and habits. The daily conversations of staff and students are impacted by the moral focus curriculum being woven into every part of the school day, both academically and socially. A new virtue is taught each month through assemblies, class discussions, read alouds, and guest speakers. Teachers also model our core values through their dedication to providing a safe learning environment where every student can reach his or her potential. Teachers continually engage in professional development (PD) to serve the needs of the changing population of the Eagle Crest community. As a trauma informed school, teachers and support staff use mindfulness strategies and zones of regulation approaches as tools to help students who struggle with self regulation.

The school's intentional focus of supporting students socially and emotionally generates the foundational environment for academic success. The deliberate creation of the master schedule provides intentional academic supports: a common planning period for teachers, intervention time, peer-to-peer teacher observations, and data reflection. Teachers are dedicated to building individual and group efficacy due to their conviction that all students deserve the best, and the best cannot exist in pockets. With the dean model, which provides teacher development through weekly one-on-one conversations (O3's), the Eagle Crest staff is supported in developing skills in each domain of academic, social, and emotional supports for students. Teachers also have a variety of opportunities to engage in PD. They are encouraged to bring this PD back to the school and share their learning at staff and wing meetings. Staff is asked to provide feedback and share opinions regarding school-wide decisions throughout the year. In addition, each staff member serves on one of our school improvement teams. Our shared decision making and shared learning creates a culture where people feel valued and supported.

### **2. Engaging Families and Community:**

Eagle Crest Charter Academy has intentionally built strong connections with its families and the community. Programs built and partnerships forged provide a well-rounded environment for students to grow both academically and socially. Student success is communicated with parents and the community. Opportunities abound for parents to engage in supporting student growth. Community organizations also provide opportunities for our students' success.

Communication of individual and school wide success engages all stakeholders. Weekly classroom newsletters, blogs, and online resources inform parents of weekly instructional focus and assessments. Parents track their child's progress online. Formal reports are sent every six weeks to inform parents of student growth. Social media updates celebrate successes and highlights school events. Newspapers often report on the great things happening at Eagle Crest. Throughout the year, informational nights are held to highlight different aspects of our school. Some events include Middle School Information Night, Family Reading Night, and Kindergarten Information Night. This communication leads to informed parents that know how they can help their student grow.

There are several ways that parents can participate in the life and leadership of the school. A dedicated Parent Teacher Organization (PTO) supports the teachers and students. The PTO provides opportunities for parents to lead events like the school carnival to raise money to assist teachers in purchasing resources

for classrooms. The school board is another opportunity for parents to be involved, with four of the members being current or former Eagle Crest parents. In addition, parents can volunteer in classrooms to provide academic support for our students and can also help chaperone field trips. These opportunities, and others like them, allow parents to support positive classrooms that are foundational to student growth and success.

Community partnerships provide academic and emotional support for our students. Hope College provides programs for at-risk students to receive tutoring and for gifted middle school students to take high school level classes. Local churches provide mentoring for our students and extra food for some students to take home. Local health organizations provide dental care for students as well as health and safety education programs. Local organizations support programs like Girls on the Run and Lego League Robotics. Likewise, our students also impact our community by participating in a variety of service projects that help local families in need as well as by participating in the Tulip Time Festival.

Connections with our families and community partners are instrumental in the success of our students. Their academic and social support enhances the work of our staff in creating outstanding students.

### **3. Professional Development:**

Eagle Crest Charter Academy's professional development approach is based on a data driven, shared instructional leadership model. Our leadership team is comprised of four administrators: Principal, K-2 Dean, 3-5 Dean, and 6-8 Dean. The principal leads the school's student-centered vision, coaches deans in their development of teachers, leads school wide and wing specific data discussions, and provides professional development that supports student learning. The deans provide instructional leadership within their wings, coaching teachers to mastery, providing personal and wing specific professional development, and leading data meetings for targeted intervention and quality, Tier I instruction.

Through our shared instructional leadership model that incorporates teacher leaders, each year we disaggregate data to determine the highest needs and the strategies that will provide the biggest impact on student learning and teacher growth. Together with our Dean of School Quality, we do a data review of evaluation trends as assessed through our classroom framework and academic trends as assessed through common assessments, Measures of Academic Progress (MAP) tests, and state tests. Our leadership team then writes a living school improvement document to address student success and staff performance. This plan identifies a focus for the following school year and serves as an evaluation of the effectiveness of the focus of the current year.

