

Charlotte Technical Center



2015-16 School Improvement Plan

Charlotte Technical Center

18150 MURDOCK CIR, Port Charlotte, FL 33948

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	73%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	27%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	I*	I	I	I

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Charlotte County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide a unique, caring, and flexible learning environment that motivates students to take charge of their future success.

Provide the school's vision statement

Student Success

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

- Positive Behavior Intervention Strategies
- Weekly Student Orientation for new students enrolling at The Academy
- Monthly Student Assistance Team
- Every three weeks Student/Teacher one-on-one progress conferences
- Teacher data days
- 7 Habits competition among the student body
- Monthly student rallies
- Quarterly incentive based events celebrating student success
- ESE Liaison meets monthly with students
- "Grad Chats" with the student body to determine graduation status
- Teachers complete an online course on child abuse.

Describe how the school creates an environment where students feel safe and respected before, during and after school

- Positive Behavior Intervention Strategies
- Weekly Student Orientation for new students enrolling at The Academy
- Monthly Student Assistance Team (SAT)
- Every three weeks Student/Teacher one-on-one progress conferences
- Teacher data days
- Monthly student "Wolf Pack" rallies
- Quarterly incentive based events celebrating student success (PBIS)
- ESE Liaison meets monthly with students
- "Grad Chats" with the student body to determine graduation status
- Teachers complete an online course on child abuse.
- The implementation of the Check and Connect program providing school based mentors.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Student protocol and procedures are explained to each individual student when interviewed and enrolled at The Academy.

Teachers implement and review school policies at the beginning of the year, including periodic review.

The Academy has a “three strike” system for discipline and dismissal purposes.

Through collaborative processes the staff developed the following school wide policies:

Student pass policy

Student Technology use policy

Attendance policy

Make-up work policy

Grading policy

Professional Dress policy

Teachers distribute PBIS (Positive Behavior Interventions & Support) Wolf Pack tickets during class time to reward students for their academic and behavioral performances in the classroom.

Teachers hold one-on-one conferences with students who have academic and behavioral concerns before writing discipline referrals.

Student concerns and interventions are documented in FOCUS in the Student Documentation Tab for all staff to view.

School expectations are reviewed at the school’s monthly Wolf Pack rally meetings.

Student referrals are documented in FOCUS followed with parent contact every time.

Professional Development for classroom management strategies and interventions are provided to the staff annually.

School paraprofessionals are in classrooms providing small group instruction that keeps students focus and engaged.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

- Students who may have social-emotional needs are addressed monthly during the school’s Student Assistant Team meetings.
- Staff was given an informative presentation by the school district’s Homeless Student Liaison, including how to contact them if we need them.
- Staff and students receive annual bully training from school administration and school SRO.
- Students individually meet with school guidance counselor to do a credit check and receive a graduation check list.
- School social worker serves as a liaison between students and community social service agencies.
- School mentors in the check and connect program mentor students with disabilities about their academics and personal concerns.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The Academy uses data to identify those students who are identified with attendance, behavioral, and/or academic concerns. Our SAT(Student Assistance Team) meets regularly to discuss students who need immediate interventions. Identified students meet with the SAT team to identify why he/she is not being successful in school. Based on the student’s response, an academic/behavior improvement plan is created. Through a collaborative process and student approval, a plan of interventions and strategies will be used to improve his/her performance in school.

On Mondays the school administration, guidance counselor, and school social worker will analyze the

schools attendance data. Students who are attending school less than 90% of the time, regardless of the excuse will be counseled by the committee and placed on an attendance contract. If little or no improvement in the student's attendance rate, a parent conference is the next intervention. With parent input and support, the next set of interventions (based on student need) are put in place. Once all school based interventions have been exhausted and attendance has not improved, The Academy contacts social agencies, like Lutheran Services, to provide assistance to the student and family. The Academy may also look at alternative program and services to service students who are experiencing taxing personal and economic challenges.

