



## EEG Seven Pillars of Success

# Our Approach/Solution



**Data Driven Decisions-** While increasing the academic performance of the school is the main focus and key objective, AIR and Common Core Standards are essential elements that we must focus on to reach our goals. AIR Assessments are changing the nature of what is important in education. We are no longer preparing students for lower level blooms taxonomy tasks. Through the Common Core Standards instruction must become more 21<sup>st</sup> century oriented where students can focus on the 4 C's: Collaboration, Communication, Critical Thinking and Creativity. As data driven decisions are at the top of our chart; a key

understanding of this factor will drive the remaining components.

We must also prepare students for the AIR assessments. These assessments are rigorous performance-based tasks that were created to provide insights into students' abilities to thrive in college or careers. Therefore, we will provide the students at Garfield a technology rich learning environment. Our students must be prepared to enter a competitive society, which includes being trained in the utilization of various technological tools. We are no longer in the agriculture age. We have made huge advances in the area of information technology therefore our students must be prepared for the 21<sup>st</sup> century. "To remain competitive in an increasingly global, knowledge-based economy, today's employers need graduates who are adept at so-called "21<sup>st</sup>-century skills" such as using informative and communications technology (ICT) to gather and asses information, collaborate, be innovative, think critically, and solve problems" (eSchool News Online, 2008). Students will demonstrate their ability to utilize technological tools through completion of projects that requires them to incorporate various technology tools.

Student assessment and data-driven decision making will be core values of Educational Empowerment Group. Assessment is the avenue by which staff can identify, measure, and ensure students are mastering the Common Core Standards and making academic progress. At the beginning of the school year and throughout, a battery of assessments will be administered to students. Educational Empowerment Group will first use the results to understand each student and meet his/her individual academic and social needs. The results will inform instruction, determine student strengths, limitations, and provide the staff data to be utilized to measure student progress, provide intervention, remediation, acceleration, and information for Individual Learning Plans. The results will also provide teachers with information on gaps in student knowledge. Teachers will then take the necessary steps to fill in the gaps for each student.

Assessment data also provides knowledge of which students are at risk and ensures intensity of instruction is based on the individual student need. Educational Empowerment Group will also use data from all our forms of assessment to evaluate our overall performance as a school and make decisions for continuous improvement. Analysis of assessment results by cohorts and the school as a whole will help identify weak areas where teaching style or curriculum may need to be changed, providing an opportunity for professional development. Weak areas may also indicate a need for re-teaching or expansion on the content. The collection of continuous assessment data enables all stakeholders to make meaningful decisions at multiple points during the year and obtain critical data to document and monitor student progress and to disaggregate results according to federal mandates.

**Educational/Instructional Leadership-** In many charter schools, the building level leadership is stretched in so many different directions that it is impossible for them to focus on academics and quality instruction. that allows the building principal to focus on the day

to day responsibilities of running a school ultimately, allowing them to focus on the quality of instruction that is being delivered to students in the Academy. EEG will not only provide hands on professional development, coaching, and mentoring for staff, we will allow the school principal to be the instructional leader by removing the ancillary responsibilities and tasks that take away from being the instructional leader. EEG will provide all of the necessary functions and support that allow this to occur which would include and not limited to providing the educational program, professional development, curricular support, procurement, state reporting including the student information system, food service, financial services, grants management, and facilities management. Research in educational administration suggests in particular that principals who focus their efforts on creating a school environment conducive to teaching and learning—so-called instructional leadership—are most likely to facilitate school improvement (Robinson, Lloyd, & Rowe, 2008). The Academy will receive consistent and on-going, on-site support from EEG. The staff will be asked to complete a bi-annual survey evaluating the management company. The survey results will assist the management company in continual improvement and modifications.

**Targeted Professional Development-** EEG does not provide professional development for the sake of providing professional development. We will implement a targeted and focused approach. Programs and systems alone will not increase student performance; the key factor to success is employing, growing and developing quality staff. Staff and administration will be given a 360-degree evaluation to determine their areas of strength and weakness to materialize individualized development.

**Effective Elements of Instruction-** Quality instruction goes hand in hand with having quality staff when it comes to increasing student performance. Effective Elements of Instruction will ensure that all teachers have included the key elements that must be present in every lesson to get needed student results.

Our commitment to keeping students safe, loved and learning includes making decisions based on the latest research and practices in order to provide the best possible educational outcome for each and every one of our students. Madeline Hunter’s Essential Elements of Effective Instruction (EEEI) will be the framework for all instruction. This will be a school-wide initiative to focus on the fundamentals of quality instruction. The Elements of the lesson cycle must meet the cognitive and affective needs on the learner’s mind. This framework listed below will be the basis of the lesson cycle that will be utilized throughout all forms of instruction.

