The School District of Lee County

Success Academy

2016-17 Schoolwide Improvement Plan

Success Academy

3650 MICHIGAN AVE, Fort Myers, FL 33916

http://sca.leeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	71%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Lee 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Success Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To guide students with the knowledge and skills necessary to succeed in our community and our complex world.

b. Provide the school's vision statement.

To prepare every student for success in school and in life.

2. School Environment

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

Success Academy strives to establish and build relationships between teachers and students by utilizing Success language and Leadership building. Each of our students participate in a Leadership course to maximize their chances for success. Success Academy uses restorative justice and circles to encourage open conversation and discussion between students and teachers further building students' culture and relationships.

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

Through our orientations students learn the behavior expectations at Success Academy. Our staff are trained on restorative justice and how to encourage and promote positive behaviors within the school. We do not have before and after school programs due to the size of our school, however teachers and staff members are available to students outside of classroom time. These times could include breakfast, lunch, morning check-in, and dismissal as well. There is a variety of wrap-around services and school personnel provided to our students on a full-time basis.

c. 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.

Staff members were trained and utilize Restorative Justice practices throughout Success Academy to minimize disciplinary distractions. Clear expectations regarding behavior are introduced to our students at our Orientations to the school. Academic achievement and core class success is a priority for our students. Academic meetings are held weekly to set goals for our student body to maximize their academic success. Students also participate in being accountable for their academic achievement by maintaining weekly data checks with their school counselors and Administrative staff to ensure they are on the correct academic path.

d. 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.

Wrap-around services are provided to our students through a variety of school personnel available to them full-time. Students have the ability to meet with their: Administrative team, school counselors, school psychologist, academic coach, behavior specialist, intervention specialist, nurse, and social worker throughout the school day.

3. 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).

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

-Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
The attendance secretary runs weekly attendance reports for our school social worker to monitor student attendance and to provide truancy prevention and intervention when necessary.
-One or more suspensions, whether in school or out of school
The Leadership teams analyze the discipline data accessed by the discipline secretary as well as the behavior specialist.
Course failure in English Language Arts or Mathematics
-The school counselor and administration monitor student grades during weekly data folder checks to ensure that students are on track to be successful in these core classes.
A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics
-The reading coach and leadership team utilizes state data for standardized assessments to plan remediation measures to ensure students receive a passing score.
All staff review academic and discipline data during weekly professional development meetings, weekly team meetings, and monthly faculty meetings.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	2	3	0	2	1	3	11
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	2	4	0	2	1	4	13
Level 1 on statewide assessment	0	0	0	0	0	0	0	6	7	0	0	4	3	20

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	4	4	0	1	3	2	14

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

To encourage and increase student attendance, Success Academy's full time school social worker works with the attendance clerk and parent involvement specialist to maintain an open line of communication between the school, student, and their families. To increase the students' academic performance, we have a reading coach to do pull out interventions. Success Academy completes data folder checks on a weekly basis with our school counselor and administration.

B. Family and Community Engagement

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).

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/306230.

2. Description

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

2. 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.

Success Academy has a commitment to partner with a wide variety of local business and organizations to provide our students with the best possible chance for success. Success Academy hosts Community Business breakfasts at our school to engage local resources for our students. Success Academy has partnered with local businesses to receive donations of time, talent, and treasure. Organizational partnerships have been established to provide our students with as many local resources as possible.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Iovine, Martha	Principal
Harris, Michael	Assistant Principal

b. Duties

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

The roles of each member are as follows:
Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FSA scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
• Deliver instructional interventions with fidelity
Reading or Math Coach/Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction

• Implement supplemental and intensive interventions
• Keep progress monitoring notes & anecdotals of interventions implemented
• Administer screenings
• Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
• Attend MTSS Team meetings for students receiving supplemental and intensive supports.
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
• Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
• Facilitate implementation of the MTSS problem-solving process in your building
• Provide or coordinate valuable and continuous professional development
• Assign paraprofessionals to support MTSS implementation when possible
• Attend MTSS Team meetings to be active in the MTSS change process
• Conduct classroom Walk-Throughs to monitor fidelity
School Counselor/Curriculum Specialist
• Often MTSS Team facilitators
• Schedule and attend MTSS Team meetings
• Maintain log of all students involved in the MTSS process
• Send parent invites
• Complete necessary MTSS forms
• Conduct social-developmental history interviews when requested
School Psychologist
• Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
• Monitor data collection process for fidelity
• Review & interpret progress monitoring data
• Collaborate with MTSS Team on effective instruction & specific interventions
• Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
• Consult with MTSS Team regarding intensive interventions
• Incorporate MTSS data when making eligibility decisions
Specialist (Behavior, OT, PT, ASD)
• Consult with MTSS Team
• Provide staff trainings
Social Worker
• Attend MTSS Team meetings when requested
• Conduct social-developmental history interviews and share with MTSS Team
ESOL/ELL Representative
• Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
• Conduct language screenings and assessments
• Provide ELL interventions at all tiers

2. 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 MTSS Problem-Solving team at Success Academy meets on an as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

Title I, Part A
Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.
Title I, Part C- Migrant
Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.
Title I, Part D
The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.
Title II, Part A
Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.
Title III
Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.
Title X- Homeless
Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to

homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For
instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/ or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)
SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs
The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs
Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start
Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education
Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage

cooperation between programs.
Career and Technical Education
The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.
Job Training
The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.
Other
Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Marti Iovine	Principal
Tanika Devose	Education Support Employee
Nicole Wolf	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC team will meet at 4:05 on Wednesday, August 31st to review and evaluate this years school improvement plan as well as the parent involvement plan for the 2016-2017 school year. An evaluation of the previous years plan cannot be accomplished as this is Success Academy's first year. The SAC team will provide recommendations and suggestions to update the school improvement plan for the 2016-2017 school year.

b. Development of this school improvement plan

The school improvement plan was developed by Administration, teachers, students, and parental input via our Orientations. The plan was then developed using the expectations and goals for the school using all of those sources.

c. Preparation of the school's annual budget and plan

The SAC team will review the school's annual budget and plan during the second quarter SAC meeting. The SAC team will also vote and approve the allocations for the school improvement funds for the 2016-2017 school year.

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

School Improvement funds were not used last year as this is Success Academy's first year.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Iovine, Martha	Principal
Harris, Michael	Assistant Principal
Wolf, Nicole	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the LLT this year will be to incorporate reading and writing across the curriculum.

D. Public and Collaborative Teaching

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

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

Weekly team meetings as part of the professional learning community. Team planning for reading and math teachers, and teacher partnerships with other schools in the district.

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

At Success Academy, all new teachers are paired with a more experienced educator to help guide and develop their classroom skills and further their learning. Recruitment fairs throughout the Lee County School District are attended by our Administrative team to help recruit further high qualified teachers.

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

At Success Academy, we do the following to support and mentor our new teachers:
Observation of mentee's instruction and providing feedback, planning lessons with mentee, connecting lesson content to standards, modeling or co-teaching lessons, classroom management best practices. The rationale for pairings were to pair mentor and mentees who complement each other's strengths to develop the most successful teacher we can. Administration also meets with new teachers to do regular check-ins with our teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Success Academy follows the academic curriculum guides developed by the Lee County School District with are aligned with the Florida State Standards. Administration does walk through and evaluations as well as review lesson plans to ensure that teachers are in compliance with the pacing guide.

b. Instructional Strategies

1. 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.

Success Academy teachers meet weekly and operate as a professional learning community. In which data is generated and reviewed weekly in order to answer the following questions; what do we want our students to learn? how will we know when they have learned it? how will we respond when a student shows difficulty? how will we respond when a student already knows it? Depending on needs we may rely on instructional coaches, professional development for teachers, and other necessary interventions.

2. 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: 0

All students attend an 80 minute block of leadership development which has been developed by the administration.

Strategy Rationale

Students at Success Academy are enrolled for violation of a level 3 offense as per the Lee County School District Code of Conduct. This strategy is implored to improve behavior and character development of students.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy
Iovine, Martha, marthabi@leeschools.net

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

Data from student's academic histories will be collected to see if students are successfully completing the credits that they are missing.