Students with multiple suspensions at The Academy are a priority. The Academy rarely suspends a student; it is usually due to a major infraction to the student code of conduct. At the second suspension, students are required to have a parent conference and are put on an integrity contract. The integrity contract assigns the student a mentor. The student must meet with their mentor daily to discuss any concerns or frustrations that the student may be experiencing. This proactive approach helps students develop character and personal responsibility with the support of a staff member. The Academy also awards student for exhibiting positive behavior. When student displays improvements to his/her behavior, the student receives a Wolf Pack ticket. The Wolf Pack tickets give students an opportunity to win prizes and recognition at the monthly Wolf Pack rallies.

Each subject area has created a PLC (Professional Learning Community) for their department. The program planner and teachers create activities to "unpack the standards" in their particular course and subject areas. Teachers are understanding and aligning the standards to create lessons that are differentiated and individualized to improve student gains. The ELA and math paraprofessionals are members of the PLC to learn best practice and instructional strategies. During each period, our paraprofessionals are "floating" to each classroom to provide small group instruction for students who are having difficulty understanding the standards. The paraprofessionals are teaching the students strategies to further develop their math and reading skills.

Another benefit for the students is the 4X4 block schedule. In a 90 minute class period, teachers can identify struggling students and provide them with a more individualized approach to the standard. Students with a level 1 score in either English & Language Arts or Math are at a high priority; students at this level are at the highest risk of dropping out. To ensure this does not happen, students with a level 1 score will meet with guidance or administration to receive a one-on-one conference to discuss their academic and personal needs. Remediation will be determined by the student's data and The Academy's instructional coach will pull level 1 students for 60 minutes of one-on-one instruction weekly. She has developed energetic and engaging lessons to motivate and rejuvenate the students to refocus and work towards their personal gains.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level					Total
	8	9	10	11	12	
Attendance below 90 percent	28	12	18	33	65	156
One or more suspensions	5	1	1	2	5	14
Course failure in ELA or Math	18	18	6	16	31	89
Level 1 on statewide assessment	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	8	9	10	11	12	
Students exhibiting two or more indicators	17	7	4	12	23	63

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The Academy has several committees that analyzes a variety of data to improve the academic success of students. Using data from Performance Matters, Focus, School Portal, and formative classroom assessments, the staff identifies struggling students. Students in need of academic support will receive multiple interventions at The Academy such as:

One-on-one student/teacher remediation

Student conferences

Parent conferences

Differentiated instruction

Opportunities for Family and Community Involvement and interactions

Attendance Committee

Student Assistance Team

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/51662>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The Academy developed a Community Advocacy Committee (CAC) during the 2014-15 school year. The purpose of the committee is to bring together district and school leaders, staff, parents, students, local businesses, and social agencies to address the financial and social needs of the student population. The committee will identify businesses and agencies that are willing to support students through community based learning projects, volunteerism, and job shadowing. This will allow students to become active members of their community and have a sense of ownership and responsibility while developing interpersonal skills needed to be successful. The CAC will not only work as an advocacy group but allow students to find ways to give back to the community. The CAC will meet quarterly to discuss current and future partnerships based on the students and community's needs.

The Academy has several fundraisers throughout the year help students in a variety of ways. The biggest event is the Wolf Pack golf outing in September. This event brings together local businesses and community members together to celebrate student success. The golf outing also provides The Academy an opportunity to share how the funds are benefitting the students while expressing gratitude to community partners.

Annual visits to the Kiwanis and Rotary club is another way The Academy builds relationships in the community. Each fall, the school principal, Jack Ham, meets with the local Kiwanis and Rotary clubs in Charlotte County to update and discuss the current programs and events at The Academy. Mr. Ham gives a presentation that shares the successes of each program at The Academy. Over the past two

years, these speaking engagements have brought more community members to The Academy and encouraged some to volunteer.