Elements of the Lesson Cycle	Impact on the Learner’s Mind
<b>Teacher’s objective for the lesson</b>	The teacher has clearly in mind the outcome of the lesson: the content and the student “proving”

	behavior.
<b>Anticipatory Set</b>	Causes the student to transfer any previous knowledge regarding the objective, and consequently, focus on the content.
<b>Lesson Objective – students are told the objective and how they will be held accountable.</b>	Causes the student to know exactly what he/she is to learn and what product is to be produced in order to improve mastery of the Common Core.
<b>Purpose of Learning</b>	Causes the student to know why it is important to master this content.
<b>Input</b>	Causes the student to assimilate the information necessary to master the content.
<b>Model</b>	Causes the student to become familiar with the criteria that will make the model correct, so that the follow-up examples make sense. Causes the student to experience a correct model.
<b>Check for Understanding</b>	Causes the student to know whether or not his/her thinking is correct.
<b>Guided Practice</b>	Causes the student to know whether or not his/her thinking is correct.
<b>Closure</b>	Causes the student to reflect on the learning for the purpose of insight and clarification.
<b>Independent Practice</b>	Causes the student to gain fluency by practicing independently.

EEG's model is built on the concept of empowering students with 21<sup>st</sup> Century skills. Our curriculum is aligned to Ohio's Learning Standards. The Learning Standards guide all aspects for the learning environment. Content offers both remediation and enrichment for all students. This model enables our students to meet Ohio's Learning Standards and gain critical 21<sup>st</sup> Century skills. The knowledge and skills defined in Ohio's Learning Standards are within reach of all of our students. EEG's educational program and curriculum will directly correlate with Ohio's Learning Standards and serve as the base for curriculum in all subjects. Ohio's Learning Standards will provide the base of a student-centered curriculum. Students will work in teams on projects that require critical thinking and the application of problem-based learning. This approach makes learning more relevant and allows students to

see a purpose for mastering the state-required skills and gives them an opportunity to develop real-life competencies required for success in the workplace.

Twenty-first Century students need to be adaptive critical thinkers. Students' work to become collaborators and team players with good communication skills. Our model focuses on the students' learning styles and levels of ability by providing the instructor with opportunities to differentiate instruction. Students are challenged with individualized; standards based instruction that incorporates all of the requirements for the 21<sup>st</sup> Century citizen. The students are presented with opportunities that develop their skills in the areas of communication and global awareness. They are being trained to be media savvy and career oriented. Students need to understand and learn how to take advantage of the various forms of technology available to today's work force. To remain competitive in an increasingly global, knowledge-based economy, today's employers need graduates who are adept at 21<sup>st</sup>-century skills such as using informative and communications technology to gather and assess information, collaborate, be innovative, think critically, and solve problems.

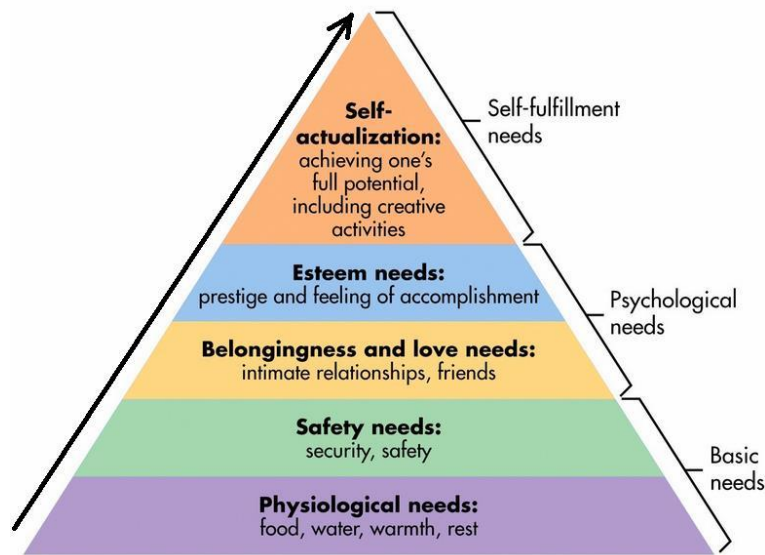
**Onsite Coaching, Mentoring, and Support-** Our management team being career educators, will be present in the schools to provide ongoing coaching and development for administration and staff. EEG is a hands on management group that will interact directly with the school on a regular basis. Having a supportive principal and EMO can make all the difference for staff. Staffs want to know that the people above them have their best interest in mind. One of EEG's core values is to develop positive relationships that foster continued growth and productivity therefore; EEG employs a Director of Teacher Support Services to ensure staff feel supported and encouraged by all. This relationship has to be built on a foundation of trust.