2. Student Transition and Readiness

a. 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).

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

N/A

b. College and Career Readiness

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

College and career readiness is one of the main focuses for Success Academy to prepare our students for their successful futures. Success Academy has partnered with Fort Myers Technical College which offers a variety of programs for students to develop career readiness post education. College readiness is also discussed with our students looking to attend post-secondary education. Our school counselors discuss options and possibilities with our students when developing their schedules after their orientation to the program.

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

All necessary core high school courses are available at Success Academy. Students are encouraged to take appropriate grade level coursework as a means of preparing them for more rigorous college and career coursework after graduation. Students who indicate an interest in the programs offered by Success Academy's partner, FMTC, are given an orientation of the programs the school offers. Business Education classes are also offered to all of our students who are hoping to receive certification in a variety of Microsoft products.

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

Success Academy offers Business Education courses to our students as well as field trips to expose students to opportunities with Fort Myers Technical College.

4. 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.

We will encourage students to take the Post secondary Education Readiness Test (PERT) to determine what areas are in need of improvement. Math for College Readiness is also provided as a core post secondary preparedness course. Students will be educated about the Florida Bright Futures Scholarship and requirements, as well as provided with opportunities to complete and turn in volunteer hours, seek academic counseling, and work with a tutor. Students who have not received sufficient score level on their FSA reading receive reading coaching services. The PSAT will be given throughout the year to tenth grade students to help determine their areas in need of improvement. The results of the PSAT scores will be shared with the instructional staff to better understand where they could be of assistance to students in getting prepared for post secondary education.

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Success Academy will use the results of assessments to ensure state standards are being met and to improve individual student performance and academic achievement.

G2.   Success Academy will increase student learning gains and student safety by decreasing student out of school suspensions as measured by the student discipline referral report.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Success Academy will use the results of assessments to ensure state standards are being met and to improve individual student performance and academic achievement. 1a

🔑 G083029

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	0.03

Targeted Barriers to Achieving the Goal 3

- Lack of student motivation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leadership

- Professional development opportunities

Plan to Monitor Progress Toward G1. 8

Students should meet state standards of grade level.

Person Responsible
Martha Iovine

Schedule
Annually, from 8/1/2016 to 5/26/2017

Evidence of Completion
Administration Agenda Minutes

G2. Success Academy will increase student learning gains and student safety by decreasing student out of school suspensions as measured by the student discipline referral report. 1a

🔍 G083030

Targets Supported 1b

Indicator	Annual Target
Attendance rate	5.0

Targeted Barriers to Achieving the Goal 3

- Classroom Management

Resources Available to Help Reduce or Eliminate the Barriers 2

- Restorative Justice

- Caring Faculty and Administration

- Leadership Training

- School Counselors

- School personnel to gain resources

- Monthly Professional development

Plan to Monitor Progress Toward G2. 8

Student safety is increased, student learning gains have been achieved

Person Responsible
Martha Iovine

Schedule
Quarterly, from 8/1/2016 to 5/26/2017

Evidence of Completion
Number of student discipline referrals will be decreased creating a safer environment for students and staff as visible through the student discipline referral report. Learning gains will be evident as shown through STAR testing and statewide assessments.

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. Success Academy will use the results of assessments to ensure state standards are being met and to improve individual student performance and academic achievement. 1

🔑 G083029

G1.B1 Lack of student motivation 2

🔑 B220180

G1.B1.S1 Success Academy will provide a learning climate that is safe, welcoming, and nurturing to all students. 4

🔑 S232408

Strategy Rationale

Success Academy believes that once the emotional and behavior needs of our students are met, students can focus on academic achievement.

Action Step 1 5

Success Academy language and culture is addressed during weekly Professional Learning Communities.

Person Responsible

Michael Harris

Schedule

Weekly, from 8/1/2016 to 5/26/2017

Evidence of Completion

PLC Sign-In Sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 [6]

Principal monitors PLC attendance and minutes

Person Responsible

Martha Iovine

Schedule

Quarterly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Principal will sign off on all staff training.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 [7]

Student ELA scores should show an increase in academic gains.