The Academy has have another unique and fortunate relationship with the Simon Youth Foundation (SYF). For over a decade, the SYF has graciously provided space in the mall at no cost to Career Quest program. The program provides students, who need a more flexible schedule for work related reasons, an opportunity to obtain a high school diploma. The SYF has also provided The Academy with valuable resources and connections to the community which gives students volunteer and job opportunities. Annually, SYF provides multiple students with scholarships to achieve their post-secondary educational goals.

Each quarter, The Academy holds a family night for students and their families. It is another way The Academy is able to bring in community businesses and agencies to our students and families. Family nights are a huge success for families, especially for those who are in need of support. Jobs, financial assistance, medical assistance, family counseling, and assistance are various ways families are supported.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Ham, Jack	Principal
Guzzo, Tony	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Jack Ham Principal
Tony Guzzo Assistant Principal
Academic Integrity
Academy daily processes
Academy official Media contact
Activity Day class time changes
AESOP
Approve/Deny staff Leave Requests
Attendance
Assign & supervise duties of staff
Business Partnerships
Busses
Awards events
Capital Outlay requests
Budgets
Career Quest
Community liason for The Academy
Crisis Management Liaison
Coordinate filling staff vacancies
CTC Liaison
Curriculum
Custodians

Data Entry
Driver License Compliance
District Supplements
Emergency Lesson Plans
FTE
ESE
Graduations
Events & Scheduling Weekly Meetings
Guidance
Facilities & Work Orders
HOPE
Facility Usage
Interviews of Potential Academy Staff & Students
Field Trips
Junior Class
Florida Graduate Grant Coordinator
Mission & Vision
Florida Graduate Grant Treasure Hunter
NET program for new teachers
Interviews of potential Academy students
Newsletters article
Keys
Open House(s)
Lunch Supervision
Parent Involvement
Master Schedule
Partnership Council (PPC)
MTSS Student Behavior Modification processes
PASS
OJT
Pizza with the Principal - Monthly
PBS - Lighthouse Leadership Advisor
Program Planner Meetings
Referrals & Strikes
Review any & all written communication The Academy
School Crisis Plan & Evacuation Routes
SAC
SEA & AAP
Senior Class
Security Meetings & Coverage
Sign student withdrawals and reassignments
SERT Representative
Staff Development & Inservice
Staff Handbook
Staff Weekly Newsletter
Student Progression Plan (SPP)
Student Activities
Student Success Plan (SSP)
Student Assistance Team (SAT)
Summer Enrichment
Student Parking
Support Staff evaluations
Teacher Evaluations

Technology
Testing
Wolfpack Rallies
Title 1

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Academy is the alternative high school that hosts a variety of programs that address the needs of the students in Charlotte County Public Schools. School administration divides and facilitates leadership equally among The Academy and its' programs. Teacher evaluations and curricular needs are match with either the principal or assistant principal for the school year. Through program planner and department meetings staff is able to address personnel, instructional, curricular, and student needs. Discussed within the meetings are strategies and methods to maximize students gains through standards based and differentiated instruction.

The Coordination of funds for services and programs needed at The Academy goes through school administration. When there are programs, services, or other needs requested by staff they are to request those through administration. When the staff requests are approved by administration the source of funds are allocated through a variety of sources. Most supplemental materials are funded through the Title I grant. Other funds will be provided through the principal's discretionary funds, fundraising, or another source that is designated for those specific needs.

The Principal of The Academy, Jack Ham is responsible for the school budget. He meets with Marja Rash, her confidential secretary, weekly to oversee the school budget. The schools Partner and Performance Committee (PPC) meets on a monthly basis to also overview the school's budget and the use of funds for school based needs. Staff needs are also discussed monthly at staff, program planner, and department meetings. Any needs, resources, or issues are addressed and solved based on the highest need.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Linda Brown	Parent
Chris Stephenson	Education Support Employee
Jack Ham	Principal
Tammi Harvey	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The current SAC team will evaluate last year's plan to better understand the process of developing a SIP.