**Community Resources/Involvement-** EEG takes the popular proverb "It takes a village to raise a child" to heart. EEG understands that community and parental involvement makes an enormous impact on student achievement, student's attitudes toward school, and their daily attendance. Involving families and the community in our education processes will create strong partnerships with families and the community. Southwest Educational Development Laboratory states, "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more". We realize that the Schools strength lies in the hands of its families and the extent to which they become involved in the daily activities of students.

The school will engage families in ways that improve academics and support parent involvement at home and school. The school will outline their expectations of parents and regularly communicate with parents about what their children are learning. We will provide opportunities for parents to talk with school personnel about their role in their children's education through home visits, family nights, and well-planned parent-teacher conferences and open houses. Families and community will be provided with frequent and timely

information about school events and partnerships. Parents/guardians will be provided their child's progress and achievement on an on-going basis. As a part of our commitment to continuous improvement, a parent survey will be distributed twice per year to determine the level of parent satisfaction with the school, to improve our offerings and services to parents and students.

Not only will we focus on the family, we will work to bring community resources into the school, providing complete wrap-around services for families. We will strive to provide on-site medical, dental, and psychological and counseling services, as well as a weekender bags that contain healthy food items for families due to the fact many of our students experience food insecurity. Plus, we will encourage students to participate in our after-school programs, where they receive extensive academic support, dinner and engage in a wide range of recreation and enrichment activities. Ultimately, these services are aimed at addressing students' needs based upon Maslow's Hierarchy of Needs as referenced in the chart below:



EEG's vision involves this hierarchy of needs that we have identified as relevant to the educational process. These needs can be visualized as forming a pyramid consisting of, in ascending order, physical and biological needs, safety needs, emotional and love needs, self-esteem needs, and finally self-actualization. Each level must be at least somewhat firmly in place before the next level can be successfully met. The traditional approach to education ignores the more basic needs and only minimally addressing emotional and self-esteem needs. Because academic learning lies in the upper portion of this hierarchy of needs, attempts at education will not work unless the needs below this position in the hierarchy have been sufficiently filled.

**Positive School Culture-** Student behavior and discipline has been identified as an issue that must be addressed within the school. Creating the right school culture and climate will allow

the students to thrive. There must be a holistic change in expectations and environment to make a lasting impact on the student population. Student behavior and discipline within a school can add to a poor culture/environment ultimately leading to poor student academic achievement. Therefore, Dr. William Glasser's Choice Theory and our Scientific Art of Developing the Whole Child will provide the basis for a positive school culture and climate at Educational Empowerment Group.

The Choice Theory outlines that almost all-human behavior is chosen and that we are driven by our needs for survival, love and belonging, power, freedom and fun. Staff and students will utilize Choice Theory in making daily decisions. Educational Empowerment Group believes that students must feel a sense of love and belonging to be successful and excel. All stakeholders will learn the *Seven Caring Habits* of supporting, encouraging, listening, accepting, trusting, respecting and negotiating differences, as opposed to the *Seven Deadly Habits* of criticizing, blaming, complaining, nagging, threatening, punishing and bribing/rewarding to control. We believe that a student's internal well-being will be inspired once they discover that the only behavior they can control is their own which enhances a love for learning and ultimately good behavior.

Management of the classroom environment and individual student behavior can be one of a teacher's greatest obstacles. Each classroom and school comes with its own unique list of benefits and challenges. The truly effective instructor is both aware of these benefits and challenges and leverages each one to their maximum effectiveness. Through the Scientific Art Model strategies are established that enhance the overall school culture and climate.

All student needs ranging from physical, biological, safety, emotional, love, self-esteem, and self-actualization must be addressed in order to expect academic success within the school. The foundational premise central to our classroom management model is the idea that all behavior(s) has a root cause. The root cause is founded in identifying and understanding a student's intent within the exhibited behavior(s). Student behavior does not happen in a vacuum and is usually tied to the lack of fulfilled needs and/or desires. In this model, teachers will be presented with an approach that will help them systematically identify the reason for a student's misbehavior and the appropriate action to satisfy the root cause. This approach ultimately encourages holistic growth and development in students.