In the spring of the 2017/2018 school year, the team identified goals in the area of instructional rigor around student engagement and student talk. The goals were written into a living school improvement plan that would be evaluated after the first 100 days to determine next steps for successful implementation. In reviewing standards in reading, writing, and speaking and listening, a school wide focus of academic conversations around learning targets and content vocabulary was identified as a high impact strategy for student learning and teacher growth. In addition, with over 200 English learner (EL) students, it was determined that a focus on student engagement and academic conversation was essential for the success of this segment of our population. In the 2018/2019 school year, we provided fall professional development (PD) around student engagement and actionable feedback. Throughout the school year, we continued to provide PD at staff meetings, created a share site for teachers to collaborate, and provided opportunities for teachers to do peer to peer observations. Through wing meetings and one on one conversations with teachers, we differentiated support to meet the needs of all, and build individual and group efficacy. In doing so, we have created a culture of student talk and teacher collaboration.

### **4. School Leadership:**

The success at Eagle Crest Charter Academy is greatly influenced by the shared leadership approach to supporting all students. Leadership is distributed throughout the building and collaboration is key to student academic achievement and closing the gap for all students within the building.

Teachers and staff throughout the building are involved in leadership opportunities and each grade level or department has a teacher leader. This leadership model provides opportunities for teachers to lead not only within their grade level, but also during professional development and staff meetings. Teacher leaders meet at least two times a week with their teams to collaborate and plan lessons and support student needs as they arise. At one of those team meetings each week, deans meet with their grade levels or departments to support teachers and participate in data conversations and behavioral needs.

Another way that Eagle Crest focuses on shared leadership is by having school improvement committees. There are three school improvement committees: Academic Excellence, School Culture, and Home School Relations. These committees are comprised of teachers and staff from throughout the building. The grade levels and departments of the school are spread between the three committees which creates a balanced view of supports and needs. The school improvement committees provide additional opportunities for teachers and staff to share their ideas and lead various activities, school initiatives, and programs.

The impact of shared leadership is also displayed directly through the administrative leadership team. The administrative leadership team is made up of a school principal, a young 5's through 2nd grade dean, a 3rd through 5th grade dean, and a 6th through 8th grade dean. Having a larger administration creates the opportunity for direct teacher coaching and development. Teachers and students are provided with more focused and direct leadership from their dean or principal to support and encourage student growth and academic achievement. Deans can directly focus their coaching and support on the individual needs and goals of their teachers through observations and one-on-one meetings. The leadership team is highly collaborative and meets weekly to discuss and plan for upcoming school initiatives as well as long term planning. The administrative leadership team works together to support each other across all grade levels with student behavioral needs, Special Education, professional development, and student intervention. The weekly meetings and collaboration of this team impacts the goals and progress of students throughout the building.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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During the 2015-2016 school year, Eagle Crest developed a cohesive IAT (Intervention Assistance Team) process to analyze student data, identify the intervention needs of students, determine plans of intervention, and to progress monitor students' academic growth.

Classroom teachers monitor and analyze student data to identify students in need of academic or behavioral intervention. Once these students are identified, a series of meetings with the classroom teacher, dean, and academic and/or behavioral interventionists occurs. In these meetings, the student's academic or behavioral data is shared, strategies are brainstormed, goals are set, and a plan for progress monitoring and follow up is established. Over the course of several weeks, these plans are put into action and data is gathered to show the growth or lack of growth of the student. If the student is progressing, strategies are reviewed and decided upon, new goals are set, and a plan of further progress monitoring and follow up is established. If the student is not progressing as needed, a full IAT meeting is held where the classroom teacher, dean, reading and math interventionists, behavioral specialist, EL teachers, and the full special education team come together to analyze the student's data and to discuss the best way to move forward to provide the most impactful intervention for that student. Next steps may involve a follow up with the family by the school social worker, a follow up with the family regarding medical needs and diagnoses, additional intervention strategies to be implemented by the classroom teacher and academic interventionists, and in some instances a special education evaluation. Goals are set and a plan of action for progress monitoring and follow up is established. This process continues throughout the school year and is carried through to the following school year if needed.

In order to support the intervention plans established for these students, as well as additional students who need general intervention, the school has built intervention blocks into its daily master schedule for math and ELA. During these blocks, intervention is provided by classroom teachers, Title 1 interventionists, EL teachers, and special education teachers. For those students who are a part of the IAT process, intervention is provided to address the goals that have been set and to progress monitor their growth. Classroom teachers also provide intervention and progress monitoring outside of the built-in intervention blocks.

This IAT structure of data analysis, collaboration of professionals from a variety of specialties, progress monitoring of student growth, and follow up has resulted in the academic and behavioral growth of our students and the bridging of the gap for those who are need of intervention.