Development of this school improvement plan

Using last year's SIP plan the current SAC team will make recommendations for this years's SIP.

Preparation of the school's annual budget and plan

The SAC committee will meet with Jack Ham to discuss the annual budget and the SIP plan for the school year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A None allocated in 2013-14 School Year

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Each student is interviewed before being accepted as a student at The Academy. During the interview the parent or guardian must be present to help make the educational decision for their child. When a student is accepted the parent or guardian will be given a flyer explaining the SAC and how they can be a member.

The Academy's principal will make an all call to the parents and guardians of our students requesting that they participate in the school SAC.

The Academy is having quarterly family nights and events for the students and their families. During the events we will try and get parents to join the SAC team.

The school is going to look at the demographic break down of our student body and invite parents who can help diversify the SAC team.

Literacy Leadership Team (LLT)**Membership:**

Name	Title
Ham, Jack	Principal
Baker, Matt	Teacher, K-12
Bernicchi, Michael	Teacher, K-12
Coleman, Karen	Other
Grant, Josh	Teacher, K-12
Thomas, Kim	Teacher, K-12
Garlick, Debra	Instructional Coach
Harvey, Tammi	Teacher, K-12

Duties***Describe how the LLT promotes literacy within the school***

The Language Arts Department were scheduled in the 2015-16 school year to have common planning. They are organized to meet in a collaborative setting to discuss the promotion of literacy. Topics range from FSA ELA testing, remediation, standards based instruction, differentiated instruction, effective use of the media center, ACT prep, book clubs, how to implement literacy within other content areas, and other opportunities to implement literacy at The Academy.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Department meetings
Staff meetings
Program Planners meetings
On site professional development
Professional Learning Committees (PLC's)
Social committee-Plans and organizes staff gatherings
Team Teaching/Interdisciplinary lessons

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We are continuously focused on recruiting and retraining highly qualified, effective, and certified-in-field-teachers. The principal, Jack Ham and assistant principal, Tony Guzzo are responsible for the recruitment and retention of highly qualified teachers.

Teachers who are not currently certified in the courses they are teaching are encouraged by administration to seek getting certification before the end of the school year. School administration guides the teachers to seek district and school support to understand to prepare for their certification. Those teachers who are certified are provided multiple professional development opportunities to maximize their instruction.

Teachers who are highly effective at The Academy are asked by the administration to share their "best practices" with their colleagues. Staff is encouraged to do this at staff, program planners, and department meetings. This collaboration by the staff has been found to improve teachers who may need improvement or qualified.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Together with the district The Academy has all its new teachers participating in the Charlotte County Public Schools NET program (New Educator Training). New teachers participate in a two day in-service before the start of the school year hosted by the district's professional development department. Over two days new teachers are educated in district philosophy, vision, and mission. Furthermore, teachers are introduced to innovative classroom management skills, instructional strategies, district curricula, and the teacher appraisal process.

Next, teachers report to The Academy to be introduced to our school based policies. At that time each teacher is assigned a peer teacher from our staff to be their year long mentor. Throughout the school year NET teachers meet with their mentor monthly to document artifacts and build a portfolio exhibiting growth and understanding of the district and school's curricula.

The Academy has also developed a "buddy system" for those teachers who are not NET teachers but new to The Academy. These teachers do not have to complete the NET portfolio but need a better understanding of The Academy's mission and vision. To help our new school based teachers they are paired with a teacher who is a veteran teacher at The Academy. It is understood that the "buddy" teacher will be accessible throughout the school year to help our new teachers be successful.