Person Responsible

Michael Harris

Schedule

Every 2 Months, from 8/1/2016 to 5/26/2017

Evidence of Completion

Reports of student achievement with AP Review will be kept

G2. Success Academy will increase student learning gains and student safety by decreasing student out of school suspensions as measured by the student discipline referral report. 1

🔑 G083030

G2.B1 Classroom Management 2

🔑 B220182

G2.B1.S1 Monthly PLC meetings for classroom management 4

🔑 S232410

Strategy Rationale

Teachers will learn successful strategies to help manage difficult behaviors in the classroom.

Action Step 1 5

During each meeting, administration will brainstorm with teachers, review classroom management strategies, and share best practices

Person Responsible

Michael Harris

Schedule

Weekly, from 8/1/2016 to 5/26/2017

Evidence of Completion

PLC meeting agendas and minutes, decrease in classroom referrals.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Ensure meetings are taking place

Person Responsible

Martha Iovine

Schedule

Quarterly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Review of PLC agenda and minutes, Classroom walkthroughs should show evidence of strategies.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Decrease in student discipline incidents

Person Responsible

Martha Iovine

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Student discipline reports will be discussed at Administrative meetings to monitor amount of out of school suspension referrals and days.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 🔑 M301154	Students should meet state standards of grade level.	Iovine, Martha	8/1/2016	Administration Agenda Minutes	5/26/2017 annually
G2.MA1 🔑 M301157	Student safety is increased, student learning gains have been achieved	Iovine, Martha	8/1/2016	Number of student discipline referrals will be decreased creating a safer environment for students and staff as visible through the student discipline referral report. Learning gains will be evident as shown through STAR testing and statewide assessments.	5/26/2017 quarterly
G1.B1.S1.MA1 🔑 M301152	Student ELA scores should show an increase in academic gains.	Harris, Michael	8/1/2016	Reports of student achievement with AP Review will be kept	5/26/2017 every-2-months
G1.B1.S1.MA1 🔑 M301153	Principal monitors PLC attendance and minutes	Iovine, Martha	8/1/2016	Principal will sign off on all staff training.	5/26/2017 quarterly
G1.B1.S1.A1 🔑 A297382	Success Academy language and culture is addressed during weekly Professional Learning Communities.	Harris, Michael	8/1/2016	PLC Sign-In Sheets	5/26/2017 weekly
G2.B1.S1.MA1 🔑 M301155	Decrease in student discipline incidents	Iovine, Martha	8/1/2016	Student discipline reports will be discussed at Administrative meetings to monitor amount of out of school suspension referrals and days.	5/26/2017 monthly
G2.B1.S1.MA1 🔑 M301156	Ensure meetings are taking place	Iovine, Martha	8/1/2016	Review of PLC agenda and minutes, Classroom walkthroughs should show evidence of strategies.	5/26/2017 quarterly
G2.B1.S1.A1 🔑 A297383	During each meeting, administration will brainstorm with teachers, review classroom management...	Harris, Michael	8/1/2016	PLC meeting agendas and minutes, decrease in classroom referrals.	5/26/2017 weekly

V. Professional Development Opportunities

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

G1. Success Academy will use the results of assessments to ensure state standards are being met and to improve individual student performance and academic achievement.

G1.B1 Lack of student motivation

G1.B1.S1 Success Academy will provide a learning climate that is safe, welcoming, and nurturing to all students.

PD Opportunity 1

Success Academy language and culture is addressed during weekly Professional Learning Communities.

Facilitator

Nicole Wolf

Participants

Instructional Staff

Schedule

Weekly, from 8/1/2016 to 5/26/2017

G2. Success Academy will increase student learning gains and student safety by decreasing student out of school suspensions as measured by the student discipline referral report.

G2.B1 Classroom Management

G2.B1.S1 Monthly PLC meetings for classroom management

PD Opportunity 1

During each meeting, administration will brainstorm with teachers, review classroom management strategies, and share best practices

Facilitator

Mr. Harris

Participants

Success Academy teachers

Schedule

Weekly, from 8/1/2016 to 5/26/2017