Included in our school mentoring plan is the development and implementation of school PLCs. The Academy has introduced a PLC for the teacher evaluation system. These monthly meetings allow new teachers to slowly and effectively gain a better understanding of how they are evaluated. Also, The Academy has put a PLC for our PBS or Positive Behavior System that provides school wide incentives. While participating in the PBS PLC new teachers will be introduced to creative classroom management skills for their classrooms.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Each department this year has been required to align their instruction with the standards in CPALMS. Based on the course teachers are pacing their courses with the standards using CMAPS. With the help of their CMAPS teachers are now able to align their textbooks and supplemental materials to the standards in their daily lessons

To further ensure that the instruction at The Academy is matching the Florida standards each department meets monthly to discuss their courses and the pacing of their CMAPS. We have also asked for the assistance of our Curriculum and Instruction specialists to meet with our teachers as needed to provide resources and the necessary guidance to ensure we using our textbooks and resources effectively.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

- school organizes by department to examine testing/EOC results for tracking student progress/tutoring needs
- departments utilize paraprofessionals in small group/individual settings based on needs determined by data/test results
- students tutored in small group setting to enhance test-taking skills
- emphasis on cross-curricular material and instruction to aid in skills needed on assessments
- students offered practice on multiple testing platforms, including USA Test Prep, Edgeinuity, and Fast Forward
- Staff uses resources like School Portal to examine student data during SAT meetings

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,800

Both the math and ELA departments hold quarterly enrichment camps after the school day. Both departments divide their students and work on remediation, enrichment, and test preparation for FSA ELA, FSA Algebra I EOC, NGSSS Algebra I, and FCAT.

Strategy Rationale

To help students pass their state required assessments for graduation.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ham, Jack, jack.ham@yourcharlotteschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students results on the FSA ELA, FSA Algebra I EOC, PERT test, and the FCAT.
Also looking a USA Test Prep data to measure student growth throughout the year.

Strategy: After School Program

Minutes added to school year: 480

Family Tech Night: The Academy's tech labs are open for student and family use.

Strategy Rationale

Families can use this resource to utilize digital school resources, including but not limited to: FOCUS, on-line texts, email, job applications/resumes, clerical/continuing educational work (FAFSA), etc.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ham, Jack, jack.ham@yourcharlotteschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Varied, depending on the needs of individual students/families.

Strategy: After School Program

Minutes added to school year: 0

SNAP - Students in Need of a Pathway: Individual and small-group tutoring in preparation for GED test prep

Strategy Rationale

SNAP provides intensive remediation for students who need it while they prepare for the GED, usually while on the Performance-Based Diploma pathway to graduation.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ham, Jack, jack.ham@yourcharlotteschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The coursework generates data much the way regular classroom instruction does; additionally, new digital curriculum provides data to the instructor/tutor on the progress of each student and the odds of successful test completion.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students upon interviewing at the Academy choose a college or career pathway:

CTC

College

Military

Career

Pass program(middle school) to high school

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Career Source- job placement agency

CTC- industry certification

ASVAB- military

Simon Foundation- college scholarships

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

CTC- automotive, LPN, early childhood education, criminal justice, digital gaming, culinary, carpentry drafting, firefighter

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The Academy and Charlotte Technical Center (CTC) developed an opportunity for all of our middle school students in the PASS program take a course at CTC. The students had the opportunity to choose Automotive, Carpentry, or Administrative Assistance. These students will have the ability to complete middle school and transition into The Academy and still keep their CTC course and obtain industry certification.

CTC has given all students an opportunity to shadow courses they may be interested in. If students are interested they will meet with the CTC career and tech specialists to discuss admissions to the applicant.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

The Academy is taking a hard look at curriculum this year. The specific strategies to improve student learning are:

Using time efficiently (bell to bell)

Using processes (such as Pass and to reduce interruptions to learning)

Extending options for learning via digital resources to supplement in areas of needed improvement or emphasis. Two examples are Khan Academy in Math, and

USA Test Prep for all core area subjects.

Academy students are encouraged to register for the ACT. WE provide them study materials in both Math & ELA for the ACT test. They are assisted in registering

and we ensure they use the voucher process to pay for the test if they are on free and reduced lunch.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To design and implement a pathway system of educational support and guidance that enables Academy students to graduate and ensures that 100% of our at risk student population will be informed on the choices and the steps needed after high school to ensure college and career readiness.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To design and implement a pathway system of educational support and guidance that enables Academy students to graduate and ensures that 100% of our at risk student population will be informed on the choices and the steps needed after high school to ensure college and career readiness. 1a

G071009

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	65.0
Postsecondary Enrollments	20.0

Resources Available to Support the Goal 2

- Instructional Coach - digital curriculum (USA Test Prep, Edgenuity, Fast Forward, etc) - Paraprofessionals within the classroom (small group instruction) - differentiated instruction - instructional data days - periodic progress reports (1 progress report every three weeks) - school portal to analyze data - weekly grade/attendance reports - student counseling/admission interview process - parent conferences -department Professional Learning Committees

Targeted Barriers to Achieving the Goal 3

- Students come into The Academy with limited math and reading skills to help them past their state assessments and core subject area courses.
- Students have limited access to the resources and knowledge to make the transition to a post secondary pathway.
- Our students historically have a high absence rate due to socioeconomic conditions, family conditions, homelessness, or other life altering situations.

Plan to Monitor Progress Toward G1. 8

Results from ACT, PERT, EOCs, Reading FCAT retakes, FSAs, and classroom-based assessments.

Person Responsible

Jack Ham

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Department PLCs will take a systematic approach to analyzing data. Each subject area will develop common pre and post assessments used to get a diagnostic understanding of their students' abilities. Furthermore, department PLCs will use school portal to pull all the previous data on their students FCAT, EOC, PERT, and ACT scores. This data will help teachers not only focus on all of the standards but also highlight the ones in which our students struggle comprehending. Monthly, PLCs will focus on their classroom assessments to evaluate student progress on their mastery of the standards. Teachers will include paraprofessionals within the classroom for small group and individualized instruction. To assist the staff, The Academy's Partner and Performance Council (PPC) will discuss the variety of professional development and supplemental materials that will assist staff in better understanding and teaching of the standards.

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key


G1. To design and implement a pathway system of educational support and guidance that enables Academy students to graduate and ensures that 100% of our at risk student population will be informed on the choices and the steps needed after high school to ensure college and career readiness. **1**

 **G071009**

G1.B1 Students come into The Academy with limited math and reading skills to help them past their state assessments and core subject area courses. **2**

 **B185171**

G1.B1.S1 We have created common planning for both ELA and math departments. Both departments are developing action plans to help re-mediate and enrich their curriculum. Including in their planning is sharing best practices and active learning strategies to better engage their students. **4**

 **S196603**

Strategy Rationale

Our goal is to provide differentiated instruction to better serve all students and their learning styles.

Action Step 1 **5**

Create common plan within the ELA and math departments

Person Responsible

Jack Ham


Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

The Program planners for each department will present a copy of the their agenda and minutes.

G1.B2 Students have limited access to the resources and knowledge to make the transition to a post secondary pathway. **2**

 B185172

G1.B2.S1 We will designate school liaisons to connect the community resources, school resources, and other components to organize the various pathways to successfully help each student transition from high school to post secondary. **4**

 S196604

Strategy Rationale

Many of students do not have the support system and skills to help make the transition from high school to the post secondary.

Action Step 1 **5**

We will meet as a pathway committee to organize and create an action plan to deliver the information to each student in their identified pathway.

Person Responsible

Jack Ham


Schedule

Biweekly, from 8/10/2015 to 5/27/2016


Evidence of Completion

Agendas and minutes

G1.B3 Our students historically have a high absence rate due to socioeconomic conditions, family conditions, homelessness, or other life altering situations. **2**

 B185173

G1.B3.S1 The Academy's Student Assistance Team (SAT) pulls the school's attendance data on a weekly basis to identify those students who are not attending school regularly. Students who are not coming to school consistently are put on an attendance contract that explains the value of coming to school daily. If the student's attendance does not improve the SAT will conduct a parent conference to discuss interventions with the student and family to improve attendance. **4**

 S196605

Strategy Rationale

There is a correlation of grades and attendance. Those students who attend school regularly are found to be more successful and make learning gains.

Action Step 1 **5**

The school's Student Assistance Team pulls the school's student attendance rate weekly.

Person Responsible

Jack Ham

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Create common plan within the ELA and math departments	Ham, Jack	8/10/2015	The Program planners for each department will present a copy of the their agenda and minutes.	5/27/2016 monthly
G1.B2.S1.A1	We will meet as a pathway committee to organize and create an action plan to deliver the information to each student in their identified pathway.	Ham, Jack	8/10/2015	Agendas and minutes	5/27/2016 biweekly
G1.B3.S1.A1	The school's Student Assistance Team pulls the school's student attendance rate weekly.	Ham, Jack	8/10/2015		5/27/2016 weekly
G1.MA1	Results from ACT, PERT, EOCs, Reading FCAT retakes, FSAs, and classroom-based assessments.	Ham, Jack	8/18/2014	Department PLCs will take a systematic approach to analyzing data. Each subject area will develop common pre and post assessments used to get a diagnostic understanding of their students' abilities. Furthermore, department PLCs will use school portal to pull all the previous data on their students FCAT, EOC, PERT, and ACT	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				scores. This data will help teachers not only focus on all of the standards but also highlight the ones in which our students struggle comprehending. Monthly, PLCs will focus on their classroom assessments to evaluate student progress on their mastery of the standards. Teachers will include paraprofessionals within the classroom for small group and individualized instruction. To assist the staff, The Academy's Partner and Performance Council (PPC) will discuss the variety of professional development and supplemental materials that will assist staff in better understanding and teaching of the standards.	
G1.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To design and implement a pathway system of educational support and guidance that enables Academy students to graduate and ensures that 100% of our at risk student population will be informed on the choices and the steps needed after high school to ensure college and career readiness.

G1.B1 Students come into The Academy with limited math and reading skills to help them past their state assessments and core subject area courses.

G1.B1.S1 We have created common planning for both ELA and math departments. Both departments are developing action plans to help re-mediate and enrich their curriculum. Including in their planning is sharing best practices and active learning strategies to better engage their students.

PD Opportunity 1

Create common plan within the ELA and math departments

Facilitator

Debra Garlick

Participants

Members of the ELA and math departments

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To design and implement a pathway system of educational support and guidance that enables Academy students to graduate and ensures that 100% of our at risk student population will be informed on the choices and the steps needed after high school to ensure college and career readiness.

G1.B3 Our students historically have a high absence rate due to socioeconomic conditions, family conditions, homelessness, or other life altering situations.

G1.B3.S1 The Academy's Student Assistance Team (SAT) pulls the school's attendance data on a weekly basis to identify those students who are not attending school regularly. Students who are not coming to school consistently are put on an attendance contract that explains the value of coming to school daily. If the student's attendance does not improve the SAT will conduct a parent conference to discuss interventions with the student and family to improve attendance.

PD Opportunity 1

The school's Student Assistance Team pulls the school's student attendance rate weekly.

Facilitator

Jack Ham

Participants

All Academy teachers, Guidance Counselor, ESE Liaison, Social worker, school nurse, and administration.

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Budget

Budget Data

1	G1.B1.S1.A1	Create common plan within the ELA and math departments				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	0161 - Charlotte Technical Center		7.0	\$0.00
	2110	100-Salaries	0161 - Charlotte Technical Center		7.0	\$0.00
2	G1.B2.S1.A1	We will meet as a pathway committee to organize and create an action plan to deliver the information to each student in their identified pathway.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
	5100	100-Salaries	0161 - Charlotte Technical Center		3.0	\$0.00
			Notes: School supplements will cover the liaisons.			
3	G1.B3.S1.A1	The school's Student Assistance Team pulls the school's student attendance rate weekly.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0161 - Charlotte Technical Center			\$0.00
Total:						\$